

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.O. GENERAL EDUCATION ENGLISH WRITING AND MATHEMATICS PLACEMENT – FIRST READING	Action Item
2	REPEAL OF BOARD POLICY III.S. REMEDIAL EDUCATION – FIRST READING	Action Item
3	SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Information Item
4	BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE SCIENCE	Action Item
5	IDAHO STATE UNIVERSITY – DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY	Action Item
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SUBJECT

Board Policy III.O.—General Education English Writing and Mathematics Course Placement—First Reading

REFERENCE

June 2012	Board approved Complete College Idaho: A Plan for Growing Talent to fuel Innovation and Economic Growth in the Gem State.
February 2014	Board approved second reading of Board Policy III.Q. Admissions Standards.
June 2015	Board approved changes to Board Policy III.S, establishing corequisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
June 2015	Board approved the Repeal of Board Policy III.O. Equivalency Schedules.
April 2023	Board approved recommendations from the Complete College Idaho 2022 Update.
June 2024	Board approved second reading of Board Policy III.Q Admission standards to include the use of ISAT scores.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board Governing Policy III.Q Admission Standards
Idaho State Board Governing Policy III.N Statewide General Education
Idaho State Board Governing Policy III.S Remedial Education

BACKGROUND/DISCUSSION

The Idaho State Board of Education has had a sustained commitment to continuous improvement in postsecondary student success, retention, and graduation. The Complete College Idaho plan, adopted by the Board in 2012, set attainment goals and identified strategies through which institutions might reach those goals. Many of these strategies have been integrated into the fabric of the institutions, as is evidenced by significantly improved first-to-second year retention and graduation rates at all institutions. Some of the largest reforms have had a substantial and positive impact on supporting and retaining first-year students in initial writing and mathematics courses.

In April 2023, after reviewing the institutions' progress on the initial Complete College Idaho goals, the Board approved a new set of recommendations; three of the five recommendations are relevant here:

- The Board should direct OSBE staff to gather national recommendations, meet with stakeholders, and revise Policy III.S to more accurately reflect current best practices around general education mathematics.

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- The Board should incentivize and celebrate any programs and initiatives designed to facilitate student transfer to and from institutions.
- Institutions should work with Board staff to determine appropriate reporting and accountability for these efforts.

Policy III.O. provides support for these recommendations.

Board Policy III.O. Equivalency Schedules was repealed in 2015 to enable institutions to develop placement processes that better support students. Since that time, institutions have continued to collaborate with Board staff and with each other on improving placement, increasing corequisite options, and supporting student learning in general education writing and mathematics courses. A completely new policy related to placement is proposed to provide additional guidance for students and the institutions.

IMPACT

Board Policy III.O. General Education English Writing and Mathematics Course Placement will serve several purposes. First, it will provide clearer definitions of key terms that have caused some confusion for students and institutions, including corequisite courses (for both writing and mathematics) and prerequisite general education courses (relevant only in mathematics).

Second, the proposed policy will define a set of statewide general education courses in writing and mathematics that will be offered at all eight institutions. It will prohibit institutions from requiring transfer students to complete an institution-specific general education mathematics course at the receiving institution. This approach will improve transparency and improve the likelihood that transfer students will complete the appropriate mathematics course, thus saving the students money and reducing their time to degree.

Third, this proposed policy will increase transparency about course options for Idaho high school students through the use of ISAT scores, SAT, or ACT scores for minimum placement while still providing options for institutions to place their students in more nuanced ways as necessary.

Fourth, the proposed policy will provide improved transparency and institutional reporting focused specifically on identifying the prerequisite mathematics courses that do remain at the institutions and the number of students who complete these courses. Previously, institutions have provided Board-required remediation data. However, course numbering and naming are not standardized, and any reporting has been of limited value because of these challenges. This proposed policy will focus required reporting solely on courses that are required prerequisites for general education mathematics courses, reducing the reporting burden for institutions and increasing the value of reports submitted to the Board

ATTACHMENTS

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Attachment 1 – Board Policy III.O. Statewide General Education English Writing and Mathematics Placement – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Proposed policy III.O. General Education English Writing and Mathematics Course Placement will provide a framework for curriculum development and revisions during the 2025-2026 academic year. Board staff will continue to engage with institutional representatives to ensure curricular changes are completed.

The proposed policy language has been reviewed by writing faculty, mathematics faculty, the Idaho Registrars Council, the statewide dual credit leaders, the General Education Committee, the Council on Academic Affairs and Programs at their January 30, 2025 meeting, and the Instruction, Research and Student Affairs Committee of the Board at their February 6, 2025 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.O., General Education English Writing and Mathematics Course Placement, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

**SUBSECTION: O. General Education English Writing and Mathematics Course Placement
April 2025**

This subsection shall apply to Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

This policy establishes consistent guidelines for the placement into general education courses in writing (English) and mathematics. It clarifies the general education writing and mathematics courses available at all institutions. These courses are a key component of the general education framework as described in Board Policy III.N General Education and are strongly linked to student retention and success. This policy is designed to ensure that students can access and successfully complete general education writing and mathematics courses in a timely manner, increase retention and graduation, clarify options for transfer students, and provide information for college-going students.

1. Definitions

- a) A statewide General Education Matriculation (GEM) writing or mathematics course is a course that meets the respective Written Communication or Mathematical Ways of Knowing GEM competencies identified in Board Policy III.N., is listed on the Common Course Index list maintained by the Board office, and is available for students at all institutions.
- b) Corequisite support is a learning opportunity provided to a student during the same semester in which the student is enrolled in a GEM course. Corequisite support is most often delivered as a concurrent credit-bearing course but may include other flexible approaches for concurrent learning support.
- c) Prerequisite instruction is offered to or required to be successfully completed by students prior to enrolling in a GEM course. Prerequisite GEM mathematics instruction is most often delivered as a stand-alone course but can include other flexible approaches to supporting student learning. Prerequisite instruction is rarely a preferred instructional approach.

2. Placement into Statewide GEM Writing Courses

- a) English x101 Writing and Rhetoric I and English x102 Writing and Rhetoric II are the Statewide GEM writing courses.
- b) Corequisite support must be offered to all students enrolled in English 101 at all institutions.
- c) In addition to the placement requirements established in this policy, institutions may develop additional placement processes to facilitate students' placement into and understanding of the GEM writing courses.
- d) Full-time students must be encouraged to and have the opportunity to complete both statewide GEM writing courses during their first academic year.

- e) Institutions must accept the highest of students' SAT, ACT, or 11th grade Idaho Standards Achievement Test scores when such scores are available for minimum placement into statewide GEM writing courses as defined in the table below. Scores are valid for two years after high school graduation.

Statewide GEM Writing Course Placement		
	English x101 with Corequisite Instruction	English x101
ISAT English Language Arts Score	1, 2	3, 4
SAT English Evidence-Based Reading and Writing Section Score	509 and below	510 and above
ACT English + Reading Score	37 and below	38 and above

Additional prior learning credit and course equivalencies set and maintained by the Board for statewide GEM writing courses (for example, Advanced Placement and International Baccalaureate tests scores) may supersede the placement criteria in the table above.

3. Placement into Statewide GEM Mathematics Courses
- a) Math x123 Math in Modern Society, Math x143 Precalculus I: Algebra, Math x153 Statistical Reasoning, Math x170 Calculus, and Math x254 Statistical Methods are the Statewide GEM mathematics courses.
 - b) Institutions must offer corequisite support with at least two of the statewide GEM mathematics courses and are strongly encouraged to offer corequisite support with all statewide GEM mathematics courses.
 - c) Institutions may require a student to take one semester of mathematics instruction prerequisite to any GEM mathematics course only when institutional data compellingly demonstrate that a student will be at significant risk of failure in a GEM mathematics course without prerequisite instruction. No student shall be required to complete more than one semester of mathematics instruction prerequisite to a GEM mathematics course. Institutions shall provide the Board office, annually by June 30, a list of the names and course numbers of any courses that are prerequisites for GEM mathematics courses offered during the prior academic year.
 - d) Institutions may offer institution-specific courses as GEM mathematics courses but must not require transfer students to take such courses to meet statewide general education requirements as outlined in 3.a.
 - e) A program must not include requirements for students to complete a specific GEM mathematics or statewide GEM mathematics course unless it is critical to the students' later success in the program. An institution may allow a more

advanced math course to be substituted to meet the general education requirement.

- f) Full-time students must be encouraged to and have the opportunity to complete a GEM mathematics course during their first academic year.
- g) In addition to the placement criteria in the table below, institutions may use institutional placement processes designed to facilitate students' placement into and understanding of the GEM mathematics course options.
- h) Institutions must accept the highest of students' SAT, ACT, or 11th grade Idaho Standards Achievement Test scores when such scores are available for placement into statewide GEM mathematics courses as defined in the table below. Scores are valid for two years after high school graduation.

GEM Mathematics Course Placement			
	Math x123 with Corequisite Instruction or Math x153 Statistical Reasoning with Corequisite Instruction	Math x123 or Math x143 College Algebra with Corequisite Instruction or Math 153 Statistical Reasoning	Math x143 Precalculus I: Algebra
ISAT Math Score	2	3	4
SAT Math Score	430-519	520-559	560 and above
ACT Mathematics Score	15-19	20-22	23 and above

Additional prior learning credit and course equivalencies set and maintained by the Board for statewide GEM mathematics courses (for example, Advanced Placement and International Baccalaureate tests scores) may supersede the placement criteria in the table above.

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SUBJECT

Repeal of Board Policy III.S. Remedial Education – First Reading

REFERENCE

June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S. A major change to this policy is the incorporation of the three Board approved remediation models.
June 2015	The Board approved the second reading of changes to Board Policy III.S. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education: Accelerated Model, Corequisite Model, Emporium Model.
September 2017	The Board adopted the Governor’s Higher Education Task Force recommendations, which includes corequisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S. Board adopts the Governor’s Higher Education Task Force recommendations, which includes Complete College America ‘Game Changer’ strategies.
February 2018	The Board approved the second reading of changes to Board Policy III.S. Proposed amendments updated the policy to better align with changes identified by Complete College America to help with implementation and student support.
August 2019	The Board approved the first reading of changes to Board Policy III.S.
October 2019	The Board approved the second reading of changes to Board Policy III.S.
October 2020	The Board approved the first reading of changes to Board Policy III.S. defining additional terms and expanding the definition of “student readiness.”
December 2020	The Board approved the second reading of changes to Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policy III.S. Remedial Education

BACKGROUND/DISCUSSION

The provision of this policy, which define and govern remedial writing and mathematics courses at the institutions, are now addressed in the proposed Board Policy III.O. General Education English Writing and Mathematics Placement.

The current Policy III.S. defines criteria for academic preparation in order to guide general education mathematics course offerings. This framework enabled general

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education writing and mathematics leaders to continue to develop program offerings, and now updated requirements have been developed and are reflected in the new proposed Board Policy III.O. The proposed Board Policy III.O. defines the expectations for maximum allowable coursework for any student prior to a GEM mathematics courses. Proposed Board Policy III.O. also identifies the relevant course names and numbers and further defines statewide offerings in these areas. It also updates and modifies the reporting requirements so that Board staff can better understand the scope of prerequisite GEM mathematics course offerings.

IMPACT

Proposed Policy III.O. will govern placement and the available learning support options for general education English/writing and mathematics courses, thereby making Board Policy III.S. Remedial Education redundant.

ATTACHMENTS

Attachment 1 – Repeal of Board Policy III.S., Remedial Education – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Because the provisions in Board Policy III.S. are contained in newly proposed Board Policy III.O. General Education English Writing and Mathematics Placement, it is necessary to repeal Policy III.S. if the Board adopts new Policy III.O. Board staff recommends approval of this action.

BOARD ACTION

I move to approve the first reading of the repeal of Board Policy III.S., Remedial Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education

December 2020

~~1. Coverage~~

~~This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.~~

~~2. Definitions~~

- ~~a. Corequisite Course Model means a delivery model whereby remedial instruction is delivered as a separate course or lab simultaneously with a gateway course.~~
- ~~b. Corequisite Support means academic courses or content that supplement the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support. Board-approved approaches of corequisite support include the Corequisite Course Model, the Embedded Model, and the Emporium Model.~~
- ~~c. Embedded Model means a combined approach whereby remedial content is delivered as part of the content of a gateway course.~~
- ~~d. Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology-based programs.~~
- ~~e. Gateway course means an entry-level course in a general education program of study or curriculum pathway.~~
- ~~f. Remedial Course means a course where credits earned may not apply toward the general education requirements for a certificate or degree, and which may have one or more of the following characteristics:
 - ~~i. Designed for students who are academically unprepared to succeed in gateway courses in mathematics or English,~~
 - ~~ii. Required to be completed before an academically unprepared student may enroll in the gateway course for that subject,~~
 - ~~iii. Numbered below 100,~~
 - ~~iv. Serve as a duplication of secondary curriculum,~~~~

- ~~v. Include content and support services in basic academic skills, including Adult Basic Education, to prepare academically unprepared students for college-level content.~~
- ~~g. Student Readiness means a determination about student preparedness for college-level mathematics and English, and includes the following three levels:
 - ~~i. Academically Prepared Students are students who have been identified by an institution's placement process as *prepared* to successfully take gateway mathematics or English courses without additional academic content or interventions.~~
 - ~~ii. Students in Need of Additional Support are students who have been identified by an institution's placement process as *underprepared* to take gateway mathematics or English courses without additional academic content or interventions.~~
 - ~~iii. Academically Unprepared Students are students who have been identified by an institution's placement process as *unprepared* to successfully take gateway mathematics or English courses without first completing additional academic content or interventions.~~~~
- ~~3. This policy applies to the following common-numbered gateway courses: MATH x123 Math in Modern Society, MATH x143 College Algebra, MATH x153 Statistical Reasoning, and English is ENGL x101 Writing and Rhetoric I, or equivalent courses. The State Board of Education has approved the Corequisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support in mathematics and English general education. Students enrolling into Corequisite Support shall be provided with the option to do so in one of the defined models.
 - ~~a. Institutions may pilot the use of alternative delivery models, provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of their intent to pilot a new delivery model and the results of said pilot. Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Corequisite Support models.~~~~
- ~~4. Each institution shall maintain a mechanism for assessing and evaluating student preparedness in mathematics and English language arts, and provide support and interventions for students identified as needing additional support or as academically unprepared.~~

- ~~5. All students, regardless of readiness level, shall have the opportunity to complete their gateway mathematics and English courses within their first academic year.~~
- ~~a. Academically prepared students shall be encouraged to complete their gateway mathematics and English courses within their first academic semester.~~
 - ~~b. Effective fall 2022, students in need of additional support shall not be required to complete a remedial course prior to enrollment in the following gateway courses: MATHx123, MATHx143, MATHx153, and ENGL x101. Such students shall be encouraged to enroll directly in a corequisite course, except for students in the MATHx143 pathway, who may be encouraged to enroll in a corequisite course OR be required to complete a non-remedial prerequisite general education math course prior to enrollment in MATHx143.~~
 - ~~i. Students who complete a corequisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.~~
 - ~~ii. Corequisite gateway courses will not exceed five semester credits nor be made available for dual credit purposes.~~
 - ~~iii. Success rates in corequisite support models, including corequisite gateway courses, shall be reported annually to the Board.~~
 - ~~c. Academically unprepared students may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to ensure the student has the opportunity to enroll in the gateway course within the first academic year.~~
 - ~~i. Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.~~
 - ~~ii. Students enrolled in a remedial course who qualify for a corequisite gateway course must be made aware of their eligibility options, and counseled on the best option for their individualized circumstances.~~
 - ~~iii. Remedial courses may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment.~~
 - ~~iv. Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.~~
 - ~~v. Success rates in remedial courses shall be reported annually to the Board.~~

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SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

February 2021	Board received the semi-annual report
August 2021	Board received the semi-annual report
February 2022	Board received the semi-annual report
August 2022	Board received the semi-annual report
February 2023	Board received the semi-annual report
August 2023	Board received the semi-annual report
February 2024	Board received the semi-annual report
August 2024	Board received the semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G., Postsecondary Program Review and Approval.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.a.ii and 4.b., prior to implementation, the Executive Director, State Administrator or designees may approve actions related to academic and career technical programs or units as identified in those subsections.

Consistent with Board Policy III.G.9.a., the Board office is providing a semi-annual report of academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the Executive Director, State Administrator or their designees between July 1, 2024, and December 31, 2024. A report of program change requests approved by the full Board for the same time period is also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The report provides a list of new academic or career technical programs and certificates approved by the Executive Director, State Administrator, or their designees consistent with Board Policy III.G. This includes other instructional activity such as modifications to existing programs and other non-substantial changes that require notification to the Board office.

For this current reporting cycle, there were fewer program requests submitted for review and approval than in previous cycles. These consisted of six program proposals to establish new or modify existing instructional units, a program expansion of Idaho State University's Paramedic Science program to Lewis-Clark State College, and the creation of two new programs. One is a new Mining Technician program offering an associate's degree from College of Western Idaho,

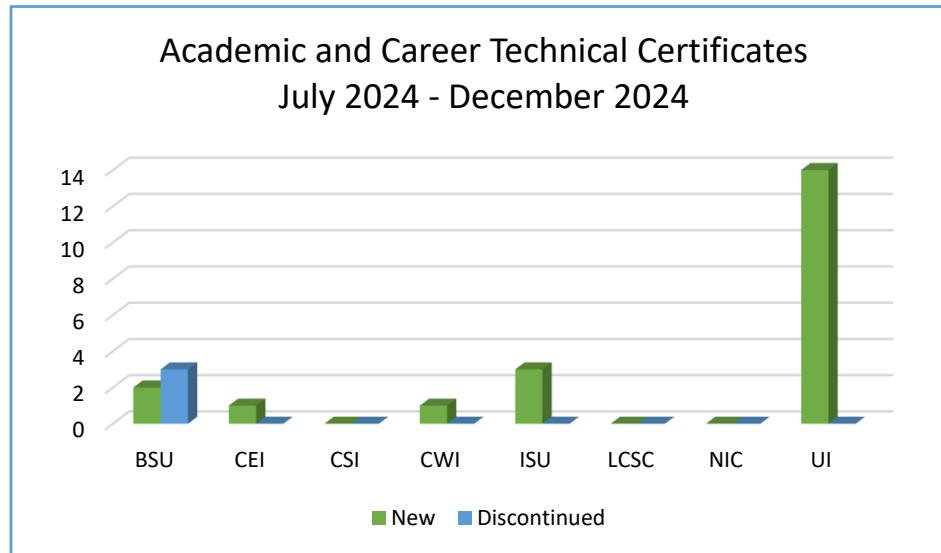
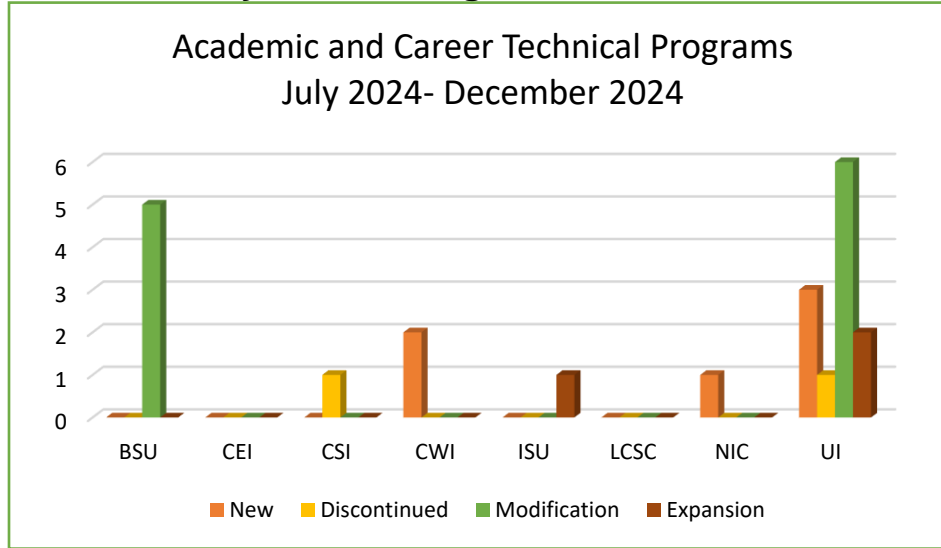
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and one is a baccalaureate program in Bioinformatics from University of Idaho. There were also fewer program discontinuations from the previous report with six reported. One was an associate's degree, three were undergraduate certificates, with the remaining being a minor and changes to method of delivery. Staff notes there were far more program components created, such as the addition of emphases and concentrations to existing programs and new certificates established versus new degree programs in general. Other changes reported were four minor program adjustments that do not require approval, only notification to the Board office. Staff will update charts in Attachment 1 and provide a comprehensive annual trend analysis in August 2025.

BOARD ACTION

This item is for informational purposes.

**Semi-Annual Report of Approved Program Requests
 July 2024 through December 2024**



List of Academic Program and Unit Requests Approved by Executive Director or Designee

INST.	Request Type	Program Title	Type	Date
BSU	Administrative/Instructional	School of Kinesiology	N/A	11/6/2024
CSI	Discontinuance	Anthropology	AA	11/12/2024
CWI	New	Department of Industrial Automation	N/A	7/17/2024
CWI	New	Mining Technician	AS	11/25/2024
ISU	Expansion	Paramedic Science AS Expansion-LCSC	AS Undergraduate Certificate	12/12/2024
UI	New	Bioinformatics	B.S.	7/22/2024

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Certificate Type	Date
BSU	Discontinuance	Habilitative Services	Undergraduate Certificate	7/16/2024
BSU	Discontinuance	Health and Human Behavior	Undergraduate Certificate	11/25/2024
BSU	Discontinuance	Principles of Grant Writing	Undergraduate Certificate	11/25/2024
BSU	New	Professional Development in Vulnerable Populations	Undergraduate Certificate	12/16/2024
BSU	New	Mammography	Undergraduate Certificate	12/17/2024
BSU	New	Mammography (online)	Undergraduate Certificate	12/17/2024
ISU	New	Nursing: Family Nurse Practitioner	Graduate Certificate	12/16/2024
ISU	New	Public Humanities	Graduate Certificate	12/20/2024
ISU	New	Actuarial Science	Certificate	12/24/2024
ISU	New	Actuarial Science (online)	Certificate	12/24/2024
ISU	New	Linguistics	Certificate	12/24/2024
UI	New	Politics and Law	Certificate-UG	10/24/2024
UI	New	Creative Writing	Certificate-UG	10/24/2024
UI	New	Political Analysis and Methodology	Certificate-UG	11/19/2024
UI	New	Public Policy Analysis	Certificate-UG	11/19/2024
UI	New	Investment Management and Analysis	Certificate-UG	11/19/2024
UI	New	Chemical Engineering of Semiconductors	Certificate-UG	11/19/2024
UI	New	People Management	Certificate-UG	12/9/2024

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INST.	Request Type	Program Title	Certificate Type	Date
UI	New	Robotics Engineering	Certificate-UG	12/9/2024
UI	New	Corporate Social Responsibility in Business	Certificate-UG	12/9/2024
UI	New	Philosophy Fundamentals	Certificate-UG	12/9/2024
UI	New	History of Philosophical Ideas and Thought	Certificate-UG	12/9/2024
UI	New	Computer-Aided Engineering	Certificate-UG	12/9/2024
UI	New	Thermal Energy System Design and Analysis	Certificate-UG	12/9/2024
UI	New	Disability and Inclusive Human Services	Certificate-UG	12/9/2024

Other Academic Program Changes

INST.	Request Type	Program Title	Program Type	Date
BSU	New	Cyber Operations and Resilience	MET emphasis	7/11/2024
BSU	New	Cyber Operations and Resilience	EdS emphasis	7/11/2024
BSU	New	Cyber Operations and Resilience	EdD emphasis	7/11/2024
BSU	Name change	Center for Multicultural and Educational Opportunities to Center for Educational Opportunities	N/A	8/12/2024
BSU	Name change	Mathematics to Mathematical Sciences	BS	11/19/2024
BSU	New	Mathematical Sciences: Theoretical Mathematics	BS emphasis	11/19/2024
BSU	New	Mathematical Sciences: Applied Computational Mathematics	BS emphasis	11/19/2024
BSU	New	Mathematical Sciences: Statistics	BS emphasis	11/19/2024
BSU	New	Mathematical Sciences: Cryptologic Mathematics	BS emphasis	11/19/2024
BSU	Name change	Secondary Education emphasis under Mathematical Sciences to Mathematics Education	BS emphasis	11/19/2024
BSU	Relocate	Cyber Operations and Resilience program to School of Computing	BS BAS	11/20/2024
BSU	Name change	Economics, Quantitative emphasis to Quantitative Economics	BA	11/20/2024
BSU	New	Theoretical Mathematics	Emphasis	11/21/2024
BSU	New	Applied Computational Mathematics	Emphasis	11/21/2024
BSU	New	Statistics	Emphasis	11/21/2024
BSU	New	Cryptologic Mathematics	Emphasis	11/21/2024
BSU	Discontinuance	Health Data Management	Minor	11/25/2024

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INST.	Request Type	Program Title	Program Type	Date
BSU	Modification	Cyber Operations and Resilience	B.S.	11/25/2024
BSU	Modification	Cyber Operations and Resilience	B.A.S.	11/25/2024
BSU	Modification	Quantitative Economics	B.A.	11/25/2024
BSU	Modification	Foundations of Public Health	Undergraduate Certificate	12/3/2024
BSU	Modification	Foundations of Clinical Public Health	Undergraduate Certificate	12/3/2024
BSU	New	Social Work (online)	B.A.	12/16/2024
BSU	New	Accountancy (online)	B.B.A.	12/16/2024
ISU	New	Engineering and Applied Science: Civil Engineering	Concentration Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Electrical and Computer Engineering	Concentration Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Environmental Engineering	Concentration Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Measurement & Control Engineering	Concentration Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Mechanical Engineering	Concentration Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Environmental Science & Management	Concentration Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Mathematics	Concentration Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Applied Mathematics	Concentration Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Statistics	Concentration Ph.D.	7/3/2024
ISU	New	Blended Early Childhood Education (online)	BA	9/12/2024
ISU	New	Secondary Education (online)	BA BS	9/12/2024
LCSC	Credit changes	Fitness (13 to 14 credit)	Certificate	12/18/2024
LCSC	Credit changes	Movement Psychology (14 to 10 credit)	Certificate	12/18/2024
LCSC	Credit changes	Nursing Management and Leadership (10 to 11 credits)	Certificate	12/18/2024
LCSC	Name change	Cyber Management to Cybersecurity Management	BA/BS	12/18/2024
LCSC	CIP Change	CyberAccounting from 52.0301 to 30.1601	MS	12/18/2024
LCSC	CIP Change	General Studies: Education from 24.0201 to 13.0101	BA	12/18/2024
LCSC	CIP Change	General Studies: Natural Science & Mathematics from 30.1801/24.0102 to 30.1801	BA/BS	12/18/2024
LCSC	CIP Change	General Studies: Social Sciences from 24.0102 to 45.0101	BA	12/18/2024

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INST.	Request Type	Program Title	Program Type	Date
LCSC	CIP Change	Radiographic Science from 51.0907 to 51.0911	BS	12/18/2024
LCSC	CIP Change	Sport Coaching from 31.0508 to 31.0501	Graduate Certificate	12/18/2024
UI	Various changes	Water Resources MS and Ph.D. concurrent degree with Law program JD <ul style="list-style-type: none"> • Change CIP Code from 14.0805 to 22.0207 • Remove thesis requirement from the M.S. degree • Increase number of credits from the J.D. program that can be used toward the completion of the M.S. from 9 to 12 in the Law, Management, and Policy option. 	M.S./Ph.D./J.D.	10/17/2024
UI	CIP Change	Applied Economics from 01.0103 to 45.0603	MS	11/13/2024
UI	Name change	Modern Language Business to Global Business Language	BA	11/13/2024
UI	Name change	Management Information Systems to Business Information and Analytics	BS	11/13/2024
UI	Name change	Robotics Systems to Robotics and Automation	Undergraduate Certificate and Graduate Certificate	11/13/2024
UI	Discontinuance	Political Science (CdA) (removed F2F)	B.S.	11/19/2024
UI	Modification	Applied Economics	M.S.	11/19/2024
UI	Modification	Global Business Language Studies	B.A.	11/19/2024
UI	Modification	Political Science	B.S.	11/19/2024
UI	Modification	Business Information and Analytics	B.S.Bus.	11/19/2024
UI	Modification	Robotics and Automation	Certificate-UG	11/19/2024
UI	Modification	Robotics and Automation	Certificate-GR	11/19/2024
UI	Modification	Technology Management (remove face to face option)	MS	12/3/2024
UI	Relocate	Integrated Architecture and Design to Department of Design and Environments	MS	12/3/2024
UI	Name change	Kinesiology and Leisure Sciences to Kinesiology	MS	12/3/2024
UI	Update requirements	College of Law updating requirements to allow applicants to present an acceptable score on either the Law School Admission Test or General Test for admission.	N/A	12/3/2024
UI	Relocate	Black Studies minor to the College of Letters, Arts, Social Sciences from Culture, Society, and Justice Department	Minor	12/3/2024

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ATTACHMENT 1

INST.	Request Type	Program Title	Program Type	Date
UI	Name change	Industrial Technology to Engineering Technology	B.S. Tech	12/3/2024
UI	New	Crop Science and Management: Crop Science	BS emphasis	12/4/2024
UI	New	Crop Science and Management: Crop Management	BS emphasis	12/4/2024
UI	Expansion	Engineering Technology	B.S.Tech.	12/10/2024
UI	Expansion	Cybersecurity (Coeur d'Alene)	B.S.	12/10/2024
UI	Credit changes	Occupational Therapy (reduce number of required credit hours per accreditation recommendations)	Master	12/18/2024

List of Career Technical Program Requests Approved by State Administrator (by Type)

INST.	Request Type	Program Title	Program Type	Date
CEI	New	Information Technology Services	BTC	7/3/2024
CWI	New	Digital Photography	AAS	7/3/2024
CWI	New	Digital Photography	BTC	7/3/2024
NIC	New	Culinary Arts Apprenticeship	A.A.S.	7/9/2024

List of Other CTE Program Changes Notified to State Administrator

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Degree	Date
LCSC	CIP Change	Medical Biller 51.0713 to 51.0714	ITC	7/3/2024
LCSC	CIP Change	CNC Machining Technology 15.0613 to 48.0510	AAS	7/3/2024
LCSC	CIP Change	Graphic Communication 10.0301 to 50.0409	AAS	7/3/2024
CEI	CIP Change	Legal Studies and Paralegal Training (curriculum alignment with LCSC and ISU Paralegal Studies and CIP change to 22.0302	AAS ITC ATC	9/20/2024

List of Academic Program Requests Approved by the Board

INST.	Request Type	Program Title	Degree	Date
UI	New	Anatomical Sciences	DAS	8/27/2024
UI	New	Cybersecurity	Ph.D.	12/18/2024

BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Artificial Intelligence Science

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University proposes a new Bachelor of Science in Artificial Intelligence Science (BS in AI Science) degree program within the Department of Computer Science and School of Computing in the College of Engineering. This program aims to address the increasing industry demand for AI-ready professionals who can understand and utilize complex AI models effectively. It will offer a balanced curriculum, combining theoretical foundations with practical applications, including experience with physical systems like robots, and will emphasize ethical considerations in AI development and deployment.

The BS in AI Science complements existing data science offerings at Boise State by focusing on model and feature engineering, production-level deployment, and a deeper understanding of AI's underlying principles. While data scientists primarily focus on data collection, analysis, and inference, AI specialists delve into the creation, optimization, and deployment of intelligent systems.

To prepare students for careers in AI, the Department of Computer Science has introduced a Machine Learning emphasis within its Computer Science major. This emphasis provides students with a solid foundation in data science, core computer science principles, relevant mathematics, and a variety of elective courses. Building upon the success of this emphasis, the university is proposing the BS in AI Science degree, which will offer a more comprehensive and in-depth exploration of AI, including generative AI, AI hardware, AI for production, and AI in business.

IMPACT

The demand for AI-related skills in the U.S. job market is rapidly growing. From February 2023 to February 2024, approximately 120,024 unique job postings required or preferred a bachelor's degree and AI skills, such as Generative AI, AI Applications, and AI Systems. Including Machine Learning skills, the number of postings increased to 182,558. Additionally, skills like Python, Data Analysis/Data Science, Automation, and Software Engineering are highly sought after in conjunction with AI-related skills.

The proposed BS in AI Science program at Boise State University aligns with industry needs, as confirmed by the Computer Science Department's Industrial Advisory Board. The program will equip graduates with the necessary skills to fill emerging roles in AI, such as Machine Learning Scientist, Artificial Intelligence

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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Scientist, Machine Learning Engineer, and Generative AI Scientist, specialist positions that require a deeper understanding of AI concepts and techniques.

AI is revolutionizing various sectors, from healthcare and transportation to education and the arts. AI-powered solutions have the potential to address significant societal challenges and unlock new creative possibilities. The BS in AI Science program at Boise State University is designed to equip students with the skills to contribute to this technological advancement. Although there are no similar baccalaureate degree programs at Idaho public institutions, CWI has recently started an associate's degree in Artificial Intelligence and Cloud Computing. Boise State will be working closely with CWI to align curricula and to facilitate transfer from CWI's recently introduced two-year AI degree offering to Boise State's proposed BS in AI Science program.

To ensure the program's continued success, annual enrollment and graduation numbers will be closely monitored. The program aims to maintain a minimum enrollment of 35 students and graduate at least 10 students per year by the sixth year of the program's implementation. Given the demand for AI, Boise State anticipates a much higher demand. The basis for the minimums is to ensure sufficient enrollment to offer the required courses in the most cost-effective way. If these minimums are not met for three to four years after the program is fully scaled, Boise State will initiate a process to evaluate the program and consider whether to discontinue it.

To accommodate projected enrollment growth in the AI Science program, the department anticipates a significant increase in course sections over the next four years. The program is designed to be cost-effective, leveraging existing courses and open-source technologies. By minimizing the need for textbooks and offering online course options, the program aims to make AI education accessible to a wider range of students. The curriculum will emphasize practical, real-world applications of AI, including programming languages like Java and Python.

A budget projection has been developed to accommodate this growth, including funding for new faculty positions, both tenure-track and clinical, to teach the increased course load. Additionally, graduate assistants will be hired to support faculty and grading. The budget also accounts for additional sections in supporting courses such as mathematics, electrical engineering, and general education electives. The estimated overall enrollment in the Department of Computer Science (currently at approximately 740 students, projected to grow to over a thousand students within the next four years with the addition of the BS in AI Science) will provide sufficient new revenue to cover additional personnel expenses. The program does not require significant investments in new physical infrastructure, such as equipment or laboratory space. Total expenditures are \$140,601 – \$883,592 of ongoing funding over a four-year period.

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The proposal indicates there will be professional fees for upper-division courses (some of these are available for computer science students who are already paying the fees). Estimated costs for course/professional fees include \$2,560 for the duration of four years. This amounts to an average of \$640 per year.

ATTACHMENTS

Attachment 1 – Bachelor of Science in Artificial Intelligence Science Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Boise State University anticipates 37 initial enrollments in Fall 2025, reaching 182 enrollments by Fall 2029 per program proposal. The program anticipates that graduates will be realized starting in FY 2027 with five graduates and anticipates graduating 46 by FY 2030. To keep the program sustainable, the program identified a minimum enrollment of 35 students and at least 10 graduates by the sixth year of the program’s implementation. If the BS in AI Science program is below those numbers per year for three to four years after the program is fully scaled, Boise State will evaluate the program and consider whether to discontinue it.

Boise State’s request to offer a Bachelor of Science in Artificial Intelligence Science is consistent with their Service Region Program Responsibilities and their current Three-Year Plan for Delivery of Academic Programs in Region III. In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for engineering and computer science programs in artificial intelligence. Currently, there are no other baccalaureate programs in this area being offered by other Idaho public postsecondary institutions. As noted by Boise State, College of Western Idaho was recently approved to offer an Associate of Applied Science in Artificial Intelligence and Cloud Computing that started this fall. Additionally, Idaho State University also has plans to submit a proposal for a new Bachelor of Science in Artificial Intelligence in the coming months projected for Region V and VI, fall 2025.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on January 29, 2025; and to the Instruction, Research, and Student Affairs Committee on February 8, 2025.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a Bachelor of Science in Artificial Intelligence Science as presented by the full proposal presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



**Idaho State
Board of Education**

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	November 21, 2024				
Institution Submitting Proposal:	Boise State University				
Name of College, School, or Division:	College of Engineering				
Name of Department(s) or Area(s):	Department of Computer Science				
Official Name of the Program:	Artificial Intelligence Science				
Degree Information:	Degree Level: Bachelors		Degree Type: Bachelors of Science		
CIP code or Modification of CIP Code (consult IR /Registrar):	11.0102				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face				
Implementation Date:	Fall 2025				
Geographical Delivery:	Location(s)		Region(s)		
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee		X	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Program Responsibility		Statewide Program Responsibility		

Indicate those that apply to this request:

- Undergraduate Program
- Graduate Program
- Undergraduate Certificate (30 credits or more)
- Graduate Certificate (30 credits or more)
- Specialized Certificate (above \$250k/FY)


Proposed Action


- New Program
- New branch campus or change in location
- Modification of Existing Academic Programs
- Converting one program option to a stand-alone program
- Consolidating two or more programs into one program
- Splitting an existing program into two or more programs
- Adding certificate or degrees to existing programs
- Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.




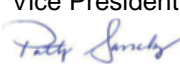
College Dean Date

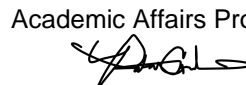

 Graduate/Dean/Other (as applicable) Date
 Jo Ellen DiNucci (11/25/2024 10:20 MST)

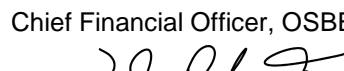

 FVP/Chief Fiscal Officer Date
 John Buckwalter (11/22/2024 08:59 CST)


 Provost/VP for Instruction Date


 President Date

Vice President for Research (as applicable) Date
 12/23/2024

Academic Affairs Program Manager, OSBE Date
 01/14/2025

Chief Financial Officer, OSBE Date
 1/16/2025

Chief Academic Officer, OSBE Date

SBOE/Executive Director or Designee Approval Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Boise State University proposes the creation of a new Bachelor's of Science in Artificial Intelligence Science (BS in AI Science). The new degree program will reside in the Department of Computer Science and be affiliated with the School of Computing, both of which reside in the College of Engineering at Boise State University.

Artificial Intelligence (AI) is being used in most mobile devices, many software applications, and is driving an increasing number of businesses. AI has changed dramatically in the past ten years due to exponential increases in data used to train AI models, and in fast improvements to hardware that powers AI. More recently, powerful "foundational models" like large language models have enabled rapid changes in the AI landscape affecting many industries and education. There is a need in industry for AI-ready students who understand the complex intricacies of these models and how they can be used for good. There are only a handful of AI bachelors' programs in the U.S., and none in Idaho. Boise State can be a powerful player in this area with a new BS in AI Science.

Though largely focused on software (AI has been a sub-field of Computer Science from its beginnings), the proposed major gives students more experience with AI tools, ethical considerations (e.g., potential downstream harms of AI), as well as experience with physical systems (e.g., robots). The program will have a balance of theoretical (e.g., how large language models represent language internally), as well as practical applications including production-level experience that is needed for careers in industry.

The BS in AI complements efforts across campus towards increasing offerings in data science. There are multiple data science undergraduate certificates, a data science emphasis in the Ph.D. in Computing Program (a very popular area within that program) and there is currently an effort to introduce a Master's of Science in Data Science at Boise State. Data scientists spend more time learning about coding tools for data collection, munging, analysis, and inference whereas AI is more focused on model and feature engineering (as well as computer science-related engineering, including data structures and algorithms) and production-level deployment. Data scientists don't usually work on production-level deployment and maintenance; that is usually left to machine learning engineers or AI engineers.

2. **Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
 - a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

A recent report (see Appendix A) for the United States shows approximately 120,024 unique job postings from February 2023 to February 2024 that require or prefer a bachelor's degree as well as one or more 'Artificial Intelligence' related skills, which include Generative Artificial Intelligence, Artificial Intelligence Applications, Artificial Intelligence Systems. If we include 'Machine Learning' related skills, the unique job postings increase to approximately 182,558. The top employable skills besides artificial intelligence related skills include Machine Learning, Python, Data Analysis/Data Science, Automation, Software Engineering and Software Development. These are consistent with curriculum designed by other institutions offering a BS in Artificial Intelligence or similar programs. The demand for some of these skills are expected to continue to rapidly grow in the next few years.

The Department of Computer Science maintains an Industrial Advisory Board composed of representatives from many companies in Idaho including Micron, HP, Kount, Clearwater Analytics, and several other companies that are members of the Idaho Technology Council. In our recent discussions with the board, they expressed excitement about the BS in AI Science program and agreed that it would be very helpful for Idaho companies who are, like many companies, looking to AI for future growth.

Job titles for artificial intelligence scientists or engineers overlap with computer science majors who have experience with machine learning to some degree, but new job titles have recently emerged. The items below differentiate between computer science, data science, and artificial intelligence/machine learning science graduates.

Job Titles for Computer Science graduates:

- Software Engineer
- Computer Scientist
- Software Developer
- Web Developer
- Systems Engineer
- Database Engineer
- Cybersecurity Analyst
- Mobile Application Developer

Job Titles for Data Science graduates:

- Data Science
- Data Analytics
- Data Modeling
- Data Warehousing
- Data Visualization
- Business Statistics
- Business Analytics
- Data Engineer

Job Titles for AI Science graduates:

- ***All Data Science Titles listed above**
- Machine Learning Scientist
- Artificial Intelligence Scientist
- Machine Learning Engineer
- Generative AI Scientist

- b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). *Provide evidence of student demand/ interest from inside and outside of the institution.*

The Department of Computer Science began offering a Machine Learning Emphasis as a part of their Computer Science major. Machine learning is an important component of AI, making up one technical approach to AI that is widely used. The emphasis offers students a path to take introductory data science courses, core computer science courses, relevant math courses, as well as a selection of elective courses for students to choose from. Students who have completed the Machine Learning Emphasis have gone onto work at local companies as well as international tech companies (e.g., Google), showing that the emphasis has succeeded in preparing students for industry and to compete with graduates of other prestigious universities. The Machine Learning Emphasis has grown rapidly in popularity from just a few in its first year to now over 100 enrolled students.

The BS in AI Science is a deeper and broader version of the machine learning emphasis with more focus on broader AI applications including generative AI, as well as AI Hardware, AI for Production, and AI in Business. The BS in AI Science degree therefore gives students flexibility to take courses from other departments across campus to take AI-related courses. An AI Science baccalaureate degree program will draw more students to Boise State as very few such degrees are currently available across the country.

There is currently a student-run AI Club at Boise State University with over 100 registered members. The club meets regularly to discuss AI-related topics, host guest speakers, tour local companies, and work on projects together. They also help with outreach to local schools by helping kids learn how to code robots.

The trends in the market point to AI as a very important part of the future of technology across many sectors including healthcare, education, precision agriculture, manufacturing, and many others.

- c. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

AI is already making a major impact on the world and society. AI can potentially benefit wide areas of society such as healthcare, security, transportation, manufacturing, precision agriculture, education, and many other societal challenges. It is also influencing the arts in many positive ways by providing the artists with new techniques and more creative possibilities.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes _____ No X

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Prior coursework can be accepted if it has not been applied to a prior degree or completed through an accelerated plan. A student may request that prior coursework be counted towards course requirements, however it remains up to the faculty in the program to review the coursework and make the final determination if the prior coursework is sufficient. Boise State University's Credit for Prior Learning (University Policy 3040) has defined a process where

students can challenge a course. If a student believes that their background, education, and/or experience has given them knowledge in a subject area, the student may challenge certain courses to get credits for their prior learning.

We have already begun working with the College of Western Idaho (CWI) to align their curriculum with our offering to facilitate transfer from their recently introduced two-year AI degree offering to our proposed BS in AI Science program.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The BS in AI Science is designed to be a cost-efficient program maximizing existing courses, real-world applications, and AI technical skills. The programming languages that are taught include Java and Python, which are open-sourced languages. Moreover, many of the courses do not require textbooks (or the textbooks are free, online). Some of the first courses such as Introduction to Programming and Foundations of Data Science have online options depending on the semester.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Although there are no similar baccalaureate degree programs at Idaho public institutions, we would like to note that CWI has recently started an Associates degree in Artificial Intelligence and Cloud Computing. We will be working closely with them to align their curriculum with our degree program to facilitate transfer from their recently introduced two-year AI degree offering to our proposed BS in AI Science program. CWI has eight students enrolled in this program in its first semester of Fall 2024.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY25	FY__	FY__	FY__ (most recent)	FY25	FY__	FY__	FY__ (most recent)
N/A	N/A	N/A				N/A			

7. Justification for Duplication (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable. No similar program exists.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates from Program					
Fall 25 (1st year)	Fall 26	Fall 27	Fall 28	Fall 29		FY26 (1st year)	FY27	FY28	FY29	FY30	
37	79	124	155	182		0	5	19	37	46	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

Capacity. Students in the BS in AI Science program will take classes alongside students in the BS in Computer Science program. Some students who apply to the BS in Computer Science program already opt for the Machine Learning emphasis through their chosen coursework, but generally have computer science backgrounds.

We are already teaching many of the courses required for the program and the courses are sequenced properly so students have options each semester. We will need to offer some new courses for this program to better prepare students for the workforce, which will require additional capacity. The capacity that we are projecting would be covered by the revenue that will be generated.

Note that the numbers above are conservative and are based on the growth pattern for the Machine Learning emphasis in the Computer Science degree program. Some of the enrollment will come from new enrollments and some may come from shifts in enrollment. If the growth is more than we project, we anticipate we will have more revenue to be able to invest in the program to increase the capacity.

Recruitment. The Department of Computer Science has an outreach committee that regularly participates in recruitment activities. Activities include participating in career fairs (e.g., the West Ada Career Fair), the Engineering Fair hosted by the College of Engineering, SHE Tech, among others. The committee has also hosted groups of students from local high schools (e.g., Borah, Middleton, and Skyview in Spring 2024) to come to the department for a day to learn about Computer Science, as well as AI. The outreach committee will continue these efforts for visibility and recruitment and give students information about the computer science and BS in AI Science degrees.

Projection. The methodology includes looking at initial enrollment growth of 10 to 50 freshman in the first five years as well as moderate number entering at the sophomore level (similar to what we experience with the Bachelors of Computer Science). We anticipate this new program will primarily come from new growth. We expect some students to transition from the Bachelors of Science in Computer Science degree program – particularly from the existing Machine Learning emphasis.

10. Minimum Enrollments and Graduates.

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

We expect to have a minimum enrollment of 35 students with an average of 10 graduates each year when the program is fully scaled. Given the demand for AI, it is much more likely that we will have a much higher demand. The basis for the minimums is so that we have sufficient enrollment to be able to offer the required courses.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

We will review annual enrollments and graduation numbers annually. We expect to have a minimum enrollment of 35 students and at least 10 graduates by the sixth year of the program's implementation. If we are below an enrollment of 35 and below 10 graduates per year for three to four years after program is fully scaled, we will initiate a process in which we will evaluate the program and consider whether to discontinue it.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Admissions Quality Control: Students who apply to the program must be able to meet the requirements for succeeding in the foundational coursework and MATH requirements. Students must take and pass CS 133 Foundations of Data Science, MATH 170 Calculus, and CS 121 Computer Science 1 in order to continue in the program.

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Prioritization (PP, 5-year review cycle): Program prioritization is a mandatory process of the State Board of Education for all Idaho universities. Program prioritization is designed to increase alignment of resources with mission and the strategic plan and priorities of an institution, and help make informed decisions through conducting a careful evaluation of programs and services.

There currently is no ABET (Accreditation Board for Engineering and Technology - that accredits Engineering and Computer Science programs) accreditation option for AI-related degrees. We anticipate an option will become available similar to how cybersecurity has been a more recent addition (in 2018). We will continue to monitor ABET's options for degrees. Once there is an option for AI-related degrees, we will engage them for accreditation.

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.¹

¹ For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a

Not applicable.

- 13. Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes No

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

Date Not Applicable

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

- 14. Three-Year Plan: If this is a new proposed program, is it on your institution’s Board approved 3-year plan?**

Yes No

If yes, proceed to question 15. If no:

- a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

<input type="checkbox"/>	The program is important for meeting your institution’s regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.
<input type="checkbox"/>	We failed to include it when we had the opportunity.
<input type="checkbox"/>	Other:

- b. Provide an explanation for all statements you selected.**

doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	61
Credit hours in required courses offered by other departments.	13 (MATH), 3 (ECE), 3 (WRITE)
Credit hours in institutional general education curriculum.	38
Credit hours in free electives	2
Total credit hours required for degree program	120

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

In the table below:

- SE → Spring even years, SO → Spring odd years,
- FE → Fall even years, FO → Fall odd years

New courses are highlighted. Some of the other courses will have additional sections or offerings. The impact on resources is discussed later in the appropriate sections.

Number	Name	#cr	Semesters Taught
University Foundation Requirements (38 credits)			
FN (1st field)	CHEM 111/111L or PHYS 211/211L	4-5	SE, FE, SO, FO
FN (2nd field)	BIOL 191 or BIOL 227 or GEOL 101 or CHEM 111/111L or PHYS 211/211L; NOTE: (2nd FN course must be in a different field than 1st FN course)	3-5	SE, FE, SO, FO
MATH 170	Calculus I	4	SE, FE, SO, FO
	Other foundation courses	25-27	
Major Requirements and Electives (82 credits)			
CS 121	Computer Science I	4	SE, FE, SO, FO
CS 133	Foundations of Data Science	3	SE, FE, SO, FO
CS 153	Navigating Computer Systems	1	SE, FE, SO, FO
CS 155	Introduction to Version Control	1	SE, FE, SO, FO
CS 208	Introduction to Full Stack Web Development	3	SE, FE, SO, FO
CS 221	Computer Science II	3	SE, FE, SO, FO
CS 230	Ethical Issues in Computing	3	SE, FE, SO, FO
CS 233	Essentials of Data Science	3	SE, SO
CS 321	Data Structures	3	SE, FE, SO, FO

CS 331	Computer Security and Information Assurance	3	SE, FE, SO, FO
CS 334	Algorithms of Machine Learning	3	FE, FO
CS 434	Applied Deep Learning	3	SE, SO
CS 435	Large Scale Data Analysis	3	FE, FO
CS 436	Natural Language Processing	3	SE, SO
CS 457	Introduction to Artificial Intelligence	3	FE, FO
CS 458	Reinforcement Learning	3	SE, SO
CS 459	Machine Learning in Production	3	FE, FO
CS 481	Senior Design Project	3	SE, FE, SO, FO
ECE 438	Edge AI Hardware Systems	3	FE, FO
MATH 175	Calculus II	4	SE, FE, SO, FO
MATH 189	Discrete Math	4	SE, FE, SO, FO
MATH 301	Linear Algebra	3	SE, FE, SO, FO
MATH 360 or MATH 361	Engineering Statistics, or Probability and Statistics	3	SE, FE, SO, FO
WRITE 212	Introduction to Technical Communication	3	SE, FE, SO, FO
Additional Courses	CS/PHIL 444 Machine Intelligence (3) OR ME 467 Robotics and Automated Systems (3) OR CS 471 Software Engineering OR CS 432 Harnessing Generative AI (3) OR CS 408 Full Stack Web Development (3) OR CS 410 Databases (3) OR CS 421 Algorithms (3) OR	9	SE, FE, SO, FO FE, FO FE, FO SE, SO SE, FE, SO, FO
Electives		2	
	Total:	120	

Below is a sample four-year plan:

Four-year plan example

Semester 1		Semester 2	
MATH 170 Calc I	4	MATH 175 Calc II	4
COMM 101	3	CS 121 Computer Science I	4
ENGL 101	3	CS 233 Essentials of DS	3
CS 133 Foundations of Data Science	3	ENGL 102	3
		CS 153 Navigating Computer Systems	1
		CS 155 Version Control	1
Total	13	Total	16
Semester 3		Semester 4	
PHYS 211/211L or CHEM 111/111L	4	MATH 360/361 Probability and Statistics	3
UF 100	3	UF 200	3
CS 221 Computer Science 2	3	WRITE 212 Technical Writing	3

MATH 189 Discrete Math	4	CS 321 Data Structures	3
CS 208 Intro to full stack Web Dev	3	CS 331 Computer Security and Information Assurance	3
Total	17	Total	15
Semester 5		Semester 6	
MATH 301 Linear Algebra	3	Foundations of Social Science FS	3
CS 334 Algorithms of ML	3	CS 457 Artificial Intelligence	3
CS 230 Ethics in Computing	3	CS 436 Natural Language Processing	3
CS 435 Large Scale Data Analytics	3	CS 459 Machine Learning in Production	3
BIOL 191/227 or CHEM 111/L or GEOL 101 or PHYS 211/L FN	4	ECE 438 Edge AI Hardware Systems	3
Total	16	Total	15
Semester 7		Semester 8	
Foundations of Social Science in 2nd field FS	3	Foundations of Humanities FH	3
Required Additional Course	3	Required Additional Course	3
CS 481 Senior Design (FF)	3	CS 434 Applied Deep Learning	3
CS 458 Reinforcement Learning	3	Required Additional Course	3
Foundations of Arts	3	General Electives (if needed)	1-2
Total	15	Total	13-14
		Total credits:	120

- c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students will be required to take CS481 Senior Design Project, which is a capstone course for graduating BS in AI Science majors. In teams of four to five, students select projects from submitted proposals that can be completed in one semester and receive experience designing, implementing, and testing the assigned software artifact. Students report their progress via documentation, meetings and demos with both the sponsor and instructor at regular intervals throughout the semester. It is important for BS in AI Science students to complete the design project course because it will give them practical experience working on real-world AI applications and working with software developers, which will be a common setting throughout their careers.

Companies like Micron, Hewlett-Packard, Clearwater Analytics, Ericsson Enterprise Wireless (previously Cradlepoint), WinCo, Boise Brewing, Predictable Ryde, and non-governmental organizations (NGOs) like the Bureau of Land Management, Idaho Digital Learning Alliance and the Boise Interfaith Sanctuary have all benefited from this program with most projects being monetized or employed by the sponsors after completion. Many companies have recently requested machine learning and AI be integrated into their projects.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed

program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

1. Analyze a complex problem and apply principles of Artificial Intelligence (AI) and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate an AI-based solution to meet a given set of requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in AI practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply AI development fundamentals to produce AI-based solutions.

17. Assessment plans.

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Boise State uses a Program Assessment Reporting (PAR) process to assess student learning in programs. The process asks programs to map and collect data on student learning using the Program Learning Outcomes stated in question 16 above. We also map the student learning to the University Learning Outcomes. This process is on a 3-year cycle and we will use data from courses, as well as surveys from student, alumni, and industry partners to assess the new Bachelors in AI Science degree.

The Bachelors in Computer Science degree has a sophisticated assessment system that is used as part of the national ABET (Accreditation Board for Engineering and Technology) accreditation. When ABET rolls out an accreditation process for AI degrees, we plan to also join that assessment process while continuing to do the PAR process that is local to the university.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.²

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

² Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

There is no need for new on-campus equipment or space. Sufficient number of classrooms and physical labs already exist in the department. We will have to be careful to maximize the use of space available to accommodate the additional course sections that will be needed. Additional virtual resources will be needed (e.g., Amazon Web Services, cloud computing). We have coordinated with OIT with regards to AWS resources for our current classes and are collaborating with grants with OIT to secure funds to continue to advance our artificial intelligence computing capabilities.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

We do not anticipate a need for additional physical resources.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Not applicable. We do not anticipate a need for additional physical resources, such as equipment, space or laboratory instruments etc.

- 19. Library and Information Resources:** Describe adequacy and availability of library and information resources.

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

We do not anticipate an impact on library resources. The currently available access to online digital libraries (particularly publications from the professional societies ACM and IEEE) are sufficient.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

We do not need additional library resources.

20. Faculty/Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Based on the projected enrollments, we anticipate a growth in the needed sections of classes over the next four years: FY26 (1.5 additional sections), FY27 (4 additional sections), FY28 (9 additional sections), and FY29 (15 additional sections). We assume current teaching loads for faculty in our department: tenure-track faculty (3 courses per year) and clinical faculty (6 courses per year). Our modeling accounts for faculty salaries

to support sections of those courses in the projected budget. We have used the current ratio of tenure-track faculty lines, clinical faculty, and adjunct instructors for those courses. Currently 70% of our faculty are tenure-track and 30% are clinical. Approximately 20% of our course sections are taught by adjunct faculty. Additional faculty lines are budgeted based on growth in enrollments and corresponding revenue. We also budget a PhD in Computing Graduate Assistant to support the tenure track faculty and facilitate in grading capacity for the additional sections.

Our budget projections include salaries and faculty increases for Math, Electrical and Computer Engineering (ECE), and other courses in the general education requirements needed for graduation. Computer Science (CS) accounts for 50-60% of the total faculty salary noted in the budget with the remaining portion accounting for instructional capacity needed to teach additional sections in Math, ECE, and general elective courses. For the general elective courses, we projected 30% of sections are taught by adjuncts, which is higher than that of CS, but in general lower than the reported numbers from the College of Arts and Sciences that houses many general education courses. Please see the attached budget for the details.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

We have two positions that we are hiring for that are starting in fall 2025 which will bring our department to 19 tenure-track faculty and 8 clinical faculty. We currently have one full-time advisor and two part-time advisors, along with three full-time administrative staff.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Currently the Department of Computer Science hosts the Bachelors of Science (BS) in Computer Science (CS), the Masters of Computer Science, and is strongly represented in the PhD in Computing program. We have approximately 740 undergraduate students (the most ever) and 40 masters students and account for almost one third of the College of Engineering's students. Within the BS in CS program, we have a machine learning emphasis (with over 100 students enrolled in that program). We anticipate some students in the BS in CS (and machine learning emphasis in particular), will transition to the BS in AI Science degree program. This will not negatively impact the BS in CS program as the electives currently available will still be available to CS and AI Science students. Additionally, we are adding a strong selection of AI specific courses that could also serve as electives for Computer Science students enriching their experience and provided a much-needed specialized experience in AI science.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The additional personnel that are budgeted for over-time are: a full-time advisor to advise students, a half-time administrative assistant, and part of a summer month to help support an Associate Chair of the department. These resources will be needed as with the addition of this program, the projected overall enrollment within the department will be around a thousand students within the next four years.

21. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Funds are not being reallocated directly. As indicated above there will likely be some Bachelors of Science in Computer Science students that transition to the Bachelors of Science in Artificial Intelligence Science degree program. BS in CS students that transition to the BS in AI will be supported by the currently existing infrastructure and funds to support the instructional capacity to support their progress along their new degree path. The budget template focuses on new student enrollment and as such the budget indicates additional revenue for new (not transitioning) students and the expenditures that will be incurred relative to supporting their academic path.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable.

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3. b.

There are currently offered lower-level courses that have course fees that will also be assessed to students in this program. Similar to the Computer Science program (and other engineering programs in the College of Engineering), professional fees will be assessed for upper-division courses (some of these are available for computer science students who are already paying these professional fees).

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The estimated costs for course and professional fees within the Computer Science department is \$2,560 throughout the duration of the four years. This averages to an additional \$640 per year.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and

estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second- and third-year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please see attached budget template.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

ATTACHMENT 1

I. PLANNED STUDENT ENROLLMENT

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	14	14	33	33	65	65	96	96
B. Shifting enrollments	23	23	46	46	59	59	59	59
Total Enrollment	37	37	79	79	124	124	155	155

II. REVENUE

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$ 130,466.00		\$ 316,752.81		\$ 642,624.26		\$ 977,579.80	
5. Student Fees	\$ 3,545.41		\$ 11,345.32		\$ 26,739.11		\$ 44,413.94	
6. Other (i.e., Gifts)								
Total Revenue	\$ 134,011.41	\$ -	\$ 328,098.13	\$ -	\$ 669,363.37	\$ -	\$ 1,021,993.74	\$ -

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

ATTACHMENT 1

III. EXPENDITURES		FY 26		FY 27		FY 28		FY 29	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE		0.34		0.95		1.98		3.30	
2. Faculty		\$ 53,966.37		\$ 149,637.47		\$ 308,037.43		\$ 503,063.19	
3. Adjunct Faculty		\$ 3,188.11		\$ 6,981.31		\$ 15,340.65		\$ 22,070.37	
4. Graduate/Undergrad Assistants		\$ 8,832.43		\$ 25,166.39		\$ 53,139.96		\$ 88,948.12	
5. Research Personnel									
6. Directors/Administrators		\$ 5,885.89		\$ 6,627.85		\$ 8,483.55		\$ 10,224.11	
7. Administrative Support Personnel		\$ 31,481.08		\$ 35,015.09		\$ 44,273.64		\$ 52,713.10	
8. Fringe Benefits		\$ 37,247.62		\$ 72,740.47		\$ 133,498.54		\$ 206,573.15	
9. Other:									
	Total Personnel and Costs	\$140,602	\$0	\$296,169	\$0	\$562,774	\$0	\$883,592	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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ATTACHMENT 1

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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ATTACHMENT 1

		FY 26		FY 27		FY 28		FY 29	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation									
E. Other Costs									
	Utilites								
	Maintenance & Repairs								
	Other								
	Total Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL EXPENDITURES:	\$ 140,601.50	\$ -	\$ 296,168.58	\$ -	\$ 562,773.77	\$ -	\$ 883,592.04	\$ -
	Net Income (Deficit)	\$ (6,590.09)	\$ -	\$ 31,929.55	\$ -	\$ 106,589.60	\$ -	\$ 138,401.70	\$ -

Budget Notes (specify row and add explanation where needed; e.g., "I.A.B. FTE is calculated using..."):

I.A&B	FTE and headcount are identical for full-time students; Some students will shift from CS to AI; AI new enrollments will grow over time
II.4	Tuition multiplied by new students enrolled in AI (not those shifting from CS to AI)
II.5	Course fees for lower division courses and professional fees for upper division courses (like other programs including CS in the College of Engineering)
III.A.1	Model assumes faculty to teach CS, Math, ECE, and other courses (growing based on enrollment growth); by FY29 increases of 1.74 CS, .24 ECE, .28 MATH, 1.04 O
III.A.2	Model assumes faculty to teach CS, Math, ECE, and other courses (growing based on enrollment growth)
III.A.3	Model assumes adjunct faculty help teach CS, Math, and other courses (growing based on enrollment growth; 20% in CS and 30% other)
III.A.4	Part of PhD GA per new CS faculty required; assists in the grading of AI courses, as well as the research endeavor for new tenure-track faculty
III.A.6	Part of Associate Chair summer month based on enrollment ratio new AI to overall (AI + CS->AI)
III.A.7	Half of an administrative assistant (based on initial salary of \$62K) and a full time advisor (based on initial salary of \$52K)
III.A.8	Fringe of faculty, associate chair, administrative assistant, and advisor

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IDAHO STATE UNIVERSITY

SUBJECT

Doctor of Psychology in Clinical Psychology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes to offer a Doctor of Psychology in Clinical Psychology (Psy.D.) degree. The proposed program will utilize the professional fee model outlined in Board Policy V.R if it does not receive adequate Capacity Enhancement Funds under the institution's recent request to the Office of the Governor in order to offset the cost of the program. This program will be offered by ISU Psychology Department existing faculty located in Pocatello and new faculty in Meridian. The requested program will be offered in conjunction with ISU's nationally known Doctor of Philosophy (Ph.D.) program in Clinical Psychology, which is located in Pocatello and has been offered by ISU's Department of Psychology continuously since State Board of Education approval in 1991. The new Psy.D. program will have an Integrated Behavioral Health focus, which is unique from the existing Ph.D. program in Clinical Psychology and is in response to several significant mental health needs within the state. ISU has been in conversation with Boise State University regarding jointly offering this program in the future as their capacity and interest allows.

Across the globe, mental health disorders consistently rank in the top ten causes of disease burden, leading to nearly 150 million years of lost life (Institute for Health Metrics and Evaluation Global Burden of Disease, 2024) and costing the global economy approximately \$6 trillion per year by 2030 (The Lancet Global Health, Mental Health Matters, 2020). Unfortunately, these trends are also evident in the state of Idaho. Mental health disorders cost Idaho's economy over \$1.5 billion each year. These costs are associated with increased days missed at work/school, decreased work productivity, increased associated health care costs, decreased high school graduation rates, increased homelessness, increased incarceration for those with mental illness, and increased expenditure on public mental health assistance programs. Fortunately, it has been estimated that approximately 70% of the disease burden associated with mental health could be avoided if those with mental health disorders had access to adequate professional care. Unfortunately, in the 2023 Idaho State Behavioral Health Planning Council Governor's Report, every participating Region in Idaho (all but Region 4) indicated that their #1 gap/need was access to more treatment providers. Confirming this, the U.S. Health Resources and Services Administration has designated every county in Idaho as a "mental health professional shortage area" (Idaho Behavioral Health Alliance, 2022). Repeated calls have been made for Idaho to increase the behavioral health

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workforce (Idaho Behavioral Health Alliance, 2022). In response to these calls, Idaho State University has expanded the clinical training of clinical mental health providers in areas including social work, mental health counseling, and is now proposing to further attend to these needs through the development of the Psy.D. Program in Clinical Psychology.

IMPACT

Doctoral programs in Clinical Psychology are composed of Ph.D. programs and Psy.D. programs – both of which play important roles in the discipline and in the landscape of mental health care. Ph.D. programs, such as ISU's current Ph.D. program in Clinical Psychology, typically have a strong research emphasis and train students to become good scientists as well as strong practitioners. However, graduates of these programs often find an academic/research position in another state or return to their home states to practice.

In contrast, Psy.D. programs focus on practice and are more likely to recruit applicants from the communities and regions in which they are located. Upon graduation, these individuals often stay in the state where they were trained and thus have a direct impact on the local mental health needs. Conducting research often plays a smaller component in these programs, with a focus on training students to become strong consumers of research in order to provide evidence-based care in clinical settings. In Psy.D. programs, the focus is specifically on developing mental health care providers with strong clinical skills. By instantiating a Psy.D. program in Clinical Psychology, ISU believes that it can use its already significant expertise to train additional providers likely to remain in and care for the population of Idaho.

In addition, the proposed Psy.D. Program will be unique from the state's existing Ph.D. Program in its focus on Integrated Behavioral Health (care that includes both behavioral health providers and primary care providers working together to address both physical and mental health concerns) and training exposure in the practice of tele-mental health. Many of the most significant health care problems experienced in Idaho fall under the Integrated Behavioral Health umbrella, and include addictions (e.g., opiates, tobacco, alcohol), chronic health conditions (e.g., heart disease, diabetes), cognitive decline, obesity, stress, and insomnia. Psychologists trained in Integrated Behavioral Health gain experience in collaborating with other health care providers in primary care medical settings. This type of approach addresses many of the barriers that often prevent people from seeing mental health specialists, such as stigma associated with mental health services and scarcity of mental health providers, and such an approach can be particularly effective in rural settings.

Currently, there are several other Psy.D. programs in our region seeking to contribute providers to the mental health care provider workforce. These are located in Idaho (Northwest Nazarene University), Washington, Oregon, Nevada, Utah, Colorado, Wyoming, and Montana. However, none of these have the long-

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standing reputation for excellence in clinical psychologist training that exists at Idaho State University. ISU believes that instantiating a Psy.D. program that can lean on the considerable strengths built over the last several decades in its Clinical Psychology Ph.D. program can, when paired with an Integrated Behavioral Health model and with experience in tele-mental health, generate precisely the type of providers needed at the doctoral-trained level to attend to the state's needs. These providers are one important class in a complex landscape of mental health care providers that include social workers, counselors, addiction specialists, primary care physicians, and nurse practitioners.

It should be noted that currently, the Idaho Department of Labor projects a 7.9% workforce growth over the next 10 years for clinical, counseling, and school psychologists (Idaho Department of Labor, 2024). Thus, an opportunity for reasonable growth in this field currently exists, and the development of another doctoral program dedicated to training and retaining providers who can partner with other providers to effectively treat Idahoans across the many different localities, urban and rural, that exist in the state seems both needed and justified. ISU is proposing to accept 6 Psy.D. students in the first year, 8 in the second year, 10 in the third, and then 12 in the fourth and subsequent years of operation.

As it relates to fees and financial impacts, it should be noted that ISU intends to support this program by levying professional program fees in alignment with program costs if its request for Capacity Enhancement Funds is not approved. Requirements to establish such a fee structure are stipulated in Policy V.R.3.b.iii and include the following, each of which is met by the current program as proposed: 1) the program "qualifies [graduates] to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required," 2) the program "is actively seeking accreditation if it is a new program," and 3) the fees are "based on the costs to deliver the program and other related costs."

As the attached budget form notes, once fully subscribed, the program will cost approximately \$904,876 per year to operate including personnel and operating costs. ISU will also recover a total of \$127,673 in standard student fees (activity fee, facilities fee, and IT fee). To offset the remainder of the costs associated with delivering this program and build a reasonable reserve to support future programmatic needs and facilities costs, ISU anticipates charging a professional fee of \$556,452 or \$10,000 per year per student. This would provide a net \$359,060 per year. It would also set ISU's total financial cost for this program, including tuition and professional fees, at \$22,384 a year per student. Given that Northwest Nazarene University is currently the lowest priced PsyD program in the region with a cost of \$29,600 per year, ISU's program will be \$7,216 below this and thus the lowest priced in the region.

ATTACHMENTS

Attachment 1 – Doctor of Psychology in Clinical Psychology Proposal
Attachment 2 – Institutional Feedback

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University is requesting approval to establish a new Doctor of Psychology in Clinical Psychology (PsyD) to be offered by ISU faculty located in Pocatello as well as new faculty located at the Meridian campus in Regions III and V. The program will be offered 80% face-to-face and 20% distance delivery. The program projects six initial enrollments in FY 2027 reaching 48 by FY 2031 with five graduates projected starting in FY 2031. ISU notes that reaching the goal of 12 PsyD program students per year will be essential while they get the program running.

The program will need eight student enrollments to keep it financially viable, to include six to ten graduates per year depending on size of the admitted cohort. The program also identified 12 core clinical faculty members (7 in Pocatello affiliated with both the Ph.D. and Psy.D. programs and 5 in Meridian affiliated with just the Psy.D. program) as the minimum to continue the program. If minimums are not met for more than two consecutive years, ISU will evaluate the program for discontinuation and provide students with opportunities to complete.

Consistent with Board Policy III.G.3.a.i (2), an institution requesting a new doctoral program must complete an external peer review of the proposed program in addition to a full program proposal. The proposed PsyD program will require a specialized accreditation review, which can only occur once the program has been approved by the Board. This is a standard requirement for accreditation procedures. In June 2024, amendments to Board Policy III.G.3. were approved that allow institutions to supplant the external review with initial specialized accreditation review, contingent on approval by the Executive Director or designee. Idaho State University has submitted a request with the proposal for the specialized accreditation review to fulfill the Board's standard external peer review requirement. Board staff support this request.

In accordance with Board Policy III.Z. responsibilities, Idaho State University has statewide program responsibility for the Ph.D. in Clinical Psychology, but not for the PsyD. There are distinctions between the two degrees to note. Per ISU's program proposal, the Ph.D. in Clinical Psychology uses a scientist-practitioner model, emphasizing both research and clinical practice, whereas the proposed PsyD program adopts a scholar-practitioner model, prioritizing clinical practice with less emphasis on original research.

ISU's request to offer the PsyD is consistent with their Service Region Program Responsibilities and their current Three-Year Plan for Delivery of Academic Programs in Region V and III.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

While there are currently no other PsyD programs offered by other Idaho public postsecondary institutions, staff notes that University of Idaho has also identified a need for a PsyD program in their service region. Their proposal completed the review process last summer; however, it was placed on hold in anticipation of ISU's program submission. University of Idaho wishes to resume the process for consideration of their proposed PsyD program at the February Board meeting.

Idaho State also requests approval to assess a professional program fee of \$10,000 per year for the PsyD program, which amounts to a total financial cost for the program at \$22,384. Based on the information regarding the professional program fee provided in the proposal, staff finds that the policy criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on January 29, 2025, and to the Instruction, Research, and Student Affairs on February 8, 2025.

The University of Idaho provided comments (included with agenda materials) for the Board's review articulating their support for both ISU's proposed PsyD and UI's proposed PsyD program. The university cites several factors that support their recommendation, including how having two programs will help meet Idaho's demand for mental health professionals educated at the doctoral level, the unique strengths each proposed PsyD program will bring to the state, and how both programs will increase the number of mental health professionals qualified to supervise others. UI also argues two programs will provide the quickest route to increasing the number of Idaho clinical placements available to support future mental health professions students.

Board staff notes that this program requires each student to complete a clinical internship, per accreditation requirements. This requirement is particularly relevant in light of simultaneous PsyD proposals from ISU and UI, as the institutions would likely need to compete for internship sites throughout Idaho and the broader interstate region to be successful in meeting sustainable enrollment and graduation targets.

BOARD ACTION

I move to approve the request by Idaho State University to establish a new Doctor of Psychology in Clinical Psychology program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

I move to approve the request by Idaho State University to add a professional program fee of \$10,000 per year to the Doctor of Psychology in Clinical Psychology program, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____



FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	12/17/2024		
Institution Submitting Proposal:	Idaho State University		
Name of College, School, or Division:	College of Arts and Letters		
Name of Department(s) or Area(s):	Department of Psychology		
Official Name of the Program:	Doctorate of Psychology in Clinical Psychology		
Degree Information:	Degree Level: Doctorate	Degree Type: PsyD	
CIP code or Modification of CIP Code (consult IR /Registrar):	42.2803		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Hybrid: 80% face-to-face, 20% distance delivery		
Implementation Date:	August 2026		
Geographical Delivery:	Location(s)	Pocatello and Meridian	Region(s) III, V
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	X	Professional Fee Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Program Responsibility	Statewide Program Responsibility

Indicate those that apply to this request:

- Undergraduate Program
- Graduate Program
- Undergraduate Certificate (30 credits or more)
- Graduate Certificate (30 credits or more)
- Specialized Certificate (above \$250k/FY)

Proposed Action

- New Program
- New branch campus or change in location
- Modification of Existing Academic Programs
- Converting one program option to a stand-alone program
- Consolidating two or more programs into one program
- Splitting an existing program into two or more programs
- Adding certificate or degrees to existing programs
- Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

DocuSigned by: <i>Kandi Jurley-Ames</i> D8AE8DA3E313482...	12/16/2024 1:54 PM PST		
College Dean <i>[Signature]</i> 5582B28136174C0...	12/16/2024 1:54 PM PST	Vice President for Research (as applicable) <i>[Signature]</i>	Date 1/3/2025
Graduate Dean/other (as applicable) <i>Jennifer Steele</i> 28C2658AC52844B...	12/16/2024 1:54 PM PST	Academic Affairs Program Manager, OSBE <i>[Signature]</i>	Date 01/17/2025
Chief Financial Officer <i>[Signature]</i> 5582B28136174C0...	12/16/2024 1:54 PM PST	Chief Financial Officer, OSBE <i>[Signature]</i>	Date 1/22/25
Provost/VP for Instruction <i>Robert Wagner</i> 567879ED5373439...	12/16/2024 1:54 PM PST	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

The Idaho State University (ISU) Department of Psychology requests the creation of a Doctor of Psychology (Psy.D.) Program in Clinical Psychology. This program will be offered by ISU Psychology Department faculty located in Pocatello (existing faculty) and Meridian (new faculty). Students for this new program will be located in Meridian. The requested program will be offered in conjunction with the ISU Doctor of Philosophy (Ph.D.) program in Clinical Psychology, which is located in Pocatello and has been offered by the ISU Department of Psychology continuously since State Board of Education approval in 1991. The new Psy.D. Program will have an Integrated Behavioral Health focus, which is unique from the existing Ph.D. Program in Clinical Psychology and is in response to several significant mental health needs within the state. It is Idaho State University's hope to offer this program in partnership with Boise State University as their capacity and interest allows.

- 2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
 - a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Across the globe, mental health disorders consistently rank in the top ten causes of disease burden, causing nearly 150 million years of lost life (Institute for Health Metrics and Evaluation Global Burden of Disease, 2024) and costing the global economy approximately \$6 trillion per year by 2030 (The Lancet Global Health, Mental Health Matters, 2020). Unfortunately, these trends are also evident in the state of Idaho. Based on estimates of per person economic costs for experiencing a mental health problem (Abramson et al., 2024) and an estimated 311,000 adults in Idaho currently experiencing a mental health disorder (National Alliance on Mental Illness, 2024), mental health disorders cost Idaho's economy over \$1.5 billion each year. These costs are associated with increased days missed at work/school, decreased work productivity, increased associated health care costs, decreased high school graduation rates, increased homelessness, increased incarceration for those with mental illness, and increased expenditure on public mental health assistance programs. Fortunately, it has been estimated that approximately 70% of the disease burden associated with mental health could be avoided if those with mental health disorders had access to adequate professional care. Unfortunately, in the 2023 Idaho State Behavioral Health Planning Council Governor's Report, every participating Region in Idaho (all but Region 4) indicated that their #1 gap/need was access to more treatment providers. Confirming this, the U.S. Health Resources and Services Administration has designated every county in Idaho as a "mental health professional shortage area" (Idaho Behavioral Health Alliance, 2022). Another recent report (Williams et al., 2024) indicated that 53.8% of youth with serious emotional disturbance experienced an unmet need for mental health services. Sadly, Idaho ranks 42nd among the U.S. States in terms of access to/availability of care for those who experience a mental health disorder (Reinert et al., 2021). Repeated calls have been made for Idaho to increase the behavioral health workforce (Idaho Behavioral Health Alliance, 2022). In response to these calls, Idaho State University has expanded the clinical training of clinical mental health providers in areas including social work, mental health counseling, and we are now proposing to further attend to these needs through the development of the ISU Psy.D. Program in Clinical Psychology. Training more providers through the proposed Psy.D. program will further address the significant economic impact that untreated or undertreated mental health disorders are having on our state's economy.

In addition to addressing the economic impact of untreated or undertreated mental health disorders, the proposed ISU Psy.D. Program in Clinical Psychology will have a direct workforce economic benefit. Currently, the Idaho Department of Labor projects a 7.9% workforce growth over the next 10 years for clinical, counseling, and school psychologists (Idaho Department of Labor, 2024). Thus, an opportunity for reasonable growth exists - which would be spurred by the development of another doctorate program that trains Idahoans, right here in our own state. This could have a direct impact on the economy because psychologists trained at the doctorate level have a higher annual salary (avg. \$63,840) than other mental health care providers (e.g., avg. \$37,360 for mental health social workers), thus having a greater income to contribute to the economy.

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). *Provide evidence of student demand/ interest from inside and outside of the institution.*

c.

The proposed ISU Psy.D. Program in Clinical Psychology will address a currently unmet student demand across the state. Each of Idaho's four public higher education institutions (Boise State University, ISU, Lewis-Clark State College, & University of Idaho) offer an undergraduate major in psychology. In addition, Brigham Young University Idaho and Northwest Nazarene University have psychology majors that lead to a bachelor's degree. Across all six of these institutions, the psychology major is typically one of the largest in each institution (registered for Fall 24, Boise State University, n = 839; ISU, n = 367; Lewis-Clark State College, n = 90; University of Idaho, n = 618; Brigham Young University Idaho, n = 1,512; Northwest Nazarene University, n = 30).

Currently, there are only two Clinical Psychology doctoral programs in the state – ISU's Ph.D. program in Clinical Psychology (existing since 1991) and the newly developed Psy.D. Program in Clinical Psychology at Northwest Nazarene University (existing since 2022). ISU's Ph.D. program is currently receiving approximately 80 applications per year and typically accepts 5 students for admission. ISU can access some nuanced prospective student and applicant data through the National Student Clearinghouse System in order to forecast demand for an additional PsyD program in the state. In our most recent data reports (AY23 year), 15 of 72 students applying to our Clinical Psychology PhD program were Idaho students, 14 were from Utah, 6 from California and the remainder from 25 other states across the nation.

One applicant was an international student. 7 of the 15 students who were Idaho residents were offered admittance to ISU's program, and 8 were not. The Clearinghouse was also able to identify at least 22 students who applied to ISU that ultimately reported their enrollment at other institutions across the nation, which demonstrates the wide-spread practice of students applying to multiple institutions when seeking doctoral level clinical psychology training (fig. 6). Collectively, this data suggests that admitting roughly 8-10 students per year is likely to absorb the current unmet Idaho student demand for doctoral level clinical psychology (PsyD) training, and the proposed program has been designed with these numbers in mind.

While ISU's already existent Ph.D. program was specifically designed to train scholar-practitioners, producing graduates who can conduct clinically relevant research and deliver care, not all psychology students are interested in conducting research. Our proposal of a Psy.D. program with training focused primarily on clinical practice rather than practice/research may not only appeal to some individuals currently in our applicant pool with goals of being primarily clinical providers, but is also likely to attract additional individuals who would not otherwise consider applying to a research-intensive Ph.D. program. Given that Northwest Nazarene University's Psy.D. program is a new program, their published data on admissions is limited. They accepted their first cohort of 15 students in 2022, of which 8 students discontinued prematurely. They accepted 14 students in 2023, of which 13 currently remain. While NNU does not report how many students applied each year, their numbers suggest that demand for additional clinically-focused PsyD programming exists. Given the large numbers of undergraduate psychology majors in the region, NNU's success in attracting students into their PsyD program, the number of students that ISU currently turns away from their clinical PhD program, and the existent demand for clinical providers, we believe that we will experience steady and consistent interest in a newly launched

PsyD program. Only five Psy.D. programs can be found across Idaho, Washington, Oregon, Nevada, Utah, Colorado, Wyoming, and Montana, and none of these have the long-standing reputation for excellence in clinical psychologist training that exists at Idaho State University.

In addition to interest from those graduating with their undergraduate major in Psychology, an ISU Psy.D. Program in Clinical Psychology has the potential to attract existing entry-level mental health providers who would like to earn a more advanced degree. Idaho currently has approximately 2,000 Licensed Professional Counselors and 2,100 Licensed Social Workers, most of whom are licensed at the Master's degree level. The Psychologist license associated with a doctorate degree offers a higher average annual salary and increased scope of practice. Thus, it is likely that many who are currently providing mental health care based on a Master's degree would be interested in pursuing a Psy.D. education.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program. As mentioned above (2a), mental health concerns cause a significant disease burden across the globe (Institute for Health Metrics and Evaluation Global Burden of Disease, 2024). This burden is particularly evident in our own state. For example, it is estimated that in Idaho roughly 25% of the population will experience a mental health concern in a given year (Reinert et al., 2021). That is approximately 311,000 adults and 174,000 children (National Alliance on Mental Illness, 2024). Sadly, roughly 400 people in Idaho die by suicide per year (Center for Disease Control, 2023). In fact, suicide is the second leading cause of death for Idahoans aged 15-34 and for males up to age 44 (Idaho Department of Health and Welfare, 2017). These numbers place Idaho in the 50th ranked spot in terms of overall mental health needs among all 50 U.S. states plus Washington, D.C. (higher number indicates more need) (Reinert et al., 2021). Unfortunately, most of the mental health needs in our state are going unmet (Idaho Behavioral Health Alliance, 2022). We simply do not have enough professionals in the state to provide adequate mental health care for our citizens.

When mental health needs go untreated, society suffers. 2a describes some of the economic burdens associated with unmet mental health needs. In addition, data suggests that those with untreated mental health concerns are more than 2x more likely to drop out of high school and are more likely to end up in jail or homeless (National Alliance on Mental Illness, 2024). Moreover, unmet mental health concerns have been linked to several other negative societal outcomes, including illicit substance use, poor health, divorce, and poor quality of life (Idaho Behavioral Alliance, 2022; Institute for Health Metrics and Evaluation Global Burden of Disease, 2024; Mojtabai et al., 2017; National Alliance on Mental Illness, 2024; Substance Abuse and Mental Health Services Administration, 2024).

While many different types of mental health providers exist, a program in Idaho aimed at training clinical psychologists with a Psy.D. degree is an important component of the suite of clinical training options available to help address the aforementioned societal needs. Doctoral training is currently required in the state of Idaho for independent practice as a Psychologist. Thus, students coming out of the proposed doctoral program will have the ability to provide care in rural locations where the people experience the most need because of a lack of other mental health providers. Moreover, doctoral trained psychologists have the capabilities to supervise and oversee others in the provision of mental health services. This includes graduate students in graduate mental health programs, those seeking licensure as Psychologists or Professional Counselors, and those with a Psychology Service Extender registration. Thus, their reach is potentially much larger than a Master's level provider.

Doctoral programs in Clinical Psychology are composed of Ph.D. programs and Psy.D. programs – both of which play important roles in the discipline. Ph.D. programs typically have a strong research emphasis and train students to become good scientists as well as strong practitioners. Because of the emphasis on research, they often recruit students from all over the country to

work on a specific research topic with a specific research mentor. This research represents the creation of psychological science that forms the foundation of evidence-based treatments for mental health that psychologists use in their practice. These types of programs are critical for advancing the quality of mental health services that are provided throughout the globe and they also provide critical talent for various industries interested in promoting mental health through psychological science. However, graduates of these programs often find an academic/research position in another state or return to their home states to practice.

In contrast, Psy.D. programs focus on practice and are more likely to recruit applicants from the communities and regions in which they are located. Upon graduation, these individuals often stay in the state where they were trained and thus have a direct impact on the local mental health needs. Conducting research often plays a smaller component in these programs, with a focus on training students to become strong consumers of research in order to provide evidence-based care in clinical settings. In Psy.D. programs, the focus is specifically on developing mental health care providers with strong clinical skills. Thus, graduates of the proposed ISU Psy.D. Program in Clinical Psychology would be uniquely situated to address the mental health needs here in Idaho.

In addition, the proposed Psy.D. Program will be unique from the existing Ph.D. Program in its focus on Integrated Behavioral Health (care that includes both behavioral health and primary care providers working together to address both physical and mental health concerns) and training exposure in the practice of tele-mental health. Many of the most significant health care problems experienced in Idaho fall under the Integrated Behavioral Health umbrella, including addictions (e.g., opiates, tobacco, alcohol), chronic health conditions (e.g., heart disease, diabetes), cognitive decline, obesity, stress, and insomnia. Psychologists trained in Integrated Behavioral Health gain experience in collaborating with other health care providers in primary care medical settings. This type of approach addresses many of the barriers that often prevent people from seeing mental health specialists, such as stigma associated with mental health services and scarcity of mental health providers, and can be particularly effective in rural settings. Related, we plan to have students in the Psy.D. Program receive tele-mental health training experiences. Given these experiences, upon graduation, the Psy.D. students will have the skills necessary to provide mental health services to rural communities across the state of Idaho where access to mental health services is currently severely lacking.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No__X__

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

The ISU Graduate School defines specific policies regarding transfer of academic credit from other graduate programs. Students with a M.A. or M.S. degree from an accredited institution do not need to transfer those classes to get an ISU-equivalent master's degree (the student will be admitted to the doctoral program after passing the Qualifying Exam). However, students may wish to apply credits earned in their previously-attained M.A. or M.S. program to their doctoral program of study or to demonstrate program-specific competencies. Students entering doctoral training at ISU with a conferred M.A. or M.S. degree from an accredited institution may transfer an unlimited number of credits for specific courses to the doctoral plan of study based on comparability/equivalence of coursework and research to current departmental standards. These criteria are separate from any additional program-specific requirements students must satisfy prior to graduation (e.g.,

clinical students must demonstrate minimum level achievements across all American Psychological Association-specified Discipline-Specific Knowledge areas regardless of how many courses are transferred). Students without a master's degree, but with some graduate training from another institution, may transfer up to 12 credits from a regionally accredited graduate institution toward the completion of their degree at ISU.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

When possible, open educational resources will be used. Cost will be considered as an important factor when making textbook decisions for all courses. The course sequence is also set up to allow students to complete the degree in a timely manner (5 years – which is consistent with time-to-completion data from other Psy.D. programs in neighboring states, but quicker than the national average for other doctoral programs in Clinical Psychology [7 years according to the American Psychological Association's Center for Workforce Studies, 2017]), thus saving them on tuition and time before they can enter the workforce.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY21	FY22	FY23	FY24 (most recent)	FY20	FY21	FY22	FY23 (most recent)
ISU	Doctoral (Ph.D.) Program in Clinical Psychology	5	5	5	5	6	5	7	7

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

There are no other Psy.D. programs in Clinical Psychology offered at a public institution in Idaho. The Department of Psychology at ISU (the proposing department for the new Psy.D. program) does offer a Ph.D. program in Clinical Psychology that enjoys a significant national and international [reputation](#) for training researcher/clinicians. Although both of the programs (the existing and the proposed) would offer doctoral degrees in clinical psychology, a Psy.D. program and a Ph.D. program differ in their mission and training models, student recruitment, and resulting outcomes.

The Department of Psychology at ISU’s existing Ph.D. program in Clinical Psychology trains graduate students using a *scientist-practitioner* model. That is, students receive extensive training in both research and practice. This dual emphasis training is reflected in the courses that they take (foundational psychology courses as well several research methods courses and clinical practice courses) and the experiences they gain (equal parts research and clinical training). The goal is to produce students who can, upon graduation, either contribute to the clinical psychology science in academic or other research settings or engage in professional practice. Most of the graduates from this program engage in some combination of both. Given the heavy emphasis on research similar to other Ph.D. programs, students apply to the program from all over the country in order to study under and work directly with one particular faculty member. This reflects a mentorship model of training that requires a very low faculty-student ratio. Upon graduation, Clinical Psychology Ph.D. students are considered experts in that particular area of emphasis. For example, in the Ph.D. program we have faculty who train their students to become experts in behavioral sleep medicine, behavioral economics and risk-taking, recovery from interpersonal violence and trauma, evidence-based prevention and treatment programs for children, autism assessment and treatment across the lifespan, and psychotherapy process and outcome research. Given this mentorship model and research emphasis, and their time-demands, faculty can typically only accept one or two students per year – thus the cohort sizes of the current Ph.D. cohorts are restricted to 5 to 7 students per year. Upon graduation, only a small percentage of these students stay in Idaho. Instead, the majority of graduates return to their home states or spread out over the country based on the availability of academic or combined practice/research positions. This type of Ph.D. program is essential for advancing psychological science, which is necessary for those in practice to provide quality evidence-based care. In addition, this type of Ph.D. program bolsters the reputation of a university, given that the faculty in

such programs are often nationally and internationally recognized experts in their areas of study.

In contrast, the Department of Psychology at ISU’s proposed Psy.D. Program in Clinical Psychology would train students using a *scholar-practitioner model* (Foley & McNeil, 2015), which is consistent with most other Psy.D. programs across the country. Students in a scholar-practitioner Psy.D. program primarily receive training in clinical practice. Although they receive some research training as well, the emphasis is on learning how to evaluate research and apply it to practice rather than learning how to conduct research in one particular emphasis area. Thus, the courses they take primarily include foundational psychology courses and clinical practice courses. Similarly, the experiences they gain are primarily clinical. Even though they are often still required to complete a Master’s thesis or Doctoral project, these projects are typically reviews of the clinical application of the research of others, rather than the conducting of a novel research study. Given the focus on training for practice, students are accepted into a program as a whole, rather than to an individual faculty member’s lab. Although students are assigned a particular faculty member for academic and career advising, the close individual mentorship that defines scientific/research training in a Ph.D. program is unnecessary. Instead, their learning and supervision comes from several core and affiliate faculty in the program as a whole. With this model, Psy.D. programs can admit much larger cohort sizes each year (i.e., between 10 and 15 students depending on the size of the faculty and the availability of clinical training placements). These students are more often recruited from the local state and in return often elect to practice as clinical psychologists in their same state upon graduation.

In addition, the proposed Psy.D. Program will be unique from the existing Ph.D. Program in its focus on Integrated Behavioral Health and its additional training in the practice of tele-mental health. Program faculty on the Meridian campus will be hired with a specific focus on Integrated Behavioral Health topics. With these faculty in place, students will be able to take clinical elective courses in topic areas such as addictions, chronic health conditions, neuropsychology, and health management. In addition, students will be able to receive clinical supervision from program faculty in these specialty areas. Further, students will complete their clinical experiences in integrated clinics, where they will gain exposure to working with other health care providers from various disciplines. This will occur during their in-house clinical training as well as in their community practicums. We also plan to include a tele-mental health component to the Psy.D. students’ training. Part of this will come as a side effect of the fact that they will be taking several courses that are offered via distance from faculty in Pocatello. This will provide them with a glimpse of the perspectives and experiences of clients who receive telehealth services. Through these experiences, they will also learn many of the minor, but critical, operational skills associated with providing or receiving services through distance platforms. To add to the course experiences, we plan to offer students the opportunity to engage in providing tele-mental health services to rural communities while completing their practicums. Although specific partnerships have not yet been established, we plan to partner with agencies that are already providing telehealth services from the Meridian area or rural agencies that are capable of receiving telehealth care for some of the community practicums. The ISU INCLUDE program (<https://www.isu.edu/include/>) is another mechanism that we may use to provide students with training in tele-mental health.

In summary, the current ISU Ph.D. program in Clinical Psychology trains students to advance the field of clinical psychology as a whole, thus addressing the global mental health burden that our world currently faces. The proposed ISU Psy.D. Program in Clinical Psychology would train students to enter practice at an advanced level in our home state, thus directly addressing the mental health burden that we currently face in Idaho.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates from Program					
FY27 (1st year)	FY28	FY29	FY30	FY31		FY27 (1st year)	FY28	FY29	FY30	FY31	
6	14	24	36	48						5	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 “Need for the Program” above.
 What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

Based on the significant economic, student, and societal need (see response to Question #2 above), we have a desire to make the program as large as possible – our state needs more highly trained and qualified mental health providers, and there are many psychology students from undergraduate institutions in Idaho who desire to pursue doctoral training. However, we also recognize that space, faculty, and resource limitations would likely limit the number of students we could accept each year. In addition, many Psy.D. programs who take very large class sizes (i.e., 20+ students per year) often have 25% to 50% of those students drop out before obtaining their degree. Examples of this include The Chicago School, Midwestern University, Alliant International University, and Carlos Albizu University – all of which are accredited by the American Psychological Association (Psy.D. programs not accredited by the American Psychological Association also have large class sizes and likely even larger dropout rates, but they are not required to publish these rates online for review). Even Northwest Nazarene University’s Psy.D. program, which accepted 15 students in their first year of operation, reported a 53.3% dropout rate in that year. Argosy University is perhaps the most notable example, which closed its doors in 2019 after several lawsuits and had a reputation for accepting more students each year than they could responsibly train. Thus, in determining enrollment and graduation projects, we sought to identify class sizes that we estimated could be ethically and competently trained to graduation by the identified number of new faculty in Meridian and with support from the current faculty in Pocatello.

We were able to identify four Clinical Psychology Psy.D. programs in the neighboring states of Colorado, Oregon, and Washington (no Psy.D. programs exist in Montana, Nevada, Utah, or Wyoming). Each of these programs is accredited by the American Psychological Association and thus data were readily available regarding admissions, graduation rates, and size of the faculty. The following is data from the past 10 years.

State	University	Average Yearly Admissions	% to Drop Out	Average Years to Graduation	# of Full Time Faculty
Colorado	University of Denver	38.7	5.17%	4.9	43
Oregon	George Fox University	27.1	2.95%	4.95	15
Oregon	Pacific University	50.6	15.81%	5.43	8
Washington	Antioch University	14.2	25.35%	7.07	8

Comparing the faculty (# of Full Time Faculty) to student (Yearly Admissions * Years to Graduation) ratio, the two programs with the lowest dropout rates (University of Denver and George Fox University) had significantly lower faculty-to-student ratios (1:4.41 & 1:8.84) than the programs with much higher dropout rates (1:34.34 for Pacific University & 1: 12.55 for Antioch University). The ISU Ph.D. program in Clinical Psychology currently has 7 faculty (counting one that we are hoping to hire in 2024) and accepts 4 to 6 students per year (approximately 35 students enrolled at any given time). If we added 5 faculty located in Meridian to help run the proposed Psy.D. program, we could handle in total 96 students (8 students per core faculty in the two Clinical Doctoral programs), considering the faculty-to-student ratio range for the more successful programs (between 4.41 and 8.84 students per faculty). That leaves between 61 total students for the Psy.D. program, split across 5 years – which equals approximately 12 students per year. Based on the location of the program and the available space and clinical training opportunities, we are confident that accepting up to 12 students per year is operational, but only if five additional faculty are added. Without the additional 5 faculty, accepting 12 students per year would not be feasible.

It is important that we gradually work up to the goal of accepting 12 Psy.D. program students per year while we get the program running. So the plan would be to accept 6 students in the first year, 8 in the second year, 10 in the third, and then 12 in the fourth and subsequent years of operation. Considering the planned course sequence, the years to graduation for the more successful Clinical Psychology Psy.D. programs in neighboring states, and the average years to graduation for the ISU Ph.D. program in Clinical Psychology (5.3 years), we believe that the majority of students would graduate from the proposed Psy.D. program in 5 years. Thus, we estimated that five students (83.3%) from the first accepted cohort would have obtained their degree by FY30. That number would

increase in later years as initial enrollment increases, leveling out to 10 to 14 students graduating each year from FY33 on (this expectation differs from 12 [the incoming cohort each year] to allow for some small levels of attrition and some students taking 6 years to graduate).

10. Minimum Enrollments and Graduates.

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

When identifying minimums, two groups should be considered – minimum number of students (enrolled and graduated each year) and minimum number of full-time faculty in the program.

We consider 8 students accepted each year to be the minimum to continue with the proposed Psy.D. program. This number would keep the program financially viable, would allow for large enough enrollments in the program's classes, and would allow us to maintain relationships with affiliated sites in the community where students will complete much of their clinical training. We also consider an 85% graduation rate to be a sign that the program is operating in a healthy and ethical manner. This means that 6 to 10 students would need to graduate per year depending on the size of the admitted cohort and allowing for some students to take 6 years to complete the program.

We consider 12 core clinical faculty members (7 in Pocatello affiliated with both the Ph.D. and Psy.D. programs & 5 in Meridian affiliated with just the Psy.D. program) to be the minimum to continue with the proposed Psy.D. program. This fits with the faculty-to-student ratios from successful Psy.D. programs in neighboring states and would be required in order to ensure adequate and ethical coverage of courses, clinical training, and mentorship of students in both the Psy.D. and Ph.D. programs.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If the Psy.D. program falls below 8 students admitted per year or 12 core clinical faculty members (7 in Pocatello affiliated with both the Ph.D. and Psy.D. programs & 5 in Meridian affiliated with just the Psy.D. program), then we will consider discontinuing the proposed Psy.D. program. If either of these happen, we will first work with college and university administration to identify solutions. If the program remains below the identified minimums for more than two consecutive years, then we will take that as a sign that discontinuation is necessary. Students who are already enrolled in the program up until that point will be allowed to finish their studies and no new students will be admitted. Once the last remaining students graduate or leave the program, the program will officially be closed.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The proposed ISU Psy.D. Program in Clinical Psychology was developed to align with the accreditation standards of the American Psychological Association. Specifically, prior to Fall 2026, the program will file paperwork for "intent to apply" status with the American Psychological Association. At this point, the American Psychological Association Commission on Accreditation will review the program's structure, aims, admissions process, plans for supporting students, and program leadership/faculty plans to see if it aligns with accreditation requirements. This initial status can last for up to 3 years. After the second full year of operation, the program will apply for "accredited, on contingency" status. At this point, the Commission on Accreditation will review initial student outcomes. This status can last for up to 5 years. After the fifth full year of operation, the program will apply for "full accreditation." Once granted, the program will seek to hold "full accreditation" continuously while in operation. This requires reoccurring self-reviews and site reviews by the Commission on Accreditation (currently once every 10 years) as well as annual updates and reports.

Given that the ISU Ph.D. program in Clinical Psychology has been continuously accredited by the American Psychological Association since 2001, we are confident in our ability to earn and maintain accreditation for the proposed Psy.D. program.

- 12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. With prior approval from the Board’s Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.¹

Specialized accreditation is required for this program, and we request that this specialized accreditation process – which includes an “Intent to Apply” period, an “Accredited – On Contingency” period, and a “Fully-Accredited” final designation supplant the normal peer review process. Should the Board wish it, an external peer review can also be conducted in the first quarter of 2025.

- 13. **Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes ___ No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

- 14. **Three-Year Plan: If this is a new proposed program, is it on your institution’s Board approved 3-year plan?**

Yes X No ___

If yes, proceed to question 15. If no:

- a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

<input type="checkbox"/>	The program is important for meeting your institution’s regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.

¹ For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	31 credit hours for the M.A.; 70 credit hours for the Psy.D.	
Credit hours in required courses offered by other departments.	3 credit hours from the ISU M.S. in Clinical Psychopharmacology program	
Credit hours in institutional general education curriculum.	0	
Credit hours in free electives	0	
Total credit hours required for degree program	104 (34 credit hours for the M.A.; 70 credit hours for the Psy.D.)	

b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

M.A. Classes	Credits
Biological Bases	
PSCI 6612: Basic Clinical Pharmacology (Meridian, taught by the M.S. in Clinical Psychopharmacology program)	3
Core Classes (two of the following)	6
PSYC 5570: Advanced Topics in Learning (Pocatello)	
PSYC 6642: Cognitive Psychology (Pocatello)	
PSYC 6643: Advanced Social Psychology (Pocatello)	
PSYC 6644: Advanced Developmental Psychology (Pocatello)	

Research Methods	
PSYC 6627: Statistics and Research Design I (Pocatello)	3
PSYC 66XX: Evaluating Psychotherapy Research (Meridian, New Course)	3
Professional Ethics	
PSYC 5512: Ethical and Professional Issues in Psychology (Meridian)	2
Assessment	
PSYC 6620: Psychodiagnostics I (Intellectual Assessment) (Meridian)	3
PSYC 6621: Psychodiagnostics II (Personality Assessment) (Meridian)	3
Diagnosis and Intervention	
PSYC 66XX: Diagnosis (Meridian, New Course)	3
PSYC 66XX: Adult Psychotherapy I (Meridian, New Course)	3
PSYC 66XX: Child Psychotherapy I (Meridian, New Course)	3
PSYC 7701: Clinical Psychology (Meridian)	2
Total Credits	34

Psy.D. Classes	Credits
Core Classes (One of the following)	3
PSYC 5570: Advanced Topics in Learning (Pocatello)	
PSYC 6642: Cognitive Psychology (Pocatello)	
PSYC 6643: Advanced Social Psychology (Pocatello)	
PSYC 6644: Advanced Developmental Psychology (Pocatello)	
Research Methods and Experience	
PSYC 88XX: Doctoral Project (Meridian)	10
Professional Ethics	
PSYC 7703: Advanced Ethics and Professional Issues (Pocatello)	1
Intervention	
PSYC 6634: Cultural Diversity and Individual Differences (Pocatello)	3
PSYC 7704: Supervision and Consultation in Clinical Psychology (Pocatello)	3
Clinical Didactic Electives (four of the following)	12
PSYC 7736: Clinical Pro-seminars (Meridian, New Courses)** **Specialty courses in Integrated Behavioral Health taught by faculty in Meridian. Examples include Addictions, Adult Psychotherapy II, Child Psychotherapy II, Integrated Behavioral Health, and Neuropsychology based on the specialty areas of the hired faculty.	

Clinical Experience	
Required	
PSYC 7727: Psychoeducational Evaluation (1 credit each) (Meridian)	3
PSYC 7749: Clinical Internship (1 credit each semester of internship) (no campus location)	3
Clinical Practicum Electives	20
PSYC 7724: Community Practicum (2 credits each) (Meridian)	
PSYC 7725: Psychology Clinic Practicum (2 credits each) (Meridian)	
PSYC 7726: Supervision Practicum (1 credit each) (Meridian)	
Classes transferred from MS degree (up to 12 credits)	12
Total Credits	70

Sample Course Sequence

	Fall	Spring	Summer
Year 1	Statistics & Res Design I (3) Psychodiagnostics I (3) Diagnosis (3) Clinical Psychology (2)	Psychodiagnostics II (3) Adult Psychotherapy I (3) Ethical & Prof Issues (2) Biological Bases (3)	Psycho-ed Evaluation (1)
Year 2	Core Class (3) Eval. Psychother. Research (3) Practicum (2) Psycho-ed Evaluation (1)	Core Class (3) Child Psychotherapy I (3) Practicum (2) Psycho-ed Evaluation (1)	Practicum (2)
Year 3	Supervision & Consultation (3) Clinical Elective (3) Doctoral Project (2) Practicum (3)	Advanced Ethics (1) Clinical Elective (3) Doctoral Project (2) Practicum (3)	Practicum (2)
Year 4	Core Class (3) Clinical Elective (3) Doctoral Project (3) Practicum (2)	Cultural Div. & Ind. Diff. (3) Clinical Elective (3) Doctoral Project (3) Practicum (2)	Practicum (2)
Year 5	Clinical Internship (1)	Clinical Internship (1)	Clinical Internship (1)

Courses taught in Meridian just for Psy.D. students	Overlapping classes from Ph.D. program taught in Pocatello
Adult Psychotherapy I	Advanced Ethics
Child Psychotherapy I	Core Classes (3 total)
Clinical Psychology	Cultural Diversity & Individual Diff
Clinical Didactic Electives (multiple)	Statistics & Res Design I
Diagnosis	Supervision & Consultation
Ethical & Professional Issues	
Psychodiagnostics I	
Psychodiagnostics II	

- c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Comprehensive Exam: At the start of their third year, students will need to complete a clinical comprehensive exam. The comprehensive exam is designed to provide students an opportunity to demonstrate clinical intervention knowledge and skills, clinical assessment knowledge and skills, and the ability to apply research and core psychology educational domains to clinical practice. To complete this exam, students will submit two written papers (one intervention and one assessment) and complete an oral defense. The papers and oral defense will be evaluated by two core program faculty members. Passing the comprehensive exam will approve students for doctoral candidacy.

Practicums & Psychoeducational Evaluations: Starting in the summer semester at the end of the first year and continuing through Year 4 of the program, students will need to complete various practicums and psychoeducational evaluations. These provide students with an opportunity to develop their clinical skills and competencies in real world settings. Various options will be available for students to choose from. In their second year, practicums and psychoeducational evaluations will be completed on-site (Meridian), under the direct supervision of Psy.D. program faculty. Beginning in the summer semester at the end of the second year, students can complete practicums at clinical training sites out in the community. These will be supervised by community professionals employed at the sites, but the Psy.D. program Director of Clinical Training will have oversight over all external training experiences. Students will need to complete a total of 20 credits of practicum experience and 4 credits of psychoeducational evaluation experience.

Doctoral Internship: In the final year of training (typically the 5th year), students will need to complete a year-long clinical internship outside of the program. This internship training experience is part of American Psychological Association accreditation requirements. Although it is assumed that most students will complete an American Psychological Association approved internship through the Association of Psychology Postdoctoral and Internship Centers matching system, students will have the option to self-create a program approved internship experience that meets training requirements.

Doctoral Project: Students will be asked to complete a doctoral project as a capstone to their graduate education. This project should represent a novel written contribution to the field. Example options include a scholarly review of a research area with a focus on clinical application, a case study, a quantitative/qualitative/mixed-methods research project, a systematic review or meta-analysis, and a program evaluation or consultation project. The doctoral project includes a proposal to an approved committee of three graduate faculty (of which the Chair is a core faculty member of the Psy.D. program), a final written product, and an oral exam to the same three committee members. The written product should be a manuscript style paper consistent with publication in a professional peer-reviewed journal (25 to 35 double spaced pages with title page, abstract, and references) or, in the case of a program evaluation, a briefing and a final report that is ready to submit to the agency for whom the evaluation or consultation was performed.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

The overall aim of the proposed ISU Psy.D. Program in Clinical Psychology is to train students to become license-eligible Psychologists who can provide evidence-based and culturally-appropriate mental health care in an ethical and professional manner and who are capable of becoming supervisors and leaders in their area of practice. In order to achieve this aim, students will be trained to develop Discipline-Specific Knowledge and Profession-Wide Competencies, as outlined by the American Psychological Association.

Discipline-Specific Knowledge: According to the American Psychological Association Commission on Accreditation (2017), “discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to help-service psychology.” It “represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies.” Based on this guideline:

Learning Objective 1: by the completion of the Psy.D. Program in Clinical Psychology, students will have obtained a foundational understanding of (a) history and systems of psychology, (b) affective aspects of behavior, (c) biological aspects of behavior, (d) cognitive aspects of behavior, (e) developmental aspects of behavior, (f) social aspects of behavior, (g) research methods, (h) statistical analysis, (i) psychometrics, and (j) their integration as it applies to clinical practice.

This learning objective will be met through a mixture of core courses (PSCI 6612, PSYC 6642, PSYC 6643, PSYC 6644, & PSYC 6647), assessment courses (PSYC 6620 & PSYC 6621), research and statistics courses (PSYC 6627 & PSYC 66XX [Evaluating Psychotherapy Research]), the comprehensive exam, and the doctoral project.

Profession-Wide Competencies: According to the American Psychological Association Commission on Accreditation (2022), all trainees who complete accredited training programs should “develop certain competences as part of their preparation for practice in health service psychology,” including research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills.

Learning Objective 2: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to (a) produce new knowledge, (b) critically evaluate and use existing knowledge to solve problems, and (c) disseminate research as it applies to the field of clinical psychology.

This learning objective will be met through research and statistics courses (PSYC 6627 & PSYC 66XX [Evaluating Psychotherapy Research]) and the doctoral project.

Learning Objective 3: by the completion of the Psy.D. Program in Clinical Psychology, students will know and appreciate the current version of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology; and relevant professional standards and guidelines and act in accordance with them in their roles as clinical psychologists.

This learning objective will be met through ethics courses (PSYC 5512 & PSYC 7703) and required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences.

Learning Objective 4: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality evidence-based psychological services to a diverse population.

This learning objective will be met through an intervention course (PSYC 6634), required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, and a diversity case presentation.

Learning Objective 5: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to demonstrate a commitment to professional values and attitudes consistent with professional standards.

This learning objective will be met through ethics courses (PSYC 5512 & PSYC 7703), an intervention course (PSYC 7701), and required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences.

Learning Objective 6: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to demonstrate effective communication and interpersonal skills.

This learning objective will be met through ethics courses (PSYC 5512 & PSYC 7703), intervention courses (PSYC 6634, PSYC 66XX [Adult Psychotherapy I], PSYC 66XX [Child Psychotherapy I], & PSYC 7701),

required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, the comprehensive exam, and the doctoral project.

Learning Objective 7: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to conduct evidence-based assessment consistent with the scope of health service psychology, including a knowledge of and ability to apply diagnostic classification systems, an ability to select and apply appropriate assessment methods, an ability to interpret assessment results, and an ability to communicate (orally and written) findings and implications from assessments.

This learning objective will be met through assessment courses (PSYC 6620 & PSYC 6621), required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, and the comprehensive exam.

Learning Objective 8: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to provide evidence-based interventions consistent with the scope of health service psychology, including an ability to establish and maintain effective relationships with the recipients of psychological services, an ability to develop and implement evidence-based intervention plans based on the recipient's individual goals and needs, and the ability to evaluate intervention effectiveness.

This learning objective will be met through a research course (PSYC 66XX [Evaluating Psychotherapy Research]), Diagnosis and Intervention courses (PSYC 66XX [Diagnosis], PSYC 6634, PSYC 66XX [Adult Psychotherapy I], PSYC 66XX [Child Psychotherapy], & Clinical Didactic Electives), required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, and the comprehensive exam.

Learning Objective 9: by the completion of the Psy.D. Program in Clinical Psychology, students will understand evidence-based supervision models and practices and be able to effectively deliver evidence-based supervision.

This learning objective will be met through an intervention course (PSYC 7704). Students may also gain additional experience toward this objective through required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences.

Learning Objective 10: by the completion of the Psy.D. Program in Clinical Psychology, students will demonstrate respect for the roles and perspectives of other professions and understand evidence-based consultation models and practices.

This learning objective will be met through an intervention course (PSYC 7704). Students may also gain additional experience toward this objective through required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, and the doctoral project.

17. Assessment plans.

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Course Performance: Students must pass with a B- grade or higher all courses and individual assignments, quizzes, and exams related to the learning objectives mentioned above (see each learning objective for the courses involved).

Comprehensive Exam: The comprehensive exam will be used to partially evaluate Learning Objectives 1, 6, 7, and 8. Students must pass both the written and oral portions of the exam.

Clinical Experience Evaluations: For each clinical training experience, students' supervisors will observe (through live and/or video observation) and evaluate (using a standardized program-developed rating form) students' clinical

competencies. Scores on the evaluation forms will be used to partially evaluate Learning Objectives 3, 4, 5, 6, 7, 8, and possibly (depending on the options chosen by the student) 9, and 10. Students must consistently receive “meets expectations” or above ratings on all items of the form. A pattern of “below expectations” ratings suggests that the relevant learning objective is not being met.

Doctoral Project: The doctoral project will be used to partially evaluate Learning Objectives 1, 2, 6, and possibly 10 (depending on the option chosen by the student). Students must pass both the written and oral portions of the Doctoral project.

Review Process and Timeline

Students will receive continuous evaluation and feedback throughout the duration of the program as they take each course, complete a clinical training experience, or attempt a program milestone. At the end of each year, a summary evaluation/annual review of each student will take place. In this annual review, students will be given feedback about their progress toward meeting the program’s learning objectives. If a student is failing to meet or progress toward accomplishing a learning objective according to expected timelines, the student will be given feedback and recommendations for improvement will be made. Consistent failure to meet progress toward the learning objectives or failure to respond to feedback can result in dismissal from the program.

On an annual basis, the program will also administer a student feedback survey, which is consistent with American Psychological Association accreditation guidelines. The program will consider feedback from students and patterns (consistent across several students and/or multiple years) of low performance in certain classes or on certain learning objectives and make changes to the program and courses as needed. Alumni surveys will also periodically (2 and 5 years after graduating) occur and be used in the program assessment process.

Core faculty in the program will also meet on a regular basis to evaluate the program curriculum and requirements and respond to student feedback. At least one student will be invited to attend these regular meetings in order to represent student concerns and suggestions.

The program will seek and maintain accreditation through the American Psychological Association Commission on Accreditation. Accreditation requirements closely align with the stated learning objectives for the program. The accreditation process currently involves reports on an annual basis and self- and peer-reviews once every 10 years.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.²

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The proposed ISU Psy.D. Program in Clinical Psychology will operate in Meridian, with portions of the program operating completely in Meridian and portions of the program operating remotely from the Pocatello campus. Classroom, office, and clinic space needs for the proposed program should be considered:

Classroom Space: The ISU Department of Psychology facilities on the Pocatello campus are already set up to offer this program remotely. The department has two classrooms (a larger classroom that seats approximately 32 students and a smaller classroom/meeting room that seats approximately 10 students) that are equipped with Meeting Owl hardware to transmit audio and video to the distance site and projectors/TV monitors to receive audio and video transmissions. Faculty members on the Pocatello campus who will be part of the proposed program also already have computing equipment in their offices to facilitate distance communication. The university's existing Zoom license will be used for conducting the distance education and meetings. The Meridian campus also has several classrooms that can be used for distance education. These classrooms will allow students in the program to attend classes in Meridian at a designated location and time while instructors teach from Pocatello. These classrooms can also be used for the program's in-person courses taught to students by faculty in Meridian. Conversations with the Director of Space in Meridian suggested that 14 classrooms would be available for use by the program, in coordination with other classroom needs there. Thus, it appears that existing resources should adequately cover classroom space needs for the proposed program.

Office Space: Program faculty in Meridian would need private offices. This would allow them space to meet with students individually for advising and clinical supervision, and prepare course materials, grade student work, and carry out administrative and service activities in a private, distraction limited space. Conversations with the Director of Space on the Meridian campus suggested that there are currently two available offices. By the start of the first year of program operation, office space for a part time (0.5 FTE) Technical Records Specialist (TRS1) would need to be identified. By the start of the second year of program operation, three more faculty offices. The Director of Space in Meridian has indicated that she is working on identifying these additional office spaces, which she believes is available. Computing equipment and office furniture for all six offices would be needed.

Clinic Space: While Psy.D. program students will complete much of their clinical training out in the community, their first clinical training experiences need to occur under close supervision of a core faculty member of the program. This includes their training experiences in clinic practicum (PSYC 7724) and psychoeducation evaluations (PSYC 7727). We would offer these training experiences in conjunction with the existing integrated care clinics on the Meridian campus. At minimum, two dedicated clinic rooms for the Psy.D. students to offer assessment and intervention services are needed. The Director of Space in Meridian has identified these two rooms. They will both need outfitted with furniture appropriate for assessment and intervention services and recording equipment to allow for supervision of those services. The Director of Space in Meridian has also identified several other shared clinic rooms that the Psy.D. program students can use in conjunction with existing programs, when there is a need.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be

² Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. Revised per Board Policy III.G, June 2024.

accommodated?

Regarding space, the proposed program should have little to no impact on the physical resources at the Pocatello campus. Courses that are distance taught from Pocatello will have to use one of the two Psychology Department classrooms that are already set up for distance education (Garrison 401 and 501). Coordination in scheduling with other psychology courses will be needed.

Similarly, classrooms for distance and in-person education are available on the Meridian campus. Scheduling coordination with other programs using those classrooms will be required. Conversations with the Director of Space in Meridian suggested that scheduling the Psy.D. program's courses into those classrooms would not present a significant impact on existing programs.

Clinic space will be needed within the integrated clinic on the Meridian. Two clinic rooms have been identified that can be dedicated for use by Psy.D. students. Additional shared clinic rooms are available when there is a need.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Classroom space:

No new upfront classroom space needs are present. Although the Meridian campus will maintain computers and distance education equipment in each of the classrooms that will be used there, funds will be required to maintain the distance education equipment in the Pocatello classrooms. In addition, funds will be needed to update the audio/visual equipment in the larger department classroom on the Pocatello campus to facilitate hybrid instruction.

Office space: Offices are needed for five faculty members and a half-time technical records specialist. Two offices have been identified and the Director of Space in Meridian will work to secure additional office spaces as new faculty are hired. All offices will need furniture and computing equipment.

Clinic space: Two clinic rooms have been identified that can be dedicated for use by Psy.D. students. They will both need outfitted with furniture appropriate for assessment and intervention services and recording equipment to allow for supervision of those services.

Clinic resources: In addition to space, the program will need access to resources to provide adequate clinical training to students in intervention and assessment. Standard assessment instruments (including intellectual, personality, and symptom measures) are needed. In addition, treatment manuals to guide clinicians in their intervention skills, tablets for administering assessment measures and other basic supplies (e.g., clipboards, stop watches, paper, pencils) will be needed. Further, the program will need an annual subscription to HIPAA-compliant record keeping and video recording/storage software.

Other computing equipment: Given the distance delivery component to the program, it is important that each core faculty member has adequate audio and visual equipment to teach and hold meetings remotely. This includes updated webcams and other video presentation equipment (i.e., lights, headphones).

Travel: Open communication and cohesive relationships between the Pocatello and Meridian core faculty will be essential to ensure the success of the Psy.D. program. In addition to regular faculty meetings that are held remotely throughout the year, travel for an in-person planning meeting at the beginning of the academic year and an in-person review meeting at the end of the year is needed. One of these annual day-long meetings will take place in Boise (7 faculty to carpool from Pocatello to Boise) and the other will take place in Pocatello (5 faculty to carpool from Boise to Pocatello). Meals for the meetings are also requested. A budget is also requested for the core faculty in the Psy.D. program to

travel to an annual conference or training to facilitate continuing education and to help ensure that they are up to date on the knowledge they are passing on to students. This expense includes airfare, other transportation costs, lodging, per diem, and conference registration. In addition, airfare, other transportation costs, lodging, per diem, and registration are requested for the Psy.D. Program Director of Clinical Training to attend the annual meeting of the Council of University Directors of Clinical Psychology. Attendance at this meeting allows the Director of Clinical Training to consult with other directors and receive direction on the evolving training standards for clinical psychology programs.

Faculty Licensure: In order to provide clinical supervision for students, faculty need to be licensed as Psychologists in the state of Idaho. This requires an annual renewal application and fee.

Program Accreditation and Affiliations: Program accreditation by the American Psychological Association is a necessary element for doctoral programs in clinical psychology in order to ensure (1) that the program follows the best educational practice standards for the field, (2) that students will be considered eligible for all Association of Psychology Postdoctoral and Internship Centers' internships in their final year, and (3) that students' graduate level educational activities will be eligible to count for future licensure as psychologists. Accreditation is also essential for attracting top students to apply for admissions. Seeking and maintaining American Psychological Association accreditation status includes fees to apply, annual fees to maintain, and then a site visit fee every 10 years. The program will also need to maintain its affiliation with the Council of University Directors of Clinical Psychology, the Council of Graduate Departments of Psychology, and the Association of Psychology Training Clinics in order to maintain access to training consultation and resources to help ensure that the program is meeting the best educational practice standards for the field. Additionally, an annual program fee is required for students to participate in the Association of Psychology Postdoctoral and Internship Centers' matching process.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resource demands for the proposed ISU Psy.D. Program in Clinical Psychology are expected to be minimal. Students in the proposed program are not expected to conduct original scientific research, thus they may have reduced need to access hard to find scholarly works through interlibrary loan or other library facilities. They likely will need to access scholarly journal articles for the completion of coursework, their doctoral projects, and clinical preparation; however, they should be able to access these resources through existing library databases. Clinical manuals and training books will also be purchased as clinic resources so students can access materials through a program clinic resource library, rather than placing a demand on the ISU library system.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

We do not expect additional library resources for program implementation. Clinical training materials that will be purchased for a program clinic resource library are included on the budget sheet.

20. Faculty/Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be

needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The proposed ISU Psy.D. Program in Clinical Psychology requires students to complete 104 credit hours to earn the degree. In an effort to save costs and capitalize on expertise that is already present at ISU, we sought to overlap as many courses as possible with existing programs – in particular the ISU Ph.D. Program in Clinical Psychology. As such, 19 of the program credits (7 courses) will be taught via distance by existing faculty in Pocatello. Graduate students from both programs (Psy.D. and Ph.D.) will attend these classes together. Three credits (1 course) will be taught by a faculty member in the Master of Science in Clinical Psychopharmacology program. Psy.D. students will take this class jointly with students in that program. That leaves 82 credits that will need to be taught by new program faculty located in Meridian. These include courses where the content cannot be taught through a distance format (PSYC 6620 & PSYC 6621), courses where the content would differ between a Psy.D. and Ph.D. program (PSYC 5512, PSYC 66XX [Diagnosis], PSYC 66XX [Evaluating Psychotherapy Research], PSYC 66XX [Adult Psychotherapy I], & PSYC 66XX [Child Psychotherapy I]), a course that is important for building cohesion among an incoming cohort of students (PSYC 7701), specialty courses in Integrated Behavioral Health based on Meridian faculty expertise (PSYC 7736), supervision of the Doctoral Project (PSYC 88XX), and the required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical experiences that require in-person coordination and supervision.

To teach all of the Psy.D. courses as well as the courses in the existing Ph.D. program, and in order to operate the two doctoral programs in clinical psychology, 12 core faculty members are needed (7 in Pocatello who will be core faculty members of both programs, 5 in Meridian who will be core faculty members of the Psy.D. program only). Adequate affiliate faculty ($N = 5$) from the Experimental Psychology Ph.D. Program in Pocatello to teach the Core Psychology Classes are also needed. An example workload distribution (based on 15 workload credits per semester, separated into 5 unit blocks) of the 5 new faculty in Meridian that covers all program courses is as follows:

Fall					
	WU1	WU2	WU3	WU4	WU5
Psy.D. DCT (11 mo.)	PSYC 7701	PSYC 7724/7749***	PSYC 88XX & Advising*	DCT admin.	Univ. & Program Service
Clinic director (11 mo.)	PSYC 6620	PSYC 7727**	PSYC 88XX & Advising*	Clinic admin.	Univ. & Program Service
Faculty (9 mo.)	PSYC 66XX (Diagnosis)	PSYC 7736	PSYC 7727**	PSYC 88XX & Advising*	Univ. & Program Service
Faculty (9 mo.)	PSYC 66XX (Eval. Psychotherapy Res.)	Undergrad course for ISU PSYC Major****	PSYC 7725/7726**	PSYC 88XX & Advising*	Univ. & Program Service
Faculty (9 mo.)	PSYC 7736	Undergrad course for ISU PSYC Major****	PSYC 7725/7726**	PSYC 88XX & Advising*	Univ. & Program Service
Spring					
	WU1	WU2	WU3	WU4	WU5
Psy.D. DCT (11 mo.)	PSYC 5512	PSYC 7724/7749***	PSYC 88XX & Advising*	DCT admin.	Univ. & Program Service
Clinic director (11 mo.)	PSYC 6621	PSYC 7727**	PSYC 88XX & Advising*	Clinic admin.	Univ. & Program Service
Faculty (9 mo.)	PSYC 66XX (Adult Psychotherapy)	PSYC 7736	PSYC 7727**	PSYC 88XX & Advising*	Univ. & Program Service
Faculty (9 mo.)	PSYC 7736	Undergrad course for ISU PSYC Major****	PSYC 7725/7726**	PSYC 88XX & Advising*	Univ. & Program Service
Faculty (9 mo.)	PSYC 66XX (Child Psychotherapy)	Undergrad course for ISU PSYC Major****	PSYC 7725/7726**	PSYC 88XX & Advising*	Univ. & Program Service
Summer					
	WU1	WU2	WU3	WU4	WU5
Psy.D. DCT (11 mo.)	PSYC 7725/7726**	PSYC 7725/7726**	PSYC 7724/7749***	DCT admin.	Univ. & Program Service
Clinic director (11 mo.)	PSYC 7727**	PSYC 7727**	Undergrad course for ISU PSYC Major****	Clinic admin.	Univ. & Program Service
Faculty (9 mo.)	Off contract				
Faculty (9 mo.)	Off contract				
Faculty (9 mo.)	Off contract				

**Represents direct clinical supervision for 6-9 students.

***Represents arrangement and supervision of 36 students in community sites or on internship.

****Depending on faculty interest, could remove this teaching requirement and allow for a 0.80 FTE appointment to allow the faculty member to have one day dedicated to running their own private practice.

In addition, one 0.50 FTE Technical Records Specialist will be needed to help manage operations of the Psy.D. Program. Duties of the technical records specialist will include managing student files, managing admissions, providing information about the program to interested parties, making purchases for the program, and other record keeping duties. The Technical Records Specialist position is consistent with others who perform similar duties on the Meridian campus.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The Psy.D. Program will be able to utilize the existing faculty in the Psychology Department at ISU. These faculty have knowledge and expertise in running an American Psychological Association-accredited doctoral program in clinical psychology and will aid in teaching some of the Core, Research Methods, Professional Ethics, and Intervention classes in the Psy.D. Program. The clinical faculty in Pocatello will also aid in the operations of the Psy.D. Program as core faculty, including providing service roles in making decisions about faculty hires, admissions, and program operations and procedures. In order to perform the various duties in the Psy.D. Program and maintain a healthy operation of the B.S. and Ph.D. degrees in Pocatello, 7 tenure-track faculty members who are identified as core faculty of the Psy.D. and Ph.D. programs are necessary. In addition, adequate faculty numbers (5 tenure-track faculty members) are needed as core faculty for the Experimental Psychology Ph.D. Program in order to teach the Psy.D. Program's Core and Research Methods courses and maintain a healthy operation of the B.S. and Experimental Psychology Ph.D. degrees in Pocatello. If the number of tenure-track faculty members located in Pocatello fall below these numbers, continued operation of the Psy.D. Program will not be feasible.

Additionally, we have consulted with the ISU Instructional Technology Resource Center about the proposed Psy.D. Program. They had no concerns about their ability to support the program's distance learning needs and were enthusiastic about the development of this program.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The creation of the proposed ISU Psy.D. Program in Clinical Psychology will have some impact on the existing B.S. and Ph.D. programs offered by the Psychology Department. These impacts include, the Chair of the department having to oversee three doctoral programs instead of two, several graduate classes in both existing Ph.D. programs (clinical and experimental) now including approximately 12 more students enrolled in the classes (going over this number would present a negative impact on students in the two Ph.D. programs taking these courses), several graduate classes in both programs now including both in-person and distance students, and core faculty of the existing Ph.D. Program in Clinical Psychology now playing a key role in the operations of the new Psy.D. Program. We have been thoughtful of these impacts in the design of the Psy.D. Program and although they represent increased work for existing faculty, we believe the impact will be manageable if the Psy.D. Program receives the resources described in this proposal.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

As described above, operation of the new Psy.D. Program in Clinical Psychology would require hiring 5 new full-time tenure track faculty and 1 new half-time Technical Records Specialist in Meridian. The 5 new faculty in Meridian would need to include one Director of Clinical Training for the Psy.D. Program hired on a 11-month contract (preferably also at an advanced stage in their career), one Clinic Director hired on a 11-month contract,

and three other faculty members hired with 9-month contracts. This number of faculty members is required in order to cover all of the necessary courses in the curriculum, supervise the clinical experiences, chair the doctoral projects, provide mentorship and advising to students, and perform general program and university service activities. The Director of Clinical Training and Clinic Director positions should be 11-month positions in order to cover the clinical experiences and administrative duties that are required for the summer months (this is consistent with other faculty in the health science professions on the Meridian campus). A half-time Technical Records Specialist in Meridian is needed for at least 9 months of the year in order to assist with the day-to-day operations of the Psy.D. Program.

21. Revenue Sources

For reference, the fee structures for neighboring Psy.D. programs are as follows:

State	University	In-state & out-of-state are the same		University/institution/course fees or costs per year	Additional estimated fees or costs to students per year
		Cost per credit	1 st year Tuition		
Colorado	University of Denver	\$1,310	\$78,600	~\$4,500	~\$2,500
Idaho	Northwest Nazarene University	\$950	\$29,600	\$980	\$1,520
Oregon	George Fox University	\$1,120	\$35,840	~\$6,700/year (includes \$4,500 health insurance)	\$0 - \$500 per class
Oregon	Pacific University	\$1,446	\$42,591	\$4,000	\$2,000
Washington	Antioch University	\$1,032	\$49,550	\$600	varies

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There are no plans to reallocate ongoing funds from other programming in order to secure the resources necessary for building out this program. We may incur some one-time costs associated with upgrading technology and readying facilities for expanded use (primarily securing educational or clinical furniture). These are likely to be covered by a mix of central funds/reserves, Division reserves in the Kasiska Division of Health Sciences (for tech upgrades in Meridian that will benefit health sciences programming more broadly), and funds in the College of Arts and Letters.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

It should be noted that while this proposal indicates that we will be launching a “self-sustaining” program that is covering its own costs through tuition and professional fees, we do have a Critical Programs Expansion request – as solicited by the Office of the Governor – that will cover the ongoing faculty costs associated with this program. If this request is approved, the professional fee charged to students will be significantly reduced if not eliminated entirely.

- c) **Non-ongoing sources:**
 - i. If the funding is to come from one-time sources such as a donation, indicate the

sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3.b.

ISU intends to support this program by levying Professional Program Fees in alignment with program costs. Requirements to establish such a fee structure are stipulated in Policy V.R.3.b.iii and include the following:

1) the program "qualifies [graduates] to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required." Credentialing and licensure are required for all PsyD graduates engaging in Clinical practice and thus this requirement is fulfilled.

2) the program "is actively seeking accreditation if it is a new program." As explained above in section 11, the American Psychological Association serves as the accrediting body for this program, and they have a "step-up" accreditation process in which the institution begins at the time of initial program delivery to secure accreditation. We will file our "intent to apply" accreditation documentation in accordance with their requirements and thus will be in the process of actively seeking accreditation with the approval and inception of the program.

3) the fees are "based on the costs to deliver the program and other related costs." Furthermore, the institution is asked "to provide justification for the pricing of the professional program." As the attached RAIS form notes, once fully subscribed, the program will cost approximately \$904,876 per year to operate including personnel and operating costs. We will also recover a total of \$127,673 in standard student fees (activity fee, facilities fee, IT fee). To offset the remainder of the costs associated with delivering this program and build a reasonable reserve we anticipate charging a professional fee of \$556,452 or \$10,000 per year per student. This would allow us to net \$359,060 per year. It would also set ISU's total financial cost for this program, including tuition and professional fees, at \$22,384 a year per student. Given that Northwest Nazarene University is currently the lowest priced PsyD program in the region with a cost of \$29,600 per year, ISU's program will be \$7,216 below this and thus the lowest priced in the region.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Per Student Costs (per Academic Year/In State):

Graduate Tuition/Fees: \$12,384.70

Professional Fee: \$10,000

Total Tuition and Fees: \$22,384.70

Revenue:

Total Cost (personnel/operating): \$904,876
Total Revenue: \$1,263,936
Net Revenue: \$359,060

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

ATTACHMENT 1

ISU #2024-07 Clinical Psychology Doctorate (PsyD)

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 027</u>		<u>FY 028</u>		<u>FY 029</u>		<u>FY 030</u>		<u>FY 031</u>		<u>FY 032</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6	6	8	8	10	10	12	12	12	12	12	12
B. Shifting enrollments	0	0	6	6	14	14	24	24	30	30	36	36
Total Enrollment	6	6	14	14	24	24	36	36	42	42	48	48

II. REVENUE

	<u>FY 027</u>		<u>FY 028</u>		<u>FY 029</u>		<u>FY 030</u>		<u>FY 031</u>		<u>FY 032</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request												
2. Institution Funds												
3. Federal												
4. New Tuition Revenues from Increased Enrollments	\$58,742.57	\$0.00	\$144,289.57		\$256,758.17		\$398,341.92		\$490,007.97		\$579,811.21	
5. Student Fees	\$60,000.00	\$0.00	\$144,200.00		\$254,616.00		\$393,381.72		\$472,713.70		\$556,451.56	
6. Other (i Activity Fee	\$15,562.38	\$0.00	\$36,841.24		\$63,483.90		\$95,490.36		\$111,581.76		\$127,673.16	
Total Revenue	\$134,305	\$0	\$325,331	\$0	\$574,858	\$0	\$887,214	\$0	\$1,074,303	\$0	\$1,263,936	\$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

ATTACHMENT 1

III. EXPENDITURES

	<u>FY 027</u>		<u>FY 028</u>		<u>FY 029</u>		<u>FY 030</u>		<u>FY 031</u>		<u>FY 032</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs												
1. FTE	2.50		4.50		5.50		5.50		5.50		5.50	
2. Faculty	192,256.00		352,523.68		440,349.39		451,242.37		464,779.64		478,723.03	
3. Adjunct Faculty	0.00		0.00		0.00		0.00		0.00		0.00	
4. Graduate/Undergrad Assistants	\$95,918.75		\$101,760.20		\$107,957.40		\$107,957.40		\$111,196.12		\$114,532.00	
5. Research Personnel	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
6. Directors/Administrators	\$4,000.00		\$4,000.00		\$4,000.00		\$4,000.00		\$4,000.00		\$4,000.00	
7. Administrative Support Personnel	\$19,495.84		\$20,080.72		\$20,683.14		\$21,303.63		\$21,942.74		\$22,601.02	
8. Fringe Benefits	\$64,757.12		\$127,610.44		\$155,967.57		\$159,938.95		\$164,548.69		\$169,447.11	
9. Other:												
Total Personnel and Costs	\$376,427.71	\$0.00	\$605,975.04	\$0.00	\$728,957.50	\$0.00	\$744,442.35	\$0.00	\$766,467.20	\$0.00	\$789,303.17	\$0.00

	<u>FY 027</u>		<u>FY 028</u>		<u>FY 029</u>		<u>FY 030</u>		<u>FY 031</u>		<u>FY 032</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures												
1. Travel	\$8,000.00		\$12,000.00		\$14,000.00		\$14,000.00		\$14,000.00		\$14,000.00	
2. Professional Services	\$1,600.00		\$3,475.00		\$4,050.00		\$4,625.00		\$4,913.00		\$5,200.00	
3. Other Services	\$1,200.00		\$1,700.00		\$1,950.00		\$2,575.00		\$2,575.00		\$2,575.00	
4. Communications												
5. Materials and Supplies	\$6,750.00	\$20,000.00	\$6,750.00		\$6,750.00		\$6,750.00		\$6,750.00		\$6,750.00	
6. Rentals												
7. Materials & Goods for Manufacture & Resale												
8. Miscellaneous	\$68,115.05	\$350.00	\$75,171.57	\$0.00	\$79,821.67	\$0.00	\$82,079.64	\$0.00	\$84,525.46	\$0.00	\$87,047.86	\$0.00
Total Operating Expenditures	\$85,665	\$20,350	\$99,097	\$0	\$106,572	\$0	\$110,030	\$0	\$112,763	\$0	\$115,573	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

ATTACHMENT 1

	<u>FY 027</u>		<u>FY 028</u>		<u>FY 029</u>		<u>FY 030</u>		<u>FY 031</u>		<u>FY 032</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay												
1. Library Resources												
2. Equipment		\$35,000.00		\$10,000.00		\$5,000.00						
Total Capital Outlay	\$0	\$35,000	\$0	\$10,000	\$0	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0
D. Capital Facilities Construction or Major Renovation												
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E. Other Costs												
Utilities												
Maintenance & Repairs												
Other												
Total Other Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$462,093	\$55,350	\$705,072	\$10,000	\$835,529	\$5,000	\$854,472	\$0	\$879,231	\$0	\$904,876	\$0
Net Income (Deficit)	\$ (327,787.81)	\$ (55,350.00)	\$ (379,740.80)	\$ (10,000.00)	\$ (260,671.10)	\$ (5,000.00)	\$32,742	\$0	\$195,073	\$0	\$359,060	\$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.4	Tuition is increased every year by 3%
II.5	Student Fees are professional fees that are increased every year by 3%. 5th year students do not pay professional fees
II.6	Other is the Consolidated Mandatory Fees, which includes the activity fee, IT fee, facilities fee, and eISU fee for students.
III.B.8	On-going Administrative Recovery Fee.
III.C.2	5,000 per employee for computer and office furniture



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January 17, 2025

Dear State Board of Education Colleague:

The University of Idaho (U of I) writes to support Idaho State University's (ISU's) proposed Doctor of Psychology in Clinical Psychology (PsyD). As you may recall, in 2024, the U of I submitted a similar proposal for a PsyD program and was instructed by the State Board of Education (SBOE) to pause until ISU's proposal was ready for consideration. Now that ISU's proposal is being considered, the U of I writes to respectfully recommend approval of both proposals. We do so for three reasons. First, Idaho's demand for mental health professionals educated at the doctoral level is so high that both programs will be required to effectively meet the state's needs. Second, each proposed PsyD program has unique strengths. Third, launching both programs will increase the number of mental health professionals qualified to supervise others and so will provide the quickest route to increasing the number of Idaho clinical placements available to support future mental health professions students.

First, as both the ISU and U of I PsyD proposals show, Idaho faces a severe shortage of mental health care professionals. Yearly, an estimated 25% of Idaho residents experience mental health issues. Due to the dearth of qualified mental health practitioners in the state, most are un- or under-treated, which has led to the Idaho Department of Health & Welfare's designation of the entire state as a mental health shortage area. This lack of adequate care promotes co-morbidities, such as substance abuse and obesity, as well as other societal problems, from homelessness and job loss to suicide, which claims an average of 400 Idaho lives per year. Economically, mental illness takes an estimated \$1.5B annual toll on Idaho's economy through missed workdays, decreased employee productivity, higher incarceration rates (and costs) for those with mental illness, decreased high school graduation rates, higher medical costs due to treatment delays, and higher rates of homelessness and demands on public assistance. Therefore, meeting mental health workforce needs is vital to Idaho citizens' welfare and to helping Idaho's economy to thrive.

Doctoral programs in clinical psychology are key to meeting this workforce need. To practice independently in Idaho, clinical psychologists must hold a doctoral-level degree – either a doctor of philosophy (Ph.D.) in psychology or a PsyD. Further, only mental health professionals with such a degree can supervise other mental health service providers in Idaho. Such practitioners often supervise graduate student providers in training or practitioners working toward licensure or holding a Psychology Service Extender registration. Therefore, increasing the number of mental health providers with doctoral degrees is critical to addressing Idaho's mental health practitioner shortage.

To produce enough providers, two more Idaho doctoral programs in clinical psychology are needed. Idaho State's PsyD proposal states that it will enroll 12 students each year. Thus, ISU will produce graduates who will help to address the shortage. But, nationally, PsyD programs typically attract and enroll students from in and outside their home states. If ISU's PsyD program's outputs parallel those of similar programs elsewhere, it is likely that many of its graduates will practice in states other than Idaho. Therefore, an additional program is needed. By year five, the U of I's program is projected to produce another 12 doctoral-level mental health graduates annually. Thus, both programs are needed to effectively meet Idaho's needs. State Board policy allows this approach because it does not assign statewide responsibility for the PsyD degree to a single institution.

Second, each institution and program offer distinctive strengths. Given its existing Ph.D. in Clinical Psychology, ISU will draw on current faculty members' expertise by incorporating 19 credits (in seven courses) from its existing curriculum into its proposed PsyD. This approach will increase efficiencies and help ISU to implement its planned integrated behavioral health focus, which is tailored to respond to critical needs in Idaho. The U of I's proposed PsyD program will benefit from the active learning classrooms, standardized patient care rooms, research offices, and common study spaces that already exist in the Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) medical education partnership. Further, some current WWAMI staff will be re-assigned to the PsyD.

Finally, launching both proposed PsyD programs offers the quickest, most effective way to address the serious shortage of Idaho clinical placements for mental health professions students. This shortage poses a significant barrier to equipping Idaho with the qualified mental health professionals the state needs. Due to its existing partner relationships, ISU is best positioned to secure and supervise students in clinical placements in or close to its geographical region. Similarly, due to our existing partner relationships, UI is best positioned to do the same in or close to our geographical region. However, the primary means to address the shortage of clinical placements is to graduate professionals who go on to practice in Idaho. While it is likely that some students from each existing and proposed clinical psychology doctoral program will leave Idaho to practice elsewhere, a proportion from each program will likely practice here. As graduates of Idaho institutions of higher education, these practitioners will be significantly more likely than those educated out of state to have strong relationships with faculty at an Idaho university. Therefore, they are more likely to agree - and desire - to supervise graduate students from their *alma mater's* clinical doctoral program.

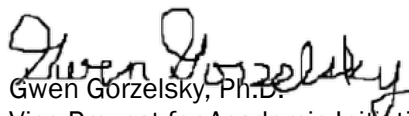
In sum, Idaho critically needs mental health professionals with doctoral training to protect residents' welfare and so help the state's economy thrive. Both ISU's and the U of I's proposed PsyD programs are essential if this need is to be met. The unique strengths of each institution qualify it to provide effective, high-value training. By approving both proposals, SBOE will forward the most efficient, effective approach to growing the state's clinical placements for mental health graduate programs, thus ensuring long-term capacity to produce the mental health professionals Idaho needs.

We will of course be happy to provide additional information or take other steps that may be helpful as the board considers both institutions' proposals. We appreciate your consideration.

Sincerely,



Torrey Lawrence, D.M.A.
Provost & Executive Vice President and
Professor of Music



Gwen Gorzelsky, Ph.D.
Vice Provost for Academic Initiatives and
Professor of English

UNIVERSITY OF IDAHO

SUBJECT

Doctor of Psychology in Clinical Psychology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G. and III.Z.

BACKGROUND/DISCUSSION

University of Idaho (UI) proposes to establish the Doctor of Psychology (PsyD) in the School of Health and Medical Professions in the College of Graduate Studies. UI has a foundation of faculty and facilities that can be leveraged to develop this degree. The Idaho WWAMI Medical Education program will collaborate with the UI Counseling & Mental Health Center and the UI Psychology and Communication Department in the development and launching of the PsyD program in clinical psychology. As such, the new program is a shared endeavor and will not replace any existing programs.

According to the Idaho Behavioral Health Alliance, there is a critical shortage of mental health providers in Idaho, and there are not enough providers to meet the needs of Idaho citizens with mental health conditions. Fewer than half of Idahoans with mental health conditions receive appropriate care. Idaho also has a high suicide rate and a high rate of accidental deaths associated with substance abuse.

The Idaho Behavioral Health Alliance also suggests that Idaho has spent significant funding on developing crisis management rather than having continuous adequate health care. According to the Idaho Behavioral Health Alliance, "half of all claims submitted to the state catastrophic fund in 2018 involved a mental health diagnosis." This organization also suggests that one of the strategies to improve mental health healthcare in Idaho is to "implement policy to bolster behavioral health workforce and encourage retention, especially in rural areas."

IMPACT

This general lack of behavioral health workforce has an economic impact on residents. Improving access and mental health care in Idaho will have a positive impact on the economy as job numbers increase in mental health and as health care costs decline with better health care coverage for mental health needs.

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the PsyD program will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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people of Idaho. Based on this important need, UI proposes creating the PsyD program to fill this critical workforce shortage. The areas of justification include the following:

- Critical Workforce Shortage
- Enhancing Access to Care
- Addressing Rural Healthcare Need
- Future Demand

In summary, if this request is granted, the primary beneficiaries are the individuals and communities who will be served by future psychologists. In addition, Idahoans who desire to seek a PsyD degree will be able to remain in the state for their training, increasing the likelihood they will stay in Idaho to practice.

The PsyD program will use facilities under the WWAMI program, including three active learning classrooms, a cadaver anatomy lab, nine standardized patient rooms, research offices, and student common study areas, shared with PsyD students. The impact on the WWAMI program is expected to be minimal, as PsyD classes will be scheduled when WWAMI is not using the facilities.

Necessary resources include liability insurance for clinical practicums, estimated at \$50 per month per trainee, starting at \$6,000 annually and potentially reaching \$33,000 annually for 55 students. Continuing education for state licensure will cost \$1,000, maintaining test protocol supplies will require \$100,000 initially and \$10,000 annually, and recording equipment will cost around \$100,000.

The program will require 17 new courses and 4 FTE, including Clinical Assistant Professors, Assistant Professors, and a Program Director. One FTE currently working in WWAMI will be partially reallocated to the PsyD program. Existing WWAMI staff and faculty will be redirected to the College of Graduate Studies to support the program.

New state funding will support the program with \$382,100 annually, which is derived from this year's college and universities appropriation (HB734) approved by the Legislature. Institutional commitments include \$259,320 in ongoing funding and \$206,000 in one-time funding in year one, and \$79,840 in ongoing funding in year two. Funding will cover personnel costs for the 4 FTE, operating costs (travel, professional services, communications, supplies), and equipment. Total expenditures are estimated at \$842,900 to \$852,900 annually, with an additional \$206,000 in one-time funding in year one.

ATTACHMENTS

Attachment 1 - Doctor of Psychology in Clinical Psychology Proposal and Letters of Support

Attachment 2 - External Review Report and UI Response

Attachment 3 - Institutional Feedback

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed Clinical Psychology program anticipates 10 initial enrollments reaching 55 by year five and graduating seven starting in FY30. These numbers are based on the projected capacity of current faculty and anticipated FTE hires across WWAMI, the Counseling and Mental Health Center, and Psychology and Communication Department. The program identified 10 students per cohort or 20 students overall for program sustainability. If these numbers are not reached, the program will be evaluated after three years of concurrent enrollment deficiency and will sunset following four years of enrollment deficiency. Standard graduate tuition and fee rates as approved by the Board will be utilized for this program.

In accordance with Policy III.G, the proposed Doctor of Psychology in Clinical Psychology was reviewed by an external review panel consisting of Dr. M. Franci Crepeau-Hobson, University of Colorado Denver and Dr. Renee Galliher, Utah State University. Reviewers conducted their on-site review in spring 2024 and shared several observations and potential challenges and provided recommendations for program success. As provided by the reviewers, the program has several strengths, including strong institutional and state support, an interdisciplinary approach, experienced faculty, established partnerships with mental health agencies, and a mission to address community mental health needs. It also benefits from a large pool of potential students and robust facilities. However, the program also has some potential challenges. These include the timing to hire three faculty positions, which can't proceed until program approval, potentially delaying student recruitment and enrollment. The program also requires institutional support for new faculty, particularly senior scholars, to ensure their success and retention. Limited research opportunities and a lengthy accreditation process may further impact recruitment. Additionally, the initial organizational structure is unclear and may need revision to avoid issues with decision-making and responsibilities. University of Idaho provided a response to the report (also included in agenda materials) addressing some of the main challenges and provided reviewers responses during the external peer review on-site meeting.

The proposed program was added to their updated plan, which was approved by the Board at the August 2024 Board meeting. In accordance with State Board Policy III.Z program responsibilities, Idaho State University (ISU) has statewide program responsibility for Clinical Psychology at the Ph.D. level. Staff notes that ISU has also added a PsyD to their updated three-year plan for delivery in Regions V and VI and has submitted a proposal for the Board's consideration. Staff notes that ISU's initial plans have altered to deliver the program in Pocatello and Meridian with a potential partnership with Boise State University. Given the healthcare workforce shortage described in the proposal, UI believes the state could benefit from having another program to produce additional graduates in this area. Additionally, the fundamental differences between the Ph.D. and PsyD degrees is that a Ph.D. tends to be more of a research-focused degree whereas a PsyD is a clinical-based degree. Because of these differences, this program does not conflict

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with ISU's statewide program responsibility and UI is not required to establish an MOU with ISU to offer the program.

Forty-five letters of support were also provided representing the health care industry, in and out-of-state neighboring institutions, and community stakeholders. These include Idaho Psychology Internship Consortium, Heritage Health, Kootenai Health, Northwest Specialty Hospital, Portneuf Health Trust, Beacon Clinic, Children's Village, Idaho Hospital Association, Kootenai Neurosurgery and Spine, Syringa Hospital and Clinic, Bonner General Hospital, Shoshone Medical Center, Coeur d'Alene Public Schools, Psychology Center of Idaho Falls, Storm Psychological Services, St. Luke's Behavioral Hot Line, Gritman Clinic Services, representatives from Northwest Nazarene University, North Idaho College, and Boise State University.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on July 11, 2024; and to the Instruction, Research, and Student Affairs on August 8, 2024.

Idaho State University provided comments (included with agenda materials) for the Board's review, articulating ISU's current and long-standing commitments and future programming efforts to grow its production of mental health practitioners in the state. While ISU indicates its support of the University of Idaho's proposed PsyD program, they also ask the Board to recognize ISU's commitments, investments, and significant expertise in this area by supporting their PsyD proposal as well.

Board staff notes that this program requires each student to complete a clinical internship, per accreditation requirements. This requirement is particularly relevant in light of simultaneous PsyD proposals from ISU and UI, as the institutions would likely need to compete for internship sites throughout Idaho and the broader interstate region to be successful in meeting sustainable enrollment and graduation targets.

BOARD ACTION

I move to approve the request by the University of Idaho to add a Doctor of Psychology program as presented in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Institutional Tracking No. _____

**Idaho State
Board of Education**

**FULL PROPOSAL FORM
Academic Degree and Certificate Program**

Date of Proposal Submission:	12/07/2023		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Graduate Studies (COGS)		
Name of Department(s) or Area(s):	School of Health and Medical Professions (pending approval)		
Official Name of the Program:	Doctor of Psychology (PsyD) in Clinical Psychology		
Implementation Date:	Fall 2025		
Degree Information:	Degree Level: Graduate	Degree Type: Doctorate	
CIP code (consult IR /Registrar):	42.2801: Clinical Psychology.		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face		
Geographical Delivery:	Location(s)	Moscow, ID	Region(s) 2
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input checked="" type="checkbox"/> Regional Program Responsibility: U of I	<input type="checkbox"/> Statewide Program Responsibility:	

Proposed Action

- New program offering**
- Undergraduate program
 - Graduate program
 - Undergraduate certificate (30 credits or more)
 - Graduate certificate (30 credits or more)

New branch campus or change in location

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
 - Consolidating two or more undergraduate programs into one
 - Consolidating two or more graduate programs into one
 - Splitting an existing program into two or more programs
 - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
 - Adding certificate or degrees to existing programs

5/20/24

College Dean

Date

Vice President for Research (as applicable)

Date

5/20/24

Graduate Dean/other (as applicable)

Date

6/18/2024

Academic Affairs Program Manager, OSBE

Date

5/21/24

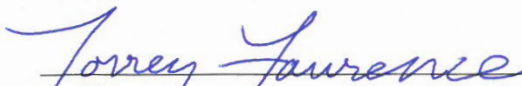

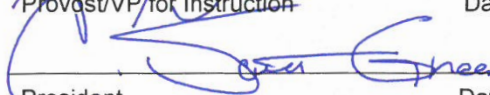
FVP/Chief Fiscal Officer

Date

06/24/2024

Chief Financial Officer, OSBE

Date

	5/21/24		7/1/2024
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
	5/21/24		
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Response: The Idaho WWAMI Medical Education program, in collaboration with the UI Counseling & Mental Health Center (CMHC) and the UI Psychology and Communication Department, proposes the development of a Doctor of Psychology program (PsyD) in clinical psychology. As such, the new program is a shared endeavor. It will not replace any existing programs. This is a substantive change, with a new program offering, requiring the addition of clinical faculty and additional courses not currently offered at the University of Idaho.

2. **Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

- a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The Idaho Department of Labor Statewide Occupational Projections (2020-2030) provides the following data:

Projected annual openings:

- Clinical, Counseling, and School Psychologists (job code 19-3031) **38** annual openings in Idaho
- Marriage and Family Therapists (job code 21-1013) **79** annual openings in Idaho
- Substance abuse, behavior disorder, and mental health counselor (job code 21-1018) **216** annual openings in Idaho
- Rehabilitation Counselor (job code 21-1015) **179** annual openings in Idaho
- Counselors, social workers, and other (job code 21-1000) **1,386** annual openings in Idaho
 - Total relevant positions: **1,898**

Lightcast Analysis:

Next, Lightcast job posting analytics report (conducted 5/3/24) for clinical psychology position in Idaho documented the following:

- A posting intensity of 5:1 (ratio of total job postings to unique job postings). According to Lightcast, "A higher than average posting intensity can mean that employers are putting more effort than normal into hiring that position."
- Across all counties in Idaho, there is a projected 63% growth in this profession expected from 2023-2034.
- The average annual openings for clinical psychologists is 30 statewide (**Note: from 2013-2023, Idaho State University graduated 45 students, only 42 of whom became licensed**)

and not necessarily in Idaho. As such, this likely less than 4 students per year.
<https://www.isu.edu/psych/graduate-programs/clinical-phd-program/>).

Current Statewide Deficits:

Lastly, data provided by the Idaho Psychological Association (personal communication with Deborah Katz, IPA Executive Director) indicates that in January 2022, the Idaho population was 1.9 million and there were 462 licensed psychologists. This equates to 0.000243 psychologists per capita in Idaho, which can also be expressed as about 243 psychologists per million people (24 per 100,000). Per Mental Health America's 2022 data, this ratio contributes to Idaho's ranking among the states with the highest proportions of mental illness and lowest availability of mental health care.

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

- c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Response: Regarding parts a and b above:

According to the Idaho Behavioral Health Alliance¹, there is a critical shortage of mental health providers in Idaho and there are not enough providers to meet the needs of Idaho citizens with mental health conditions. Fewer than half of Idahoans with mental health conditions receive appropriate care. Idaho also has one of the highest suicide rates in the country and has a high rate of accidental deaths associated with substance abuse.

The Idaho Behavioral Health Alliance also suggests that Idaho has spent significant funding on developing crisis management rather than having continuous adequate health care. In other words, individuals with mental health difficulties are only being treated through crisis management rather than having continuous adequate health care between crises. Having health care only at the point of crisis rather than adequate health care between crises leads to poor health management over time and expense of healthcare costs. According to the Idaho Behavioral Health Alliance, "half of all claims submitted to the state catastrophic fund in 2018 involved a mental health diagnosis." This organization also suggests that one of the strategies to improve mental health healthcare in Idaho is to "implement policy to bolster behavioral health workforce and encourage retention, especially in rural areas..."

Current Supply and Demand for Psychologists in Idaho

Idaho currently has a foundation that can be built upon to address these deficiencies by developing a PsyD program at the University of Idaho. The University of Idaho currently has a strong undergraduate psychology program with over 500 students, the school's largest major. Additionally, there are currently only two clinical psychology doctorate programs in Idaho, one longstanding program housed at Idaho State University and a second relatively new program at Northwest Nazarene University (NNU). Given that NNU's program is new and housed in a private institution, data from NNU are not enumerated here. ISU's program is accredited by the American Psychological Association (APA). However, this university turns away 90-95% of their applicants. From 2017 – 2022, there were a total of 585 applicants to ISU's program, but only 34 enrolled in the program, which is 5.8% enrollment from the applicant pool. In other words, in the past 6 application cycles at ISU, 551 individual applications were turned away.

While some of these applicants may not be an adequate fit for a clinical psychology role, many of them likely are. If they continue their pursuit of obtaining a doctoral degree, they will ultimately have to leave the state to do so. ISU's psychology program admission data is below⁴:

	2017	2018	2019	2020	2021	2022	SUM
Number of Complete Applications	80	80	100	87	162	76	585
Number of Admission Offers	9	11	14	11	11	9	65
Number of Enrolled	6	7	6	5	5	5	34
Number of New Students Funded	6	7	6	5	5	5	34

Similarly, there are very few APA-accredited clinical psychology doctoral programs regionally.

- Montana: 1
- Wyoming: 1
- Alaska: 1
- New Mexico: 1
- Utah: 2
- Arizona: 3
- Washington: 4
- Oregon: 4
- Colorado: 5

Additionally, the Idaho Business for Education (IBE) reported that in August 2022, there were over 9,000 healthcare job vacancies in Idaho, with mental health being an important sector⁵ (e.g., on average, we have one school counselor for every 400 students).

Regarding part C above:

Current State of Behavioral Healthcare in Idaho

Mental health providers support people from early childhood through cognitive decline and other conditions associated with aging. Idaho currently lacks mental health resources to support the existing and growing needs of the state. The entire state of Idaho (100% of counties) is a mental health shortage area (HSPA) according to the Idaho Department of Health & Welfare². Additionally, Idaho has the lowest number of psychiatrists per capita, lowest number of child and adolescent psychiatrists, lowest number of geriatric psychiatrists and no addiction psychiatrists. Considering overall mental health care needs more broadly including providers such as clinical psychologists, Mental Health America³ (MHA 2023 report) ranks Idaho 44th out of 51 (including D.C.) in adult care, 47th in youth care, while ranking 48th in the prevalence of mental illness. Across all the metrics assessed by MHA, Idaho ranks 47th, indicating an imbalance between the prevalence of mental illness in the state and access to care. The same 2023 MHA report revealed that 51% of adults in the state receive no treatment for mental illness and 32% have unmet mental health needs (Idaho ranked 41st in the nation). 47% of Idaho's youth with a major depressive episode do not receive mental health services. Lastly, Idaho ranks 34th in mental health workforce availability. These dire statistics are further enumerated by the Kaiser Family Foundation (KFF) data on mental health needs in Idaho⁶.

This general lack of behavioral health workforce has an economic impact on residents and improving access and mental health care in Idaho will have a positive impact on the economy as job numbers increase in mental health and as health care costs decline with better health care coverage for mental health needs.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No_X_____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The following are opportunities that will be offered to our students that will help ease program cost:

- Scholarships
- Paid research assistantships for the WWAMI program and Psychology Department.
- Paid teaching assistantships (TA) for our students to teach undergraduate students in psychology.
- Possible opportunity for paid externships.

Response: When possible, textbook options will be sourced from electronic books (ebooks) from the UI Library.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY19	FY20	FY21	FY22 (most recent)	FY20	FY21	FY22	FY23 (most recent)
ISU	Clinical Psychology PHD								
		6	5	5	5	4	6	5	7

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Response: As noted in item 2B above, the only clinical psychology training program at another Idaho Public Institution is housed at Idaho State University. However, as noted, there is a significant behavioral health workforce shortage in Idaho and the ISU program graduates 5-7 students per academic year, some of whom do not practice psychology in Idaho. Idaho students and citizens will benefit from an additional program and additional graduates completing a clinical psychology degree.

Additionally, according to the Idaho Psychological Association, in January 2022, the Idaho population was 1.9 million and there were 462 licensed psychologists. This equates to 0.000243 psychologists per capita in Idaho, which can also be expressed as about 243 psychologists per million people (24 per 100,000).

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Doctor of Psychology (PsyD) in Clinical Psychology											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY ₂₆ (first year)	FY ₂₇	FY ₂₈	FY ₂₉	FY ₃₀		FY ₃₀ (first year)	FY ₃₁	FY ₃₂	FY ₃₃	FY ₃₄	
10	20	35	50	55		7	7	12	12	12	

The above numbers are based on the projected capacity of current faculty and anticipated FTE hires across WWAMI, CMHC, and the Psychology and Communication Department.

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Based on the available data from APA there is a small attrition rate expected. American Psychological Association. (2016, November 1). Which psychology programs retain the most students? *Monitor on Psychology*, 47(10). <https://www.apa.org/monitor/2016/11/datapoint>.

Our expected graduation rate is based on these attrition rates.

Response: The projective enrollment was determined after careful discussion between WWAMI, CMHC, and the Psychology Department. It was determined that based on the projected hiring of faculty in the CMHC and the Psychology department and based on current clinical faculty (licensed psychologists), the proposed PsyD program would have enough core faculty to support students in coursework, other didactics, clinical practica, and research mentoring.

10. **Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The minimum class size is 10 students per cohort or 20 students overall. These minimums are based on revenues needed to sustain program delivery.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

In the event enrollment minimums are not met the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will be sunsetted following four years of enrolment deficiency. Teach-outs will occur for matriculating students and a

new cohort will not be filled.

11. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Accreditation review is performed by the Commission on Accreditation after 2 years of student matriculation and then review is variable after that. It can be a 3-year approval or up to a 10 year approval.

Response: In collaboration with WWAMI, CMHC, and the Psychology Department, a steering committee will be created to formalize the program within SHAMP. This committee will be comprised of licensed and doctorally trained clinical psychologists. This committee will ensure the UI PsyD program aligns with the accreditation standards and requirements of The American Psychological Association (hereafter, APA). Faculty will hold regular meetings each semester to review student progress and determine if remediation plans are needed. An annual progress report will be generated for each student.

The APA has 10 discipline-specific knowledge (DSK) areas students are expected to acquire in their curriculum. These include the following: 1. History and Systems; 2. Affective Aspects of Behavior; 3. Biological Aspects of Behavior; 4. Cognitive Aspects of Behavior; 5. Developmental Aspects of Behavior; 6. Social Aspects of Behavior; 7. Advanced Integrative Knowledge of Basic DSK Content Areas; 8. Research Methods; 9. Statistical Analysis; and 10. Psychometrics.

These ten (10) core discipline-specific areas are foundational for students to establish their identities as psychologists and to prepare for future licensure and practice in psychology. The ten areas are grouped into 4 main domains: 1) History and Systems, 2) Basic Science Content, 3) Advanced Integrated Content, and 4) Methods, Statistics, and Psychometrics.

1. History and Systems: This is the only core area permitted by APA to be acquired at the pre-doctoral, prior to matriculation.
2. Basic Science in Scientific Psychology
 - a. Must be graduate level, based on exposure to primary source material, allowing for advanced-level critical thinking and communication of this material.
 - b. Must include affective, biological, cognitive, developmental, and social aspects of behavior.
3. Advanced Integrated Content: Must occur at the graduate level and must include integration of at least 2 of the DSK areas.
 - a. Done via practicum and completion of comprehensive examinations.
4. Methods, Statistics, and Psychometrics: Must be completed at the graduate level. Students will demonstrate graduate-level knowledge by obtaining a grade of B or higher.

The program will undergo annual program prioritization as part of the University of Idaho quality improvement plan <https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review>.

- 12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix A.**

Peer review was completed in accordance with SBOE guidelines after names of potential reviewers were approved by SBOE in December of 2023. The review was completed by Drs. M. Franci Crepeau-Hobson and Renee Galliger on March 25-26th 2024 and April 8th, 2024. A report was provided to the UI Provost and WWAMI regional dean on April 19th, 2024 and is included in the Appendix A.

- 13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.**

Will this program lead to certification?

Yes _____ No X _____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

- 14. Three-Year Plan: If this is a new proposed program, is it on your institution’s approved 3-year plan?**

Yes _____ No X _____

If yes, proceed to question 15. If no:

- a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution’s regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

- b. Provide an explanation for all statements you selected.**

Response: The program is in response to a specific industry need or workforce opportunity. As evidenced by the above-noted Idaho behavioral healthcare needs and current program offerings in Idaho, there is a critical shortage of healthcare providers in mental health and psychology and the proposed program will help full this state need and student demand.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	120-125
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	120-125

- b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Response: Enumerated in the table below:

Credits	Course (Number/Name)	Description
3	PSYC 512 Research Methods	An in-depth evaluation of the philosophy of research, approaches to designing a study, methods of analyzing collected data, and strategies for summarizing findings. Subject matter will include ethics, sampling, reliability and validity, power, hypothesis testing, study designs, dissemination of research findings, and critical appraisal of research.
3	PSYC xxx History and Systems	Survey of the history and systems that have shaped modern psychology, including evolutionary psychology, ancient philosophy foundations, psychology movements in the modern era, and contemporary schools of thought. This course is required by APA but can be completed prior to matriculation into the PsyD program, depending on courses taken at the undergraduate level.
3	PSYC 525 Cognitive Psychology	Survey and analysis of major topics in the field; emphasis on contemporary research and theory; related topics include perception, memory, and information processing and transformation.

3	PSYC 526 Cognitive Neuroscience	Examine research in human cognition and its neurological basis. The material covered will include the study of normal cognitive processes in humans utilizing noninvasive behavioral and physiological techniques (e.g., reaction times, fMRI, EEG), the study of brain-injured patients, and behavioral and neurophysiological research. The following topics will be covered: perception, object recognition, attention, memory, spatial cognition, motor control, language, executive control, and development.
3	PSYC 572 Introduction to the Pharmacology of Psychoactive Drugs	This course will look at the use and impact of medication in treating mental health symptoms. The course will cover neural mechanisms, behavioral responses, and addictive aspects of psychoactive drugs. Additional projects/assignments are required for graduate credit.
3	PSYC 578 Techniques in Chemical Addictions Counseling	Techniques related to individual and group counseling of chemical addiction clients; helping skills such as active listening, problem-solving, paraphrasing; numerous role plays and other practicum exercises; information about group therapy with the actual experience of being part of a group. Additional projects/assignments are required for graduate credit.
3	PSYC 5XX Data Analysis & Statistics in Psychology	Students will gain proficiency in statistical techniques, including factorial and repeated measures ANOVA, multiple regression, and more. Students will also learn how to use statistical software to analyze data. The course aims to equip students with the skills to critically evaluate statistical research and learn to appreciate the role of statistics in psychology.
3	PSYC 5XX Biological & Health Psychology	Focus on biological, social, and psychological factors related to health and health related behaviors, how physical illness impacts psychological well-being, and the role of the psychologist in healthcare settings. Topics include chronic pain, addiction, sleep behavior, role of the autonomic nervous system, and how psychological states impact the body.
3	PSYC 5XX Advanced Developmental Psychology	Advanced course on lifespan development, including physical, cognitive, social, personality, and psychological change, and how stressors and psychological factors impact development. Additional content includes theories of development and assessing developmental milestones.

3	PSYC 5XX Human Neuropsychology	Critical study of brain-behavior relationships and functional neuroanatomy, with an emphasis on clinical populations. Overview of neuropsychological assessment measures and integration of test results.
4	PSYC 700 Psychopathology	Advanced course on the theoretical models of healthy psychological development and a biopsychosocial framework for understanding major syndromes of psychopathology across the lifespan. Topics also include diagnostic processes and differential diagnosis, understanding the impact of stigma, and evidence-based treatment considerations.
3	PSYC 6XX Cognitive and academic assessment.	Advanced principles of psychological assessment, including record review and history gathering, interviewing, test selection, standardized assessment, scoring, interpretation, diagnosis, report writing, and feedback. Primary content on intellectual assessment, mental status, and academic achievement.
3	PSYC 6XX Personality and Psychological Assessment	Advanced principles of psychological assessment, including record review and history gathering, interviewing, test selection, standardized assessment, scoring, interpretation, diagnosis, report writing, and feedback. Primary focus on personality, psychopathology, affect, and other biopsychosocial factors related to health and wellbeing.
3	PSYC 6XX Professional and Ethical Issues in Clinical Psychology	Advanced review of the APA Code of Ethics, ethics in research, professionalism, and EPPP examination, and state licensure.
3	PSYC 6XX Psychotherapy 1	Course 1 of 3 in a year-long series on psychotherapy theories and techniques, focusing on historical foundations, psychodynamic techniques, and humanistic and emotionally focused therapy.
3	PSYC 6XX Psychotherapy 2	Course 2 of 3 in a yearlong series in psychotherapy theories and techniques, continuing with cognitive behavior therapy and other evidence-based approaches, with a strong focus on case-based cases and technical practice.
3	PSYC 6XX Psychotherapy 3	Course 3 of 3. This third course in the series is focused on systems psychotherapy, including marriage and family therapy and human sexuality.

3	PSYC 6XX Advanced Social Psychology	The scientific study of the bidirectional association between an individual and society; focuses on cognitive processes, emotions, and behaviors; and reviews theories of social behaviors. Covers topics related to social determinants of health, gender, culture, group behavior, aggression, and discrimination.
3	PSYC 6xx Consultation and Program Development	Based on foundational principles of industrial and organizational psychology, reviews a range of consultation methods, including principles of education and program evaluation. Students learn to develop effective consultation questions and questionnaires, and the use of qualitative data methods.
3	PSYC 7XX Cultural & Diversity	This course covers a wide range of topics related to culture and diversity, focusing on social determinants of health, health culture, historical factors that have shaped culture and diversity in the US and in healthcare, and how historical factors impact trust in healthcare professionals.
8	PSYC 7XX Case Conference (repeating)	Seminar series, occurring weekly, covering clinical cases, ethics, and professionalism.
5	PSYC 7XX Externship (repeating)	Community-based placements, supervised clinical practice.
18	PSYC 7XX APA Clinical Internship	18 credits; completion of a 1-year full-time or 2-year part-time APA-accredited internship
15	PSYC 597 (s) Practicum	Variable credit. Supervised practice in psychology assessment and therapy.
18	PSYC 600 Doctoral Research and Dissertation (18 credits)	Variable credit. Demonstration of progress in the dissertation.
125		

- c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students will have dissertation credits and practicum/externship credits, listed above. Their last year includes the completion of a required APA accredited clinical internship. They will have credit for this as well so that the completion is itemized on their transcripts, which will be important as they subsequently apply for state licensure.

Additionally, as is standard in clinical psychology programs (PhD or PsyD), there are comprehensive examinations. The American Psychological Association does not have a specific requirement for what form these comprehensive exams should take but it is central to APA accreditation that students demonstrate mastery and integration of knowledge. They will do this as part of the comprehensive exams. There will be three examinations in total:

1. Examination 1: End of year two – students will have a comprehensive examination related to assessment (test selection, diagnostic interviewing, testing procedures, standardization, test interpretation and conceptualization) and intervention (evidence-based treatment based on assessment results). This will require a two-member committee and the selection of a client from the community that the student will assess and for whom they will write an assessment report.
2. Examination 2: End of year three – students will have a comprehensive examination related to evidence-based psychotherapy in which the student will demonstrate mastery of therapy and practice with a real case they treated. The deliverable will be a written document detailing their approach to therapy with the client, with citations of original sources and a written case study of how therapy benefited the client. This will also include a two-member committee. The PsyD student will present their case study to the committee and will be prepared to answer questions about therapy techniques.
3. Examination 3 is the Dissertation Defense: So stated, in accordance with UI policies for conferring doctoral degree.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Response: Student Learning Outcomes:

Intended learning outcomes for PsyD clinical psychology graduates are detailed in the accreditation requirements for the American Psychological Association (APA). The curriculum will be based on profession-wide competencies as outlined by the APA, which include the following: I. Research; II. Ethical and Legal Standards; III. Individual and Cultural Diversity; IV. Professional Values, Attitudes, and Behaviors; V. Communication and Interpersonal Skills; VI. Assessment; VII. Intervention; VIII. Supervision; IX. Consultation and Interprofessional/Interdisciplinary Skills.

These profession-wide competencies are expected of all graduates and are partially demonstrated via the following learning outcomes:

I. Research: Successful completion of coursework related to methods and statistics, as well as completion of the dissertation, participation in faculty-supervised research, and completion of a manuscript to be submitted for possible publication in a peer-reviewed journal.

II. Ethical and Legal Standards: Successful completion of coursework related to ethics and legal standards, demonstration of ethical practice in practicum and as assessed by faculty supervisor.

III. Individual and Cultural Diversity: Successful completion of coursework related to culture and diversity, as well as by designing and implementing culturally sensitive interventions based on the unique needs and perspectives of their patient/client for whom they are providing assessment or therapy while demonstrating evidence-based practice under the supervision of a licensed psychologist.

IV. Professional Values, Attitudes, and Behaviors: Outcomes for this area of competencies will

be demonstrated by the successful completion of practicum, supervision, and case conferences.

V. Communication and Interpersonal Skills: The student will demonstrate effective active listening, empathetic responses, and clear communication in therapeutic interactions with clients, and via supervision and obtaining feedback from supervisors.

VI. Assessment: Successful completion of coursework related to Assessment, as well as completion of practicum and supervision. Next, they will successfully complete their comprehensive examination on assessment. They will also demonstrate competence in assessment via the one-year APA-accredited clinical internship, which is required for graduation.

VII. Intervention: Successful completion of coursework related to Intervention, as well as completion of practicum and supervision. Next, they will successfully complete their comprehensive examination on therapy and intervention. They will also demonstrate competence in intervention via the one-year APA-accredited clinical internship, which is required for graduation.

VIII. Supervision: Learning outcomes are based on the completion of a supervised practicum. Additionally, students in their 3rd and 4th years of training will have the opportunity to provide mentored supervision to 1st and 2nd year students (i.e., "supervised supervision").

IX. Consultation and Interprofessional/Interdisciplinary Skills: Students will actively participate in interdisciplinary case conferences, contributing meaningful insights and recommendations, and receiving positive evaluations from colleagues and supervisors for their contributions.

Other general learning outcomes expected of students:

- Coursework: Students will obtain a grade of B or higher.
- Other didactics: attendance and participation in case conferences and other periodic seminars.
- Successful completion of supervised clinical practica (therapy and assessment experiences).
- Completion of dissertation
- Completion of comprehensive examinations
- Completion of a one-year APA-accredited clinical internship (APA requirement).

17. Assessment plans.

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Assessment Process:

To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.
2. Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.
3. Case Studies and Care Plans: Students will complete case studies and care plans to

demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.

4. Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.

5. Peer and Self-Assessment: Peer evaluations and self-assessment will be incorporated for group projects and personal reflection on skills development.

Using Assessment Findings for Program Improvement:

Assessment findings will be used for continuous program improvement through the following mechanisms:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.

2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.

3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.

4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing:

Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The University of Idaho is the home of the WWAMI Medical Education Program. This program is located in two buildings on the University of Idaho Moscow Campus. Facilities include three active learning classrooms, 9 standardize patient rooms, research offices and student common study areas.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The existing program is the WWAMI Medical Education Program. The Impact will be minimal as the PsyD students will share the same buildings, classrooms, laboratories, and clinical spaces though the use will not overlap the medical student or psychology student curriculum. Classes for the PsyD students will be scheduled when WWAMI is not using the facilities.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Clinical practicum will require students to see clients from the community (under the supervision of their licensed faculty mentor). This will require liability insurance. This will be approximately \$50 per month per trainee. For the first year, this would be up to \$6000 annually but would increase with additional enrollment in subsequent years. With a maximum enrollment of 55 students, this could reach as high as \$33,000 annually. Additionally, students will be required to perform psychological and cognitive assessments on clients. Assessment tools are standardized test instruments (IQ tests, personality assessments, academic achievement tests, etc.) which are purchased from test publishing companies. These tests typically have an initial purchase requirement for reusable test stimuli but paper protocols are re-ordered based on demand and usage. As such, there is a cost of maintaining test protocol supply. We are requesting \$100,000 initial purchase start-up and \$10,000 annually for maintaining protocol supply. Recording equipment is also necessary. Therapy and assessment sessions are recorded so that trainees can play back sessions with their supervisor for training purposes. Therapy and exam rooms will be equipped with this hardware at the cost of approximately \$100,000.

In sum, the needed resources would be as follows:

- Test instruments and protocols: \$100,000 initial, \$10,000 annually for maintenance.
- Video equipment: \$100,000.
- Continuing Education required for state licensure in Idaho annually: \$1,000.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The University of Idaho houses the largest library in the state of Idaho servicing students and faculty on our campuses and virtually in all 44 counties. Students on campus will have access to needed search databases, journals and scholarly works related to psychology and healthcare. It is not expected that the PsyD program will have a noticeable impact on library usage. Library resources for students and faculty attending online <https://www.lib.uidaho.edu/services/distance.html>

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional costs are needed.

20. Faculty/Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

In our line-item request for 2 FTE faculty, in conjunction with the existing faculty in CMHC and the Psychology Department, as well as forthcoming planned hires in these departments, we envision we will have the personnel necessary to operate the PsyD program.

The PsyD program will include the creation of new courses, enumerated above (Section 15B). Along with several cross-listed courses that already exist in the psychology department.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Current staff and faculty will be redirected from WWAMI to the College of Graduate Studies. Please see the organizational chart under supportive documentation.

- c. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will the quality and productivity of existing programs be maintained?

The PsyD program will be in partnership with the UI Counseling and Mental Health Center (CMHC; formerly the Counseling and Testing) and the Psychology and Communication Department. Regarding quality assurance, this is detailed in section 11 above. The program will undergo annual program prioritization as part of the University of Idaho quality improvement plan <https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review>

- d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The PsyD program will require 4 FTE (full-time employees). This will include the following personnel: Clinical Assistant Professors, Assistant Professors and a Program Director.

21. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state-appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

One FTE for the PsyD program already works in WWAMI and a portion of their time will be re-allocated to the PsyD when the program starts. There will be no impact to other programs.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request

The PsyD program was awarded state funding by the state legislature and signed by Gov. Brad Little.

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? Not applicable.
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? Not applicable.

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
Not applicable at the present time.
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The PsyD program tuition will match University of Idaho graduate student tuition, currently listed at \$10,548 for Idaho Residents and \$29,784 for non-Idaho Residents. This complies with the Board Policy.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Not applicable.
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Citations:

1. Idaho Behavioral Health Alliance: “Idaho’s Behavioral Health Workforce Shortage” Retrieved 9/24/2023 from <https://www.idahobha.org/wp-content/uploads/2019/09/Idaho-Behavioral-Health-Workforce-Shortage-REVISE-8-22.pdf>
2. Idaho Department of Health and Welfare. Rural Health and Underserved Areas. Health Professional Shortage Areas (HSPA). Retrieved 9/24/2023 from <https://healthandwelfare.idaho.gov/providers/rural-health-and-underserved-areas/rural-health-and-underserved-areas>
3. Mental Health American. Retrieved 9/24/2023 from <https://mhanational.org/mhamapping/mha-state-county-data>
4. Idaho State University (ISU) Doctor of Philosophy in Clinical Psychology, Student Admissions, Outcomes, and Other Data. Retrieved 9/24/2023 from <https://www.isu.edu/psych/graduate-programs/clinical-phd-program/#d.en.239881>
5. Idaho Business for Education Report, August 2022. Retrieved 9/24/2023 from <http://idahobe.org/wp-content/uploads/2022/08/HEALTH-CARE-SUMMIT-WHITE-PAPER-3.0.pdf>
6. Kaiser Family Foundation, Mental Health in Idaho, retrieved 9/24/2023 from [https://www.kff.org/statedata/mental-health-and-substance-use-state-fact-sheets/idaho/#:~:text=Prior%20to%20the%20pandemic%2C%20in,6.2%25%20\(15.4%20million\)](https://www.kff.org/statedata/mental-health-and-substance-use-state-fact-sheets/idaho/#:~:text=Prior%20to%20the%20pandemic%2C%20in,6.2%25%20(15.4%20million))

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS FEBRUARY 19-20, 2025

ATTACHMENT 1

PsyD

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 26		FY 27		FY 28		FY 29	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		10		10		15		15
B. Shifting enrollments				7		14		26
Total Enrollment	0	10	0	17	0	29	0	41

II. REVENUE

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$382,100.00		\$382,100.00		\$382,100.00		\$382,100.00	
2. Institution Funds	\$259,320.00	\$206,000.00	\$79,840.00					
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$201,480.00		\$402,960.00		\$705,108.00		\$1,007,400.00	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	\$842,900	\$206,000	\$864,900	\$0	\$1,087,208	\$0	\$1,389,500	\$0

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.*

		FY26	FY27	FY28	FY29
HC	FT Enrollment	10	17	29	41
Student Credit Hours	PT Enrollment	-	-	-	-
Rates:					
Res Tuition - FT	\$	8,272	\$ 41,360	\$ 70,312	\$ 119,944
NR Tuition - FT	\$	27,508	\$ 137,540	\$ 233,818	\$ 398,866
Fees - FT	\$	2,276	\$ 22,760	\$ 38,692	\$ 66,004
Summer Tuition - PT	\$	534	\$ -	\$ -	\$ -
Summer Fees - PT	\$	52	\$ -	\$ -	\$ -
Profession Fee - Annual	\$	-	\$ -	\$ -	\$ -
	\$	633,450	\$ 1,140,210	\$ 1,562,510	\$ 1,562,510
TUITION	\$	178,900	\$ 304,130	\$ 518,810	\$ 733,490
FEES	\$	22,760	\$ 38,692	\$ 66,004	\$ 93,316
	\$	201,660	\$ 342,822	\$ 584,814	\$ 826,806
from template		\$201,480	\$402,960	\$705,108	\$1,007,400

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

ATTACHMENT 1

III. EXPENDITURES

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	4.0		4.0		4.0		4.0	
2. Faculty	\$390,000.00		\$390,000.00		\$390,000.00		\$390,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	200000		200000		200000		200000	
7. Administrative Support Personnel								
8. Fringe Benefits	182900		182900		182900		182900	
9. Other:								
Total Personnel and Costs	<u>\$772,900</u>	<u>\$0</u>	<u>\$772,900</u>	<u>\$0</u>	<u>\$772,900</u>	<u>\$0</u>	<u>\$772,900</u>	<u>\$0</u>

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$20,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
2. Professional Services	\$20,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
3. Other Services								
4. Communications	\$20,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
5. Materials and Supplies	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$70,000</u>	<u>\$0</u>	<u>\$70,000</u>	<u>\$0</u>	<u>\$70,000</u>	<u>\$0</u>	<u>\$70,000</u>	<u>\$0</u>

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 19-20, 2025**

ATTACHMENT 1

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		\$206,000.00	\$10,000.00		\$10,000.00		\$10,000.00	
Total Capital Outlay	\$0	\$206,000	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0
	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities								
Maintenance & Repairs								
Other								
Total Other Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$842,900	\$206,000	\$852,900	\$0	\$852,900	\$0	\$852,900	\$0
Net Income (Deficit)	\$0	\$0	\$12,000	\$0	\$234,308	\$0	\$536,600	\$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	10 students per year for years one and two and 15 per year for subsequent years.
II.4	Line 4 represents standard graduate tuition rate. The estimated costs for Doctor of Psychology (PsyD) in Clinical Psychology Students is broken down as follows: • Resident: \$8,272 + UI Fees \$2,276 = \$10,548/yr • Non-Resident: \$27,508 + UI Fees \$2,276 = \$29,784/yr
III.A	4.0 FTE matches the state line item request previously submitted. The amount requested from the state includes \$100,000 for the program director, faculty salaries and benefits for 4 FTEs.
III.A8	Faculty Fringe Benefit Rate 31.0%
III.B1	Travel to include conference attendance.
III.B2	Professional Services (ie.: Guest Speakers, Professional Calibration of Testing Equipment, Maintenance of Video Equipment)
III.B4	Communications and Marketing for recruiting and promotion
III.C2	Recording /Video Equipment and Test Instruments



Dear Members of the State Board of Education,

As the Director of the Idaho Psychology Internship Consortium (ID-PIC), I am writing to express my enthusiastic support for the proposed Doctor of Psychology (PsyD) program at the University of Idaho.

The need for high-quality mental health services in Idaho is pressing, and fulfilling this need begins with the provision of high-quality psychological training within our state. The University of Idaho has consistently demonstrated its commitment to the high-quality training of psychologists, notably through its American Psychological Association (APA) accredited doctoral internship program at the University Clinic. The creation of a PsyD program would substantially further the goals of expanding access to high quality psychological services in Idaho.

I wholeheartedly support the University of Idaho's application for the establishment of the PsyD program and eagerly anticipate the positive impact this program will have on the well-being of Idaho's citizens.

Sincerely,

Daniel McGrath, PsyD
Program Director, Idaho Psychology Internship Consortium

February 13, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer:

On behalf of Heritage Health, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

North Idaho has struggled to retain psychologists, resulting in a lack of access to receive appropriate diagnoses and clinically necessary therapies for many children and adults with mental health problems. Without accredited programs (such as the PsyD program proposed by University of Idaho), Idaho students who wish to become psychologists must attend non-accredited (and often online) programs. These programs often lack the same rigor and adherence to best practice standards, placing students at risk of clinical blunders and patients at risk of poor care.

Psychologists play an important role in setting high standards for care and bring increased scientific legitimacy to patients who need psychotherapy and/or psychological testing. They are particularly well suited to helping patients with serious mental health and developmental concerns. A clinical PsyD program would ideally increase each Idaho community's ability to provide competent and effective treatment.

We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,



Mike Baker, CEO
Heritage Health



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Kootenai Health, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. Every day people of all ages come to our Emergency Department at the end of their rope, desperate for mental health care. We cannot help but wonder, what would the difference of earlier intervention have had on this person's life?

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Karen Cabell", is written over a light blue horizontal line.

Karen Cabell, D.O.
Chief Physician Executive, Kootenai Health
kcabell@kh.org 208-625-4003



February 22, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Northwest Specialty Hospital, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

A handwritten signature in black ink that reads "Rick Rasmussen".

Rick Rasmussen

CEO, Northwest Specialty Hospital

Ph: 208-262-2310, Email: Rick.Rasmussen@nwsh.com

April 23, 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Members of the Idaho State Board of Education,

I am writing to express my support for the University of Idaho's proposal to establish a Doctor of Psychology (PsyD) program. As Department Chair and Professor of Psychological Science at Boise State University, as well as a long-time resident in Idaho, I have witnessed firsthand the growing need for qualified mental health professionals in our state.

There is a significant shortage of mental health professionals in Idaho, particularly in rural areas and a PsyD program at the University of Idaho would help to address this gap by training practitioners who are specifically prepared to work in a variety of settings, including community mental health centers, hospitals, schools, and private practice. The University of Idaho is well-positioned to develop and deliver a PsyD program in partnership with their Idaho WWAMI Medical Education Program, and their plans for doing so appear to be sound. The university's commitment to serving the communities of Northern Idaho and rural areas throughout the state creates a solid foundation for this new program. Furthermore, the new PsyD program will help to ensure a sustainable pipeline of qualified mental health professionals for Idaho in the years to come.

For these reasons, I wholeheartedly endorse the University of Idaho's proposal to establish a PsyD program. I am confident that this program will be a valuable asset to the State of Idaho.

Sincerely,



*Cynthia G. Campbell, Ph.D.
Professor & Department Chair
Psychological Science
Boise State University
1910 University Drive
Boise, ID 83725-1715
Email: cynthiacampbell@boisestate.edu*



Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Portneuf Health Trust, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program, at the University of Idaho. As an organization dedicated to enhancing and improving health in our community, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a significant shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. Portneuf Health Trust has invested millions of dollars to help build Mental Health Crisis Centers, Court diversionary therapy opportunities, and other mental health efforts. We need more Doctoral Programs in Psychology in Idaho and we have seen it first-hand.

We firmly believe that a new PsyD program at the University of Idaho, would greatly benefit the academic community, with the increasing demand for mental health professionals. This program would help address the growing need for well-trained psychologists, create a positive impact on future generations of mental health professionals, and improve behavioral health care access in Idaho.

Sincerely,

A handwritten signature in blue ink that reads "Shaun Menchaca". The signature is fluid and cursive, with the first name being more prominent.

Shaun Menchaca
President/CEO
Portneuf Health Trust, Inc.



Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

As a Site Training Director and Training Committee Faculty Member for the Idaho Psychology Internship Consortium (ID-PIC), I am writing to express my enthusiastic support for the proposed Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho.

An additional PsyD program would be a huge contribution to psychology workforce development in Idaho and to increasing access to mental health services in a state that is profoundly underserved. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for mental health professionals in Idaho. The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

I look forward to the approval of your program by the Idaho State Board of Education and the successful development and implementation of this much-needed initiative at the University of Idaho. I eagerly anticipate the positive impact this program will have on the well-being of Idaho.

Sincerely,

Anne Stegenga, PsyD
ID-PIC Site Training Director
ID-PIC Training Committee Faculty Member
Anne.Stegenga@dhw.idaho.gov



623 S. University Blvd.
Nampa, ID 82686

April 18, 2024

Thomas J. Farrer, Ph.D., ABPP
D.A. Huckabay M.D. Medical Education Building
University of Idaho
875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Farrer,

As the Director of the Northwest Nazarene University PsyD Program, I am writing to express my enthusiastic support for the establishment of another PsyD program at the University of Idaho. Understanding firsthand the profound impact such programs can have on both the local and broader communities, I am keenly aware of the significant benefits that the proposed PsyD program would bring to our region.

Idaho continues to face a critical shortage of mental health professionals, particularly in rural areas. The proposed program at the University of Idaho is not just a necessity; it is a crucial step towards addressing the mental health disparities that disproportionately affect our underserved and rural populations. Training psychologists within the state who are familiar with the specific challenges our communities face will enhance the delivery of culturally competent and accessible care.

Through our program, I have witnessed the transformative effects of educating psychologists who are integrated into their local environments from the onset of their training. A similar program at the University of Idaho would extend these benefits, increasing the availability of mental health resources and reducing the barriers that many Idahoans face in accessing necessary care.

Moreover, the establishment of another PsyD program within Idaho would foster a stronger network of professional collaboration and academic exchange, enhancing the quality and scope of mental health services across the state. It would also serve as a catalyst for more research opportunities and shared resources, benefiting the entire academic community and the public.

I am confident that the University of Idaho's program will become an essential part of our state's educational and healthcare landscape. I fully support this initiative and look forward to potential collaborations that will surely enrich both our programs and the mental health services provided to our communities.



I trust that the Idaho State Board of Education will recognize the numerous benefits that an additional Psy.D. program would bring to our community and will move forward with its approval.

Thank you for considering this endorsement. I am hopeful for the future of mental health services in Idaho and look forward to the positive impact that the University of Idaho's Psy.D. program will undoubtedly have.

Please feel free to reach out if you wish to discuss this further or if I can assist in any way as you move forward with this proposal.

Sincerely,

A handwritten signature in black ink that reads "Elizabeth List, PsyD".

Elizabeth List, PsyD
Director, PsyD in Clinical Psychology
Chair of Psychology
Northwest Nazarene University
elist@nnu.edu
(208) 463-8253



Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

RE: Letter of Support for Doctor of Psychology (PsyD) Program at University of Idaho

Dear Dr. Farrer,

On behalf of Beacon Clinic, I am writing to express my support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As a healthcare organization in the Inland Northwest, we very much recognize the critical need for increased access to mental health services as well as other key medical specialties in our community.

There is a critical shortage of mental health providers in Idaho, and the mental health epidemic is only exacerbated by this lack of access to resources. The alarming rates of suicide and accidental deaths associated with substance use disorder further emphasize the urgent demand for additional mental health professionals and training programs. This has far-reaching impacts on our population both economically and socially.

In light of the foregoing, please accept our support for the creation of a new PsyD program at the University of Idaho and we urge the Idaho State Board of Education to approve the program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Helo Hancock", is written over a horizontal blue line.

Heló Hancock
CEO



Children'sVillage

Children's Village is a trauma responsive safe haven, restoring trust and hope for children and families who experience abuse, neglect, or are in crisis.

February 21, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Children's Village, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

As a full time, residential treatment facility for children under the age of 18, we specialize in therapeutic programming to assist youth through their acute mental health crisis due to experienced traumas. ***With the shortage of psychological care in North Idaho, we have had to send children out of state for long periods to access services*** to help them safely work through their extensive trauma history. Removing children from their siblings and stable surroundings only further increases the trauma in their lives; the addition of this program in North Idaho could restore the pipeline of practicing professionals that can save lives.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Vanessa Moos, MPA
Chief Executive Officer
vmooos@thechildrensvillage.org



COEUR D'ALENE PUBLIC SCHOOLS
1400 N. NORTHWOOD CENTER CT.
COEUR D'ALENE, ID 83814
(208) 664-8241
CDASCHOOLS.ORG

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Coeur d'Alene School; District #271, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an educational organization for approximately 10,000 youth, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

A handwritten signature in blue ink that reads "Shon Hocker".

Dr. Shon Hocker
Superintendent of Schools

PSYCHOLOGY CENTER[™]of
IDAHO FALLS"Help is Here"[™]**Carol V. Anderson, Ph.D., ABPP-CN**101 S. Park Avenue, Suite 215 | Idaho Falls, ID 83402 | Phone: (208) 522-3402 Extension 1

February 19, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho
Moscow, ID 83844

Dear Dr. Farrer:

I am excited to hear that the proposed PsyD training program passed the faculty senate unanimously! As you know, the training opportunities for psychologists in Idaho are extremely limited. I ran into this obstacle back in 1999 when I was seeking additional training in Idaho. Unfortunately, not much has changed since then. I frequently meet students and new graduates who face similar barriers when trying to find quality training, supportive mentors, and other resources in Idaho.

Accordingly, I am pleased to write this letter of support for a new site program at the University of Idaho. It is my genuine belief that offering a site program at the University of Idaho would greatly increase access to training for Idaho residents as well as other students, particularly those participating in the WWAMI program. It would also help to increase the likelihood that competent psychologists would stay in Idaho to practice psychology after graduation. This is critically vital, particularly for our rural communities, as we continue to work with incredibly underserved populations. As the owner and Clinical Director of Psychology Center of Idaho Falls, I have been unsuccessful in recruiting psychologists to move to Idaho to work and contribute to this part of the country. My greatest success in hiring has always been when drawing from the pool of applicants who have familial and/or educational ties (i.e. through academic and social networking).

Please feel free to share my experience and support with the State Board and anyone else who may be considering this critical development for Idaho services.

Sincerely,



Carol V. Anderson, Ph.D., ABPP-CN
Licensed Psychologist (Idaho, Utah, Nevada & Colorado)
Board-Certified in Clinical Neuropsychology

Dakota Mauzay, Ph.D.
1205 SE Professional Mall Blvd., Suite 204
Pullman, WA 99163
drmauzay@gmail.com
Mach 11, 2024

To Whom it May Concern:

I am writing to express my enthusiastic support for the establishment of the new Psy.D. program in Moscow, Idaho through the WWAMI program in support with University of Idaho. As a clinical psychologist practicing in the local area, I am keenly aware of the pressing need for expanded mental health services in Northern Idaho and Eastern Washington. The introduction of this program presents a remarkable opportunity to address this need and contribute to the wellbeing of our community.

The scarcity of mental health resources in this local area have long been a concern for practitioners like myself. With the demand for mental health services outpacing openings with mental health providers, it is imperative that we cultivate a growing number of well-trained mental health professionals. The creation of a Psy.D. program in this area allows for not only the increased training of professionals but also will enhance access to care in the local area.

I am excited about the prospect of possibly supervising practicum students from this program in their clinical work. Guiding and mentoring aspiring psychologists is not only a privilege but also a responsibility that I wholeheartedly embrace.

I am confident that the establishment of this program will be met with resounding support from local practitioners and community members alike.

Thank you for your dedication to advancing mental health education and practice. I eagerly anticipate the positive impact that this program will have on our community.

Warm regards,
Dakota Mauzay, Ph.D.
Storm Psychological Services, PLLC

To:
Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

I am writing to express my enthusiastic support for the proposed Doctor of Psychology (PsyD) in Clinical Psychology at the University of Idaho. As one of the few licensed psychologists practicing in the community, I can attest to a community and state demand for more mental healthcare specialists. The introduction of the PsyD will help meet a critical demand in the state. I am eager to partner with the proposed program as a potential practicum site supervisor for graduate students. I have experience providing supervision to graduate students and other allied mental healthcare professionals and students under my supervision would gain valuable experience in psychological assessment procedures, differential diagnosis, evidence-based treatment, and professionalism.

Given the significant need for expanded mental healthcare services in the state, I strongly support the development of your proposed program, and I urge the Idaho State Board of Education expedite the approval process. I am committed to supporting your program, including offering training experiences for students.

I look forward to hearing of the approval of your program by the Idaho State Board of Education and your successful development and implementation of this program at the University of Idaho.

Sincerely,



Michelle Fong, PhD
Neuropsychologist
WA PY 61376036

To:

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

My name is Luke Sharon. I am a student at Lake City High School and proud to be a born and raised Idahoan. Throughout my time in high school, I have had the opportunity to serve in various local and state leadership roles. In this capacity, I have had the privilege of working with Kootenai Health, the National Association of Mental Illness, Panhandle Health District, the Michael Phelps Foundation, Heritage Health, and many other Idaho and national mental health organizations.

During one of my advocacy trips to Boise, I had the privilege of sitting down with Governor Brad Little. I opened up to him about my sister, her mental health struggles, and the challenges we went through to get adequate mental health services. Although he acknowledged that Idaho does struggle with a shortage of mental health providers, he assured me that he was doing the most he could. It became clear to me a while back, but was solidified after that conversation, that we cannot rely solely on even the well-meaning efforts of politicians to take action on an epidemic that is primarily affecting our youth. Since my sophomore year, my goal has been to expand student mental health resources in my community. Although we have succeeded in increasing resources, we are still struggling with connecting students to professionals, largely due to the lack of appropriate care for over half of these mental health conditions.

I have seen students, my friends, and my own twin sister struggle to access mental health services. This struggle, coupled with the dire statistics that plague our state regarding behavioral healthcare in Idaho and the lack of mental health resources and providers, emphasizes the urgency to address this issue. I support the creation of a new PsyD program at the University of Idaho and further urge the Idaho State Board of Education to approve the program.

Thank you for your time,
Luke Sharon



KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Kootenai Health, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

Idaho would benefit from having a regional University provide a PsyD program. This would create an opportunity to have highly skilled clinicians as a pipeline resource to our community. Poor mental health is a significant health issue and in the state of Idaho, suicide ranks 5th in the nation. We need to educate more clinicians in the region that can help in addressing this acute need in our community.

Without a steady pipeline of educated clinicians we cannot address this public health crisis. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

A handwritten signature in black ink that reads "S Mueller". The signature is fluid and cursive.

Sandy Mueller, LCSW
Director of Behavioral Health, Kootenai Health
sandra.mueller@kh.org 208 625-4801



North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,

A handwritten signature in black ink that reads "Nick Swayne". The signature is written in a cursive, flowing style.

Nick Swayne, PhD
President, North Idaho College

To:

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Kootenai Health we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

In my experience as a psychiatrist who has treated children and adolescents in the state of Idaho for almost nine years, children and their caregivers struggle to find providers in the community who can provide accurate mental health diagnoses and recommendations for - and then provide - evidence based treatments (EBT). We know that EBTs such as cognitive behavior therapy, parent child interactive therapy, dialectical behavior therapy, and parent training can lead to significant improvement in problems such as pediatric depression, anxiety, suicidal and self injurious behaviors, and disruptive behaviors. Clinical psychologists are highly trained to do just that – diagnose and provide effective therapeutic interventions. They can also serve as sources of consultation in the community to primary care and other mental health providers who are working with patients of levels of complexity beyond what they may have been prepared to manage in their own training.

My hope is that having a PsyD program at the University of Idaho would encourage more undergraduates to pursue doctoral level training in clinical psychology. Additionally, students who already know that they want to follow that path will not have to go somewhere else to study – potentially out of state where they may then decide to stay after graduation. And perhaps out-of-state students will seek out the U of I program, and then decide to make Idaho their home.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Lauren Boydston, MD
Child and Adolescent Psychiatrist and Medical Director for Youth Psychiatry
lboydston@kh.org 208-625-4800



February 12, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

The Idaho Hospital Association is pleased to lend our full support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brian Whitlock", with a long horizontal flourish extending to the right.

Brian Whitlock
President and CEO

Dr. Jane Jenkins

Root to Rise Psychological Services, PLLC
330 N. Grand Avenue, Suite C, Pullman, WA 99163
(754) 227-9480 drjane@rtrpsych.com
WA Lic #PY61144443 ID Lic #PSY203803



March 10, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

I am writing to express my support for the proposed Doctor of Psychology (PsyD) in Clinical Psychology at the University of Idaho. There is a critical shortage of mental health providers in Idaho, leading to lack of appropriate care and limited access to care for over half of individuals with mental health conditions. As a provider in the area, I have experienced this first hand as prospective patients must sometimes wait for months to receive services from mine and neighboring mental health organizations. I cannot emphasize enough the urgent demand for mental health professionals in Idaho to fill the mental health needs of its citizens.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, is a call to action to address this issue. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

My organization stands ready to support your program in any way we can, including providing valuable experiences for students. I look forward to the approval of your program by the Idaho State Board of Education and the successful development and implementation of this much-needed initiative at the University of Idaho.

Sincerely,

A handwritten signature in black ink that reads 'M. Jane Jenkins, PhD'.

M. Jane Jenkins, PhD
Practice Owner – Root to Rise Psychological Services



February 23, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of St Luke's Health System, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Walton", positioned to the left of a vertical line.

Michael Walton MD
System Medical Director, Behavioral Health Service Line
Tel. 208-381-6523
waltonmi@slhs.org



Optum Idaho

322 E. Front Street
Suite 400
Boise, ID 83702

P 1-208-914-2250

optumidaho.com

February 28, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Re: Support Letter for Doctor of PsyD in Clinical Psychology Program

Dear Dr. Farrer,

I am pleased to write a letter of support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program for the University of Idaho.

As an Idaho state-wide organization focused on advancing and addressing behavioral health care needs, we are acutely aware of the critical need for increased access to specialized professionals across all of Idaho's communities and most importantly in our rural areas.

With more and more demands on behavioral health providers as well as primary health providers attempting to address behavioral health needs of their patients, access to behavioral health services is at a critical stage.

As a nation, we have discussed at length the lack of psychiatrists in the U.S. for years with the shortage in Idaho at the lowest concentration with 4.5 per 100,000. Additionally, behavioral health issues among teens is at an all-time high with Idaho's suicide rate among youth increasing. And accidental deaths associated with substance use among youth and adults further emphasizes the urgent demand for additional mental health professionals and training programs.

The lack of mental health resources and providers coupled with the increasing economic stressors to continue to reside in Idaho for many residents, emphasizes the urgency to address the issue now and bring more behavioral health support to Idahoans with the creation of a new PsyD program at the University of Idaho.

Sincerely,

A handwritten signature in black ink that reads "Georganne Benjamin".

Georganne Benjamin
Executive Director, Optum Idaho



February 27, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

We are writing to express our strong support for the Doctor of Psychology (PsyD) in Clinical Psychology you propose developing at the University of Idaho. As a licensed psychologist practicing in the community for four years, a licensed counselor, and practicing school psychologist for twenty years, I can attest to a community and state demand for more mental healthcare specialists. The proposed PsyD will help meet a critical demand in the state. I am eager to partner with the proposed program as a potential practicum site supervisor for graduate students. I have extensive experience providing supervision to graduate students and other allied mental healthcare professionals, and students under my supervision would gain valuable experience in psychological assessment procedures, differential diagnosis, evidence-based treatment, and professionalism.

With the need apparent, we strongly support the development of your proposed program, and we urge the Idaho State Board of Education to approve it post haste. We stand ready to support your program in any way we can, including providing experiences for students.

We look forward to hearing of the Idaho State Board of Education's approval of your program and your successful development and implementation of this program at the University of Idaho.

Sincerely,

A handwritten signature in blue ink that reads "Gwen E. Mitchell".

Gwen E. Mitchell, Ph.D.
Licensed Psychologist
Behavioral Health Unit

Nikki J. Stypa, Psy.D., PLLC

203 East 3rd St., Moscow, ID 83843

March 12, 2024

Thomas J. Farrer, Ph.D., ABPP
D.A. Huckabay M.D. Medical Education Building
University of Idaho
875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dr. Farrer,

Thank you for taking the time to talk with me about the proposal to develop a Doctor of Psychology (Psy.D.) program at the University of Idaho. I want to commend your efforts and express enthusiastic support for this proposal.

I believe I am well qualified to speak to the positive impact of this program in our local community as a Moscow, ID resident and a local psychologist. I've often heard our region referred to as a "service desert" regarding its limited mental health resources. I think this assertion is well supported by the federal government's designation of Idaho as a "Health Professional Shortage Area." Resources are especially limited for marginalized populations and our uninsured/underinsured residents. Residents with limited resources are often unable to access local care or face lengthy (sometimes 1-2 years) waiting lists. The Idaho Department of Health and Welfare notes that many Idaho residents tend to be "older, experience high rates of poverty and lower per capita income, and have higher uninsured rates." Through my review of resources, while establishing the Testing Collaborative, I became keenly aware that there are no Idaho-Based psychologists in Moscow, ID who accept Medicaid for mental health treatment and one who accepts this insurance (on a conditional basis) for psychodiagnostic testing. If you expand your search to a 60-mile radius, you'll find one additional resource who also provides conditional services. It's clear that many of our vulnerable residents are left without support.

As a graduate of a Practitioner-Scholar Psy.D. program, I've directly witnessed the positive impact of such programs on their local community by providing training and capacity building opportunities. A local doctoral program would have a profound impact on our community by:

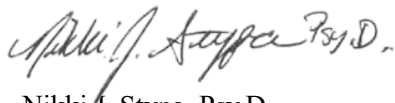
- 1) **Increasing Rural Accessibility of Mental Health Resources:** Accessibility of specialty mental health by in rural areas is a growing State and National challenge. By training psychologists locally, we can increase the availability of mental health professionals in our community, reducing barriers to access for regional residents in need of care.
- 2) **Addressing Mental Health Disparities:** Idaho faces significant mental health disparities, with rural areas often experiencing higher rates of mental health issues. Idaho uniquely experiences a higher suicide mortality rate (per CDC) and Mental Health America (2022) ranked Idaho 39th for adults and 50th for youth in reference to prevalence of mental illness and lower rates of access to care. The need for more resources is well supported. I am confident that a local doctoral program can help train psychologists who understand the unique challenges of rural mental health and can provide culturally competent care that will aid in addressing these disparities.
- 3) **Supporting Underserved Populations:** Rural communities, including those in Idaho, often have underserved populations such as veterans, Native American communities, and agricultural workers. A local doctoral program can train psychologists to specialize in serving these populations, improving access to care and addressing specific mental health needs.

- 4) **Building a Strong Community Network:** The program can facilitate collaboration between the university, local healthcare providers, schools, and community organizations, creating a stronger network of support for mental health services in the region. As a local provider who has contracted with multiple local and regional agencies (e.g., court system, local hospital, community mental health agencies, schools, detention facilities, psychiatric inpatient facility), I'm well aware that these local agencies struggle to access mental health treatment, psychodiagnostic resources, or other specialty services (e.g., forensic/psycholegal, neuropsychological, child and family, and primary care psychology).

In addition to the benefits a local Psy.D. program would bring to our community; I am also confident that our community has much to offer prospective students. An important aspect of my career has been training and supervision. I have served as the Director of Testing at Washington State University's Cougar Health Services where I've provided training and supervision related to psychodiagnostic assessment, counseling, and integrated behavioral health for the past 11 years. In addition to the thriving training program at WSU, I'm excited about the opportunity to provide supervision and training through other practicum opportunities for U of I Psy.D. students. Training in our local community will offer a strong generalist foundation with unique opportunities for specialization in psychology.

In conclusion, I believe that establishing a doctoral program in psychology at the University of Idaho would be a significant and positive development for our community. I wholeheartedly support this initiative and am eager to contribute to its success in any way I can. I trust that the Idaho State Board of Education will find multiple compelling reasons to approve this proposal. Please do not hesitate to reach out if you have any questions or need further information.

Sincerely,



Nikki J. Stypa, Psy.D.
Clinical Psychologist

Private Practice Owner/Operator:
Nikki J. Stypa, Psy.D., PLLC
The Brightside Center (www.TheBrightsideCenter.com)

Founder/Director: The Testing Collaborative
www.TheTestingCollaborative.org

Elected Board Member (Secretary): Latah Alliance on Mental Illness
www.LAMIAdvocacy.org

April 15, 2024
William F. Ganz, MD, FACS
1502 West Bellerive Lane
Coeur D'Alene, ID 83814
208-755-7707

Jeff Seegmiller, Ed.D., AT
Regional Dean, Director & Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express my support for the University of Idaho and the proposed health professions program, including the proposed School of Health and Medical Professions.

As a practicing neurosurgeon in Coeur D'Alene, Idaho since 2001 I have seen rapid growth of our population, but unfortunately I have not seen commensurate growth in health care professionals. The recent Covid 19 pandemic exposed the marginal health care workforce and because of over-worked health care professionals, many of our best nurses, physician assistants, respiratory therapists, OR technicians, physical and occupational therapists retired from the workforce. Even a number of physicians retired early because of the workload burnout. As you may be aware, Idaho ranks near the bottom in the ratio of physicians and nurses to patients. There is no sign of decreased population growth in Idaho and we need to be prepared to train more physicians, nurses, PAs and other health care workers to care for our growing population.

I am encouraged to learn of the direct entry Master of Science in Nursing(MSN), the Doctor of Psychology in Clinical Psychology(PsyD), the Doctor of Anatomical Sciences(DAS), the Certified Nurse Anesthetist(CRNA) DNP degree, the Masters of Science in Gerontology(MS), and the Physician Assistant(PA) training programs. In my experience, Physician Assistants are particularly in short supply and difficult to recruit from out of our state. Also, there is an acute need for Clinical Neuropsychologists; there are none practicing in North Idaho and it is a significant need.

As you are aware, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. These are daunting deficits in our ability to deliver health care to the citizens of our state.

The best way to recruit health care workers to our state is to train them in our state. There is a critical shortage in training programs in the State of Idaho. This initiative by the University of Idaho is key starting solution to address this issue which is getting worse each year. This what our educational institutions should be addressing and promptly! Have you tried getting in to see

a health care provider lately? It typically takes weeks to get into see a physician: primary care and specialists, which is not good care.

I fully support these proposed academic programs and urge the Idaho State Board of Education to act expeditiously to approve these programs. The School of Health and Medical Professions is a vital asset to our state, but needs to grow to meet the needs of our growing population.

Sincerely,

Handwritten signature of William F. Ganz, MD, FACS in black ink.

William F. Ganz, MD, FACS

Kootenai Neurosurgery and Spine



Steven E. Ozeran, MD, FACS

Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller:

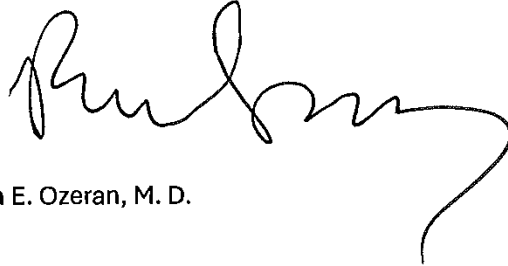
I am writing to express my support for the University of Idaho and their proposed health professions programs. I understand that these include the direct entry Master of Science in Nursing, the Doctor of Psychology, in Clinical Psychology, the Doctor of Anatomical Sciences, the Certified RN Anesthetist degree (CRNA), the Master's of Science in Gerontology, and Physician's Assistant (PA) training programs. All of these programs would greatly help improve the state's healthcare infrastructure and help with medical provider shortages across the state. As a physician in Idaho for nearly 30 years, I can personally attest to decline in patients' ability to access necessary healthcare evaluations and treatments; it's quite common for patients to wait weeks, sometimes months for appointments with their doctors or healthcare providers. Emergency rooms have become overburdened as patients need somewhere to go for care and this adds further to the financial stress on our healthcare systems. Some patient delays can result in delayed diagnoses with associated increased morbidity and even death. The value in the establishment of these training programs as there is already tremendous stress on our local healthcare systems. We need more qualified healthcare providers. And as the population of the state has shown tremendous growth, further adding stress to an already strained system, educating more healthcare providers is definitely needed as this is not a short-term problem.

I believe that these proposed programs will not complete with existing healthcare programs at other institutions as this phenomenon is not unique to Idaho. There is currently a national shortage of healthcare providers, but more dire in Idaho and some other states; and it would behoove us to educate our own. One of the things we see with local training programs is that many of these providers continue to practice in this state which further helps Idaho meet its goal of treating its citizens. These needs are not only limited to the present, but with population growth, they are expected to worsen. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HPSA's) for medical care, and 100% are HPSA's for mental health. With

the continued population growth and the current shortage of training facilities, these crises will only become more dire.

I thus fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven E. Ozeran". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Steven E. Ozeran, M. D.

To:

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

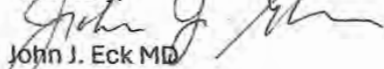
Thank you for your continued focus on the critical shortages in medical providers that Idahoans experience and for providing solutions to this challenge. I was very happy that the state legislature approved funding for the Doctorate Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate - Anatomical Science Education (DAS), Master of Science, Gerontology, Certified Registered Nurse Anesthetist (CRNA) Doctorate, and the Physician Assistant (PA)/Masters programs. This approval was imperative and reflects the core values of Idahoans to create solutions that reflect the unique needs of our state and our communities.

As an independent primary care physician practicing for over 30 years and a business owner, I have seen the need first-hand for more medical professionals and the consequences of provider shortages. Workforce shortages in the medical professions affect everyone: Patients, other employees, business owners, medical providers, and our great state. The strain on our current system not only affects individuals personally but also affects society at large by decreasing productivity, decreasing revenues, and making it more difficult for businesses to find and retain talent. Our future workforce throughout all sectors will continue to be affected if we do not respond to the current healthcare challenge.

As a physician, patient, business owner, and medical provider working in and with health organizations, I believe the University of Idaho health professions programs, including the proposed School of Health and Medical Professions are essential to the health of Idaho. Of note, these programs will not compete with existing healthcare programs at other institutions but will contribute to improving the diversity of the healthcare workforce which will be required in the future for a healthy Idaho.

I stand in full support of these academic programs and strongly encourage the State Board of Education to approve these programs as well as the School of Health and Medical Professions quickly.

Sincerely,



John J. Eck MD
208 Solutions LLC
188 W. Hulls Ridge Ct.
Boise, Idaho 83702

Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Preofessor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I retired 2 years ago after 41 years of emergency medicine practice at St. Joseph's Regional Medical Center in Lewiston, Idaho. I am writing to support the proposed School of Health and Medical Professions.

As an emergency physician, I was acutely aware of the shortage of mental health professionals, nurses and physician assistants. The need for mental health care grew exponentially during my years in practice, but when I left my hospital, our mental health services had been reduced by 75% from the level of care 15 years earlier. Due to difficulties in nurse recruitment, we had to staff positions with locum tenens who, although well qualified, had no commitment to the community and were much more expensive than hiring a local person. A training program at the University of Idaho would undoubtedly help alleviate these shortages.

I am especially excited about the prospect of the Masters of Gerontology program (and not just because I am now a senior citizen.) Gerontology was historically a neglected area of medicine and given our aging population, the need for practitioners specializing in care of the aged continues to grow.

I believe that people often choose to work close to where they have received their medical training, so a program at the University of Idaho would benefit Idaho. I urge the Idaho State Board of Education to approve these programs.

Sincerely,



Jay Hunter M.D.

PO Box 415
Hayden, ID 83835
April 8, 2024

Jeff Seegmiller, Ed.D.
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
The University of Idaho

Dear Dr. Seegmiller,

As a retired general surgeon and strong supporter of medical education, I am writing to express my support for the University of Idaho and their proposed health professions programs, including the establishment of the School of Health and Medical Professions.

I am pleased to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs. The demand for medical professionals in these fields is high. Expanded medical education in these particular areas will help Idaho address serious health provider shortages.

The University of Idaho is well-positioned to develop and implement expanded medical education programs. It is important to note that the proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed

Expanded medical education is essential for the overall future of healthcare. Developing the next generation of medical professionals will help to ensure that patients have access to high-quality care.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly with their approval for the establishment of the School of Health and Medical Professions.

Sincerely,

Thomas K. Thilo, MD
tomthilo@hotmail.com
(208) 661-1114

JACK T. RIGGS, M.D.

04-25-24

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

From: Jack T. Riggs, MD

Dear Dr. Seegmiller,

I am writing today to express my enthusiastic support for the **University of Idaho** and their newly proposed health professions programs, including the proposed **School of Health and Medical Professions (SHAMP)**.

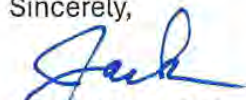
The addition of direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master of Science in Gerontology (MS), and Physician Assistant (PA) training programs at the University of Idaho will truly benefit all the citizens of Idaho.

As you know, there is a critical need for increased access to specialized professionals in our state. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. Too many Idahoans are left with severe shortages of healthcare access.

I believe these proposed programs would improve and increase a healthcare workforce that is highly needed. A statewide shortage in healthcare workers is a combination of significant population growth combined with too few academic programs to meet the state needs. A growing and aging population will continue to strain the state's healthcare system, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,



Jack T. Riggs, MD
Former Lt. Governor of Idaho
Former WWAMI Student E-76
Member, WWAMI Advisory Board
jack@rephasing.com
208-818-1763



J-U-B COMPANIES



THE
LANGDON
GROUP



GATEWAY
MAPPING
INC.

April 24, 2024

Dr. Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of J-U-B ENGINEERS, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a midsize employer with our entire employee base residing in the intermountain west, we recognize the critical need for increased access to specialized professionals in our community and state. In recent years there has been a decline in healthcare access or services for many populations in our region. Quality healthcare is a primary concern for our employees and a critical recruitment aspect for attracting quality talent to our organization.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

J-U-B ENGINEERS, Inc.

A handwritten signature in black ink, appearing to read "Brian Smith".

Brian Smith, P.E.
President/CEO



Coeur d'Alene Public Schools

DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241

FAX 208.664.1748

www.cdaschools.org

April 29, 2024

Jeff Seegmiller, Ed.D., LAT, ATC
Regional Dean and Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho
1875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Seegmiller,

On behalf of Coeur d'Alene District 271, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups. As an academic organization we know the importance of health education and development allowing increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shon Hocker', is written over a horizontal line.

Dr. Shon Hocker
Superintendent of Schools
Coeur d'Alene Public School District 271
shon.hocker@cdaschools.org
208-664-8241 ext. 10008

INVEST | INSPIRE | INNOVATE

We invest in each student to prepare, challenge and advance
well-educated, resilient and future-ready citizens.



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

Dear Dr. Seegmiller,

In my capacity as the Chief Nursing Officer of Kootenai Health, I wish to express our strong support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

The introduction of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs reflects a proactive response to the escalating health care needs of our community and state.

At Kootenai Health, we recognize the critical shortage of healthcare professionals across Idaho, especially in medically underserved areas. This shortage not only challenges our ability to meet the diverse healthcare needs of our population but also underscores the importance of expanding access to specialized health care education.

These proposed programs align closely with our commitment to excellence in patient care and nursing education. By enhancing the availability of advanced nursing education opportunities, we can cultivate a highly skilled workforce capable of delivering comprehensive and compassionate care to our patients.

Moreover, we firmly believe that these programs will complement existing health care initiatives, contributing to the overall enhancement of health care services throughout Idaho. As our population continues to grow and age, the demand for qualified health care professionals will only intensify, making the approval of these programs all the more urgent.

In conclusion, I am proud to lend my full support to the University of Idaho's efforts to establish the School of Health and Medical Professions and its associated programs. I urge the Idaho State Board of Education to approve these initiatives, as they represent a significant step forward in addressing our state's healthcare challenges.

Thank you for your dedication to advancing healthcare education and improving the health and well-being of all Idahoans.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelly Espinoza", is written over a circular stamp or seal.

Kelly Espinoza, PhD, RN

Chief Nursing Officer, Kootenai Health



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As the Executive Vice President of Kootenai Clinic, I am pleased to convey our organization's support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

We are excited about the potential of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs to address the pressing health care needs in our community and state.

At Kootenai Clinic, we are keenly aware of the challenges posed by the shortage of specialized health care professionals across Idaho. With 98% of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical care and 100% for mental health, there is an urgent need to expand access to quality health care services.

We firmly believe these proposed programs will not only alleviate the shortage of health care professionals, but also enhance the overall quality of care provided to Idaho residents. By addressing the growing demand for health care services, we can improve health outcomes and enhance the well-being of our community.

Moreover, we view these programs as complementary rather than competitive, recognizing the need for collaboration among academic institutions to meet the evolving health care needs of our state. As Idaho's population continues to grow and age, the strain on our health care infrastructure will only increase, further highlighting the importance of expanding health care services within the state.

In conclusion, I urge the Idaho State Board of Education to approve the establishment of the School of Health and Medical Professions and its associated programs. Kootenai Clinic stands ready to support these initiatives and looks forward to collaborating with the University of Idaho to advance health care education and improve access to quality care for all Idahoans.

Sincerely,

A handwritten signature in black ink, appearing to read "John Weinsheim", is written over a faint, larger version of the signature.

John Weinsheim

Executive Vice President of Kootenai Clinic



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As a dedicated board member of Kootenai Health, I am pleased to convey our steadfast support for the University of Idaho's proposed health professions programs, including the establishment of the School of Health and Medical Professions.

The inclusion of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs exemplifies a proactive approach to addressing the pressing health care needs of our community and state.

Kootenai Health recognizes the profound impact of health care workforce shortages on our region, with the majority of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical and mental health care. These shortages underscore the critical need for expanded access to specialized health care professionals.

Importantly, we view these proposed programs as complementary rather than competitive, aimed at bolstering the existing health care workforce to better serve our growing population. The demographic surge of aging Idahoans further emphasizes the urgency of expanding health care services within the state.

Therefore, we wholeheartedly endorse these academic programs and urge the Idaho State Board of Education to expeditiously approve the establishment of the School of Health and Medical Professions, along with the proposed programs.

Thank you for your dedication to advancing health care education and improving access to quality care for all Idahoans.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Bobbitt", is written over a light blue horizontal line.

Dave Bobbitt

Secretary and Treasurer, Kootenai Health Board of Trustees



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express Kootenai Health's support for the proposed School of Health and Medical Professions (SHAMP) at the University of Idaho. As the CEO of Kootenai Health, the regional referral center for the ten northern counties of Idaho, I can confidently say the creation of SHAMP will greatly contribute to the advancement of health care delivery in our state.

The programs outlined in the proposal for SHAMP align closely with the evolving health care needs of Idahoans. We recognize the immense value they would bring to our health system and the patients we care for. In particular, there is a critical shortage of Advanced Practice Providers (APPs) in North Idaho, and the only programs in our region are offered through private, out-of-state universities.

Each degree, Clinical Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate in Anatomical Science Education (DAS), Master of Science in Gerontology, Certified Registered Nurse Anesthetist (CRNA) DNP degree, and Physician Assistant (PA) Master's programs are all critical in preparing highly skilled health care professionals to meet the complex demands of quality health care delivery.

We firmly believe the establishment of SHAMP will enhance educational opportunities for aspiring health care professionals in our community, fostering a pipeline of talent that will contribute to the improvement of health care delivery and patient outcomes. Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Kootenai Health fully supports the establishment of the School of Health and Medical Professions at the University of Idaho. We are confident that SHAMP will play a pivotal role in shaping the future of health care education and practice, and we look forward to the opportunity to collaborate closely with the university in realizing this vision.

Sincerely,

A handwritten signature in black ink, appearing to read "Jameson C. Smith".

Jameson C. Smith
CEO, Kootenai Health



COEUR D'ALENE AREA
ECONOMIC DEVELOPMENT CORPORATION
3731 N Ramsey Rd, Suite 110B ~ Coeur d'Alene, ID 83814 ~ 1.208.667.4753

April 29, 2024

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to economic development and assisting businesses with workforce challenges, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages for healthcare access.

We strongly believe these proposed programs will not compete with existing healthcare programs at other institutions, but rather, would improve talent supply that is highly needed. Statewide shortages in our healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Gynii A Gilliam, President/CEO
Email: gynii@cdaedc.org; Phone: (208)667-4753

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Gynii A. Gilliam
President & CEO



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and its proposed health professions programs, including the proposed School of Health and Medical Professions. We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care, and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would improve a highly needed workforce. Statewide shortages in the healthcare workforce are related to drastic population growth in the state and a paucity of academic programs to meet the state's needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,



Kelly McCarthy Pöl, DNP, RN, NP-D, CHSE
Manager Clinical Education and Simulation

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.5189
kpol@kh.org



To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Syringa Hospital & Clinics, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a rural hospital dedicated to advancing improving the health and well-being of our community, we recognize the critical need for increased access to specialized professionals in both our local community and in our state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

We believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather grow and develop a workforce that is greatly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Abner King, FACHE
Chief Executive Officer
aking@syringahospital.org
208-983-8525



25 Jacobs Gulch • Kellogg, Idaho 83837 • (208) 784-1221 • Fax (208) 784-0961

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Shoshone Medical Center, I am writing to express support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Several of the planned programs would help expand access to critical healthcare and mental health services in Idaho. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. Shoshone county is a designated Health Provider Shortage Area (HSPA) for both medical care and mental health services. Providing these educational pathways will help alleviate the critical shortage of services we currently experience. Population growth and an aging population will continue to increase demand for medical and mental health services, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Thank you for the opportunity to express support for these academic programs; I urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,



Paul Lewis
CEO
plewis@shomed.org



To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Bonner General Hospital, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

John Hennessy
Chief Executive Officer
Bonner General Hospital



Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program, University of Idaho

April 2024

Dear Dr. Seegmiller,

I'm writing to express our strong support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Intermax has 83 employees in North Idaho with families (older and younger) who rely upon the best professional health care we can get in our region. As the flagship institution in Idaho, the University of Idaho is a critical partner in expanding the area's professional medical education.

We are very encouraged to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

We are a company who provides rural broadband. We've been active in telehealth with our rural local communities and the need is great. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in the healthcare workforce are real and evident in our community. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services to meet this need.

We support these academic programs and urge the Idaho State Board of Education to move quickly and approve them - as well as the School of Health and Medical Professions.

Sincerely,

A handwritten signature in blue ink, appearing to read "M.R.K.", is written over a light blue horizontal line.

Michael R. Kennedy
President and CEO
mkennedy@intermaxteam.com
208-415-1772

To:

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Casino Resort Hotel, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Laura Penney, CEO

lpenny@cdacasinocom

To:

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

I am thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, Kootenai Health recognizes the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access. As Regional Medical Director of Virtual Care and Transfer Center, I work to help mitigate the complications of these shortages every day.

Access to care continues to be one of, if not the greatest, determinates to health within northern Idaho. How can we care for patients, both locally and regionally, in person or virtually, without the staff to care for them? As our population continues to drastically grow, where will the providers come from? Ideally, we should focus our efforts on training people from Idaho to care for Idaho communities.

It is becoming more commonplace to obtain a nursing degree in a nontraditional fashion. Many of our nurses earned their degrees while working to support themselves and their families. At current state, there is limited options for nursing school in northern Idaho. Furthermore, we have more nursing student clinical spots at Kootenai Health than can be filled by these nursing schools. As nurses look to advance their career to becoming, Physician Assistants, Nurse Practitioners or CRNA's, they have no other option than to look at schools in Spokane or virtual options if they to continue to support themselves. This not only leads them to incurring higher level of educational debt, but also makes them more likely to leave northern Idaho to work in the state where they received their training.

I believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kanan Silvas, MD
Regional Medical Director of Virtual Care and the Transfer Center

Kootenai Health

2003 Kootenai Health Way
Coeur d'Alene, Idaho 83814

208.625.3765 phone

208.625.5732 fax

ksilvas@kh.org

External Review – Doctor of Psychology (PsyD) program, University of Idaho

Prepared by:

M. Franci Crepeau-Hobson, PhD, University of Colorado Denver
and
Renee Galliher, PhD, Utah State University

Introduction

The external review team (Dr. Franci Crepeau-Hobson, Chair; and Dr. Renee Galliher) conducted a site visit on March 25th, March 26th, and April 8th, 2024 of the proposed Doctor of Psychology (PsyD) program in Clinical Psychology (“the program”) at the University of Idaho. In collaboration with University of Idaho faculty and administration, Dr. Thomas Farrer, director of the program, developed a detailed schedule in advance of the visit. Both external reviewers were provided with a comprehensive packet of materials including the full proposal and budget and participating faculty vitae.

The external reviewers (hereinafter “the team”, “we”, “us”, “our”) met with Dr. Farrer, multiple administrators at the program, college, and university levels, as well as the Director and Assistant Director of the University of Idaho Counseling & Mental Health Center (CMHC)

I. Program

I. a Program quality as determined by its curriculum, faculty, infrastructure support, funding, and external partnerships.

The proposed University of Idaho (“UI”) Clinical Psychology PsyD Program will be embedded in the existing WWAMI Medical Education Program on the University of Idaho Moscow Campus.

1a1. Curriculum

The Program is built around a “Practitioner-Scholar” model that is well-articulated in the proposal. The proposed curriculum of the program aligns well with the Standards of Accreditation of the American Psychological Association (APA). Program developers recognize the importance of a successful application for APA accreditation, in terms of student outcomes and success. Thus, curriculum development decisions have been made to align with APA requirements for exposure to a wide range of sub-disciplines in psychology. The APA articulates ten categories of Discipline-Specific Knowledge (DSK) which includes exposure to psychological sub-disciplines of affect, biological bases, cognitive, developmental, and social psychology, among other domains. Accredited programs much articulate the ways that they provide students with graduate level exposure to each domain and must establish a Minimum Level of Achievement (MLA) within each DSK that every student will demonstrate prior to graduation. Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to clinical psychology.

Discipline-specific knowledge also represents the requisite foundational knowledge of psychology an individual must have to attain the profession-wide competencies (PWCs).

Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all students to achieve and demonstrate each required profession-wide competency. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency areas.

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

In terms of addressing the PWCs, the proposed program will do this via coursework, practicum and externship supervision, and/or research mentorship from faculty and on-site field-based supervisors. A review of the course and applied training descriptions suggests that training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training. This is a vital component of clinical psychology doctoral programs.

In general, the program's training sequence has a traditional structure in which students matriculate full-time for four years followed by a one-year internship. Beginning with the first semester, the program's curriculum includes coursework designed to address both the required DSK and PWC elements in most semesters, with Years 3 and 4 including a focus on advanced practica, as well as completion of the doctoral dissertation. Relative to doctoral programs that do not need to adhere to APA accreditation requirements, the total course and credit load for the program is high. However, the strategy of developing courses to address each DSK is typical for accredited doctoral programs and allows programs to clearly demonstrate students' acquisition of the MLA for each domain of required coverage.

The program benefits from established relationships with a variety of clinical training sites both on campus in the CMHC and in the broader community. This will allow for great breadth and depth of pre-internship practicum training across all four years. In addition, an established relationship with the Department of Psychology & Communications ensures collaboration with affiliated faculty who possess the necessary expertise to teach the advanced courses. Finally, funding has already been obtained to hire three additional licensed or license-eligible program faculty, and targeted hiring will ensure that any current gaps in faculty expertise are addressed. Course descriptions in the curriculum comply with APA requirements, although most of the courses need to be fully developed in the coming years. The new faculty hires will have the flexibility to refine the courses to best address the training needs of students.

1.a.2. Faculty

For the purposes of APA accreditation, program faculty are placed into three categories: core faculty devote 50% or more of their professional time to the program and are centrally involved in program development and decision making, affiliated faculty do not meet criteria for core faculty but make a substantial and consistent contribution to student training (e.g., teaching core required courses, supervising dissertations), and other faculty contributors provide less consistent or less central support for the program (e.g., supervising some clinical practica or teaching program electives). The program must demonstrate that the faculty is sufficiently large to meet the research supervision, teaching, and other mentorship needs of the students.

The faculty for the program appears to be more than adequate. The program will be led by program director, Dr. Thomas Farrer, Assistant Professor; WWAMI Associate Program Director. Dr. Farrer is well-qualified for his role, as indicated by his CV. He holds the rank of assistant professor, a Master of Health Sciences in Clinical Research from Duke University School of Medicine, and a PhD from the APA-accredited clinical program at Brigham Young University. He completed an accredited internship and holds the ABPP certificate in neuropsychology. Dr. Farrer is a licensed psychologist in Idaho and Washington.

In addition to Dr. Farrer, three additional fulltime faculty lines have been established for the program. These lines will be filled with licensed or license-eligible psychologists who will be part of the core PsyD faculty. Thus, at least four full time faculty members will devote all or most of their professional time to the program. While not fully determined, it is likely that additional faculty from the UI Counseling Center and upcoming hires within the Department of Psychology & Communications will devote portions of their professional time to the program and may be eligible for core faculty status. Certainly, faculty from the Psychology & Communications Department and UI Counseling Center will also teach courses and supervise students as associated and affiliate faculty. Further, the research units within WWAMI offer abundant opportunities for students to engage in meaningful research in collaborative and productive research teams. Four core faculty, along with a strong and committed array of associated and other affiliated faculty, is typical for a Clinical Psychology PsyD program and appears to be large enough to advise and supervise students' research and practice, as well as conduct research and/or engage in scholarly activity, attend to administrative duties, serve on institutional or program committees, etc. Faculty appear sufficient to support student engagement and success within the program, from admissions, to matriculation, to timely completion of program requirements and graduation.

I.a.3. Infrastructure support:

There appears to be ample infrastructure support. As noted above, the PsyD program will be embedded with the WWAMI Medical Education Program at University of Idaho Moscow Campus. Facilities are adequate with two buildings that include three active learning classrooms, nine standardized, state of the art patient rooms, research offices and labs, and a variety of student common study areas. While the current facilities are impressive and sufficient, a significant expansion of the primary facility has already been approved and funded, and an additional clinical services building is in the planning stage. Once the new construction is complete, the facilities available for the program will be truly outstanding. In addition, line-item funding has already been approved to purchase video recording equipment (necessary for

supervision to meet APA accreditation standards) and training materials that are critical to the applied training sequence (e.g., psychological tests and assessment protocols).

The UI Counseling and Mental Health Center (CMHC) has a conference room, a group therapy room, and faculty offices that will be used for practicum. There are computer labs on campus and the PsyD students will have access to statistics software, and test scoring platforms. There are many spaces for students to gather to socialize or study, all equipped with state-of-the-art technology.

The physical facilities appear to be comparable in adequacy to other Clinical Psychology doctoral programs. The students in the new program will have access to the UI library where they will have access to needed search databases, journals, and scholarly works related to psychology and healthcare.

1.a.4 Funding:

The program is represented in the institution's operating budget and plans in a manner that will support the training mission of the program. Funding and resources appear to be stable and will enable the program to achieve its aims. As noted, the WWAMI Program's 2025 budget request to the State of Idaho included three additional FTEs, who will join Dr. Farrer as core PsyD faculty. The Governor of Idaho signed the line-item request for this funding, which will take effect in the 2025 fiscal year. Further, in addition to the WWAMI space, Psychology & Communications Department spaces, and other existing resources, the funding appropriation approved by the governor included a budget for additional equipment that will be needed for successful program implementation and maintenance. This includes financial support for professional liability insurance for students practicing psychology, psychological test instruments and protocols, and video equipment for clinical supervision.

The proposed budget and approved funding are adequate, especially because of the existing facilities and resources will help support students' learning and clinical training needs. Administrators are clearly supportive of the program and foresee stability in the program and its resources over time. Annual enrollment targets for the program are appropriate and align well with other PsyD programs in Clinical Psychology and will help sustain the program in terms of tuition revenue.

1.a.5 External Partnerships

In addition to the in-house practicum in the WWAMI medical education building and in the CMHC, the program leadership has identified multiple local partners for externship placements and they are in the process of securing additional locations. The practicum sites identified to date include a range of practices and agencies suitable for clinical training in assessment, consultation, and therapy with a variety of patient populations. Partnerships with such external partners are critical to the success of any doctoral program in clinical psychology. Additionally, partnering with these sites will allow the program to quickly begin to address the mental health needs of the community via the PsyD students contributing to the service delivery as part of their clinical field experiences.

Dr. Farrer has networked diligently with stakeholders across the state of Idaho, procuring letters of support from 26 potential partners. Stakeholders include representatives from regional school districts, local mental health care providers who will enthusiastically agree to supervise the clinical training of students, CEOs and other administrators who can speak to the dire need in the state of Idaho for mental health care providers, and educators currently training doctoral level psychologists in other settings. Collectively, the letters of support clearly articulate the need for the new program and the breadth and depth of community engagement in the training mission.

1.b The program objectives and requirements; the mechanisms for program administration and assessment.

1.b.1 The program objectives and requirements;

The PsyD program in Clinical Psychology will offer comprehensive instruction in assessment and diagnosis, evidence-based intervention and therapy techniques, professionalism, and ethics, with a practitioner-scholar framework. The program will offer a lifespan and generalist series of courses and mentored clinical experiences, so that students will be well-prepared to obtain licensure and independently practice clinical psychology. The overall objectives and requirements of the program align with the following expectations from the American Psychological Association Standards of Accreditation.

1. Integration of empirical evidence and practice: Practice is evidence-based, and evidence is practice informed.
2. Training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training.
3. The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.

As previously noted, the program is designed to provide training to students that adheres to the American Psychological Association's ten discipline-specific knowledge (DSK) and nine psychology profession-wide competencies (PWC). Expected learning outcomes are consistent with those of established, APA accredited doctoral programs in Clinical Psychology.

In addition to traditional didactic coursework, students will complete a series of clinical field experiences (practica and externship), as well as a year-long internship (students apply for competitive internships through a separate application process once they have completed their on-campus requirements). Students will also complete a doctoral dissertation. Additionally, as is standard in clinical psychology programs (PhD or PsyD), students will be required to complete two comprehensive examinations, as well as a dissertation defense. Regular evaluation through didactic course outcomes, practicum/externship evaluations, annual reviews, and assessment of milestone projects and tasks (e.g., comprehensive exams, dissertation defense), ensures that all students will achieve competence across all DSKs and PWCs by the time they complete the program. In addition, rigorous instruction/supervision and evaluation in all core domains of training will ensure that students are strong applicants for pre-doctoral internships upon completion of their on-campus training.

1.b.2 The mechanisms for program administration and assessment.

The program leader(s) together with program core faculty have primary responsibility for the

design, implementation, and evaluation of the program's administrative activities (e.g., policies and procedures for student admissions, student evaluations, and arrangement of practicum experiences) and for its educational offerings (e.g., coursework, practicum experiences, and research training). These individuals will oversee and coordinate ongoing self-evaluation in order to monitor the program's performance and identify potential areas for improvement. The program has mechanisms for engaging in regular, ongoing self-assessment that involve program stakeholders (faculty, students, graduates, supervisors, etc.). These include holding regular faculty meetings to discuss assessment results/data (from both current students and alumni), with a focus on identifying areas of improvement and refining teaching methods and curriculum; regular curriculum review to inform curriculum revisions, ensuring alignment with current healthcare trends and best practices; and faculty development. Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement. Drs. Farrer and Mushlitz have already completed several training sessions with the American Psychological Association focused on understanding the Standards of Accreditation and curriculum planning to align with accreditation requirements.

The program also has strategies for evaluating its effectiveness in training students who, by the time of graduation, demonstrate the competencies required by the profession and the program, and who after graduation are able to engage in professional activities consistent with health service psychology and with the program's aims. Strategies for assessing student knowledge and competencies will include formative and summative assessments, as well as assessment of clinical skills, and case studies and other projects. These assessments are commensurate with those in other Clinical Psychology PsyD programs. In accordance with APA accreditation guidelines, assessment (at least annually) will specifically address student progress and competence in the discipline specific knowledge and program wide competencies. Once the program has been established long enough to have graduates out in the work force, APA-required alumni surveys will assess students' perceptions of the program's effectiveness in teaching the required knowledge and competencies, as well as important outcomes such as licensure and employment.

1.c The program's alignment with the institution's mission.

The PsyD program is positioned well to be an integral part of the mission of the department, college, and institution in which it resides. The Idaho WWAMI has five primary goals for the State of Idaho: 1) Provide publicly supported medical education; 2) Increase the number of primary care physicians; 3) Provide community-based medical education; 4) Expand graduate medical education (residency training) and continuing medical education; and 5) Provide all of this in a cost-effective manner. Given the aims of the PsyD program, it is in alignment with the mission of the WWAMI Program and fits well with the intent to improve access to mental health care in Idaho through exceptional and cost-effective education.

According to the UI website, the mission of the university is to shape the future through innovative thinking, community engagement and transformative education. Interviews with faculty and administration at all levels, as well as review of materials, indicated that the program is a strong fit to the mission of larger units. Administrators all indicated that the local community's and the state's need for clinical psychologists is a strong rationale for the clinical psychology PsyD program. Further, the review team was met with genuine enthusiasm and

excitement about supporting or collaborating with the program, with all administrators expressing respect for program developers and commitment to continued support as the program launches and grows.

1.d. The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to support resources within and external to the institution.

The cadre of interdepartmental faculty from WWAMI, CMHC, and the Psychology & Communications Department will include an impressive depth of experience and expertise, with approximately 15-20 faculty members expected to directly contribute to the PsyD Program. Regarding course offerings, the intended courses appear to cover all of the required content within the APA standards of accreditation. Core required courses in statistics and research methods, cognitive psychology, developmental psychology and other sub-disciplines are already offered at the graduate level by the Psychology & Communications Department, and the department chair assured the site review team that they have capacity to easily absorb the cohorts of PsyD students. Required courses in assessment, psychotherapy, and diversity issues will be taught by the four core faculty members (Dr. Farrer plus the three new hires).

Recruitment and hiring of the three new positions will be strategic in order to ensure that the core faculty possesses the necessary expertise to provide the clinically focused instruction. Core faculty and associated faculty in the Psychology & Communications Department and WWAMI also possess the expertise and experience to supervise the research activities of program students. Existing faculty in WWAMI and the Psychology and Communications Department have been supervising the research activities of medical students and graduate students in the existing experimental PhD program. The three new hires for the PsyD program will be hired on research role statements, and supervision of student projects will be a core component of their professional expectations. Finally, all affiliated faculty in the CMHC, as well as collaborators from the community who will support externship placements are licensed psychologists who will be able to support clinical supervision needs of the program. In sum, the expertise of existing and incoming faculty appears to be more than adequate to provide the instruction, supervision, and training that will be required to ensure students' progress through the program to completion.

1.e. The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.

The University of Idaho currently has a strong undergraduate psychology program with more than 500 students, the school's largest major. This program has the potential to serve as a natural pipeline for students to enter the PsyD Program. Additionally, a Master of Science in Psychology and a doctorate in Experimental Psychology, both with an emphasis in human factors, are offered at UI. The Psychology Department is well-respected and has exceptional faculty. As previously noted, a number of courses will be cross listed with psychology courses and some of the courses PsyD students take will be taught by Psychology faculty. This will provide exposure to a range of expertise and orientations. In addition, the Psychology & Communications Department has indicated high likelihood of being able to offer undergraduate teaching or teaching assistantship

opportunities to students in the PsyD program, furthering their integration with psychology faculty and students and providing additional professional development opportunities.

Additionally, current faculty and administration in WAMMI and the Psychology and Communications department have research labs in which PsyD students can participate. The Idaho WWAMI Medical Education Program is home to several large research centers focused on building biomedical research opportunities and enhancing rural health care in the state of Idaho. The North Idaho Area Health Education Center (AHEC) facilitates interdisciplinary education and research opportunities in rural health care. The Idaho Office of Underserved and Rural Medical Research (IOURMR) is also housed in WWAMI and integrates medical education, research, and service missions in rural and underserved Idaho communities. Other university-level research support resource include the Idaho IDeA Network of Biomedical Research Excellence, The Institute for Modeling Collaboration and Innovation, and The Institute for Interdisciplinary Data Sciences. The existing research collaborations are well-funded and orient toward collaborative and interdisciplinary teams that will welcome and appreciate the expertise that PsyD students will offer.

Finally, the PsyD program will be housed in the College of Graduate Studies (COGS). COGS offers a diverse range of resources and supports to UI graduate students. These include events, workshops, and classes intended to provide opportunities to promote the academic and professional success of graduate students, as well as informal social gatherings such as coffee hours.

1.f. The justification in terms of state needs, demand, access, and cost-effectiveness (if this program represents a duplication in the state). If there is duplication, provide evidence why duplication is necessary.

There is an existing APA accredited PhD program in clinical psychology at Idaho State University, in Pocatello, Idaho. This is a 9.5 hour drive from Moscow. As with other accredited doctoral programs in Clinical Psychology, the PhD program at ISU is highly competitive and relatively few of the many applicants to the program are admitted. As such, demand for an additional Clinical Psychology Doctoral program within a public institution is readily apparent. The proposed PsyD program overlaps in mission with the existing PhD program at Idaho State University, but definitely fills a unique niche and need. While students in the existing PhD program will be license-eligible and prepared for clinical practice upon completion of their degree, the PhD is primarily a research degree, and the program capacity is limited by the research mentorship demands on the faculty. The combination of applied and research focus in the PsyD program, along with the program commitment to recruit and train students who will become health service psychologists in the state of Idaho, ensures that the program will help alleviate the dire mental health care shortage in the state.

Northwest Nazarene University (NNU) in Nampa Idaho recently created a PsyD program and is pursuing APA accreditation. The NNU program is within a private university and is much smaller than the proposed UI program. Enrollment data from the NNU program is not yet available. Regardless, there is clearly a dearth of practitioner-focused training in Clinical Psychology in the state.

The need for additional mental health service providers, such as clinical psychologists, in the state of Idaho was well documented in the application materials prepared by the program developers. Publicly available data from both Mental Health America and the Idaho Behavioral Health Alliance provides evidence that there is a critical shortage of mental health providers in Idaho and there are not enough providers to meet the needs of Idaho citizens with mental health conditions. Idaho's mental health care needs are dire, compared to other states. The Idaho Department of Health & Welfare designates 100% of Idaho counties as mental health shortage areas. Idaho ranks near the bottom of the 50 states (plus Washington D.C.) on all mental health care metrics (e.g., adult care, youth care, prevalence of mental illness). More than half of adults in the state receive no treatment for mental illness and almost half of Idaho's youth with a major depressive episode do not receive mental health services. Additionally, Idaho has the second highest suicide rate in the nation, as well as a high rate of accidental deaths associated with substance use. In sum, increasing availability of highly qualified and skilled mental health care providers should be a very high priority in the state of Idaho.

1.g. Potential impact of the program on the department or academic unit and college/university, as well as its effect on current programs.

PsyD students will share the same buildings, classrooms, laboratories, and clinical spaces as the WWAMI students. It appears that the impact will be minimal, as the PsyD students' use will not overlap with the medical student or psychology student curricula. Classes for the PsyD students will be scheduled when WWAMI is not using the facilities, and the site review team observed that the classroom and laboratory spaces are often currently not in use. Additionally, the Psychology & Communications Department space will be used during the multiple courses that will be cross-listed with the PsyD program. The addition of PsyD students in the existing Psychology & Communications Department courses will not negatively impact course delivery; instead, the applied perspective of the PsyD students will likely add breadth and will strengthen the didactic experience for the small cohorts of experimental psychology students. In sum, physical facilities, faculty time, and instructional effort will not be strained by the addition of the PsyD students, but they will likely contribute to ongoing programs of research and education in important ways.

1.h. The program's major strengths and potential challenges.

1.h.1 Strengths

- 1) The wealth of existing infrastructure and resources. This includes a wide range of services and resources from the School of Graduate Studies, including support for mental health, funding activities/grant writing, academic support for teaching and research endeavors, and social activities to nurture a sense of belonging. WWAMI and the University of Idaho provide really impressive physical spaces for the program, along with university-wide services (e.g., library, writing center, center for disability services).
- 2) Support from the university at all levels. The review team met with administrators from multiple departments and units across the university and enthusiasm for the new program was universal and included concrete commitment to provide resources and other support to launch and sustain the program.
- 3) Alignment with APA accreditation standards in terms of faculty, content covered, required field experiences, learning outcomes, and assessments.

- 4) Established partnerships with a variety of clinical training sites. An impressive array of letters of support from regional health care providers attests to the need for this program and community investment in the training mission.

1.h.2 Challenges

- 1) Although the program has three new faculty lines established and funded, these positions have not yet been posted and hiring cannot begin until the program is approved. This may impact the student admissions timeline and enrollment of the program's first cohort. Relatedly, since the faculty have yet to be hired, the program will not be able to recruit students who might be a good match for faculty research and clinical expertise. The standard hiring season for new faculty is during the fall and coincides with the recruitment season for graduate programs in psychology. In a "best case scenario," new faculty could be selected and hired just as students are completing applications, allowing the new faculty to take part in the admissions process before they arrive on campus. This would require that program approval proceeds without additional hurdles.
- 2) Additionally, without faculty with established research agendas and grants, funded graduate research assistantships will likely be limited. There is potential for funded research and teaching assistantships in established programs of research in WWAMI and the Psychology & Communications Department, but the greatest likelihood is that the majority of PsyD students, at least in the first cohorts, will have to fully fund their doctoral education. This, in combination with unaccredited status during the early years of program development, will impact recruitment efforts for the first several cohorts.
- 3) The initial proposed organizational structure seems a bit unclear and disjointed. Although embedded within WAMMI, the PsyD program would be part of a new "School" and included in the College of Graduate Studies (COGS). WAMMI is not within COGS. It seems that the Dean would actually be supervised by another Dean, which might create issues related to decision making and other responsibilities. In collaboration with administration, PsyD program leadership should explore other alternatives for organizational structure.

1.i. Whether there are additional program-specialized accreditation requirements and whether the program is prepared to seek and receive this specific accreditation.

Health Service Psychology programs, such as the proposed PsyD program in Clinical Psychology are expected to seek and obtain accreditation from the American Psychological Association (APA). The proposed program is specifically designed to align with the APA standards of accreditation and appears to be well poised to seek and obtain APA accreditation. The program will need to make intentional and strategic hiring decisions with the three new faculty lines and will need the autonomy to create didactic and other training opportunities that align with the APA directive to train psychologists who are competent to serve diverse populations.

2. Faculty

2.a The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.

Given the interdepartmental nature of this degree, the PsyD will be composed of faculty members from WWAMI, the Psychology Department, and the CMHC. Review of faculty CVs indicate that the faculty are well qualified in all areas to serve as graduate faculty. Indeed, all of the current faculty who will comprise the PsyD faculty are already serving in this role.

PsyD faculty from WWAMI faculty include Dr. Thomas Farrer, Ph.D., who is currently an assistant professor in WWAMI. Dr. Farrer will direct the program and teach courses. Review of his CV provided evidence of his qualifications for this role. Dr. Farrer has a doctorate from an APA accredited program in Clinical Psychology, as well as an MHS in Clinical Research. He is a licensed psychologist and a board certified neuropsychologist. He has been productive in terms of scholarly activity and is an experienced clinician and supervisor.

As previously noted, three additional fulltime faculty lines have been approved by the State. These faculty will be hired by 2025. Faculty with qualifications consistent with clinical psychology training will be recruited. The three new hires will join Dr. Farrer as core faculty in the PsyD program (defined by APA as faculty members who devote 50% or more of their professional time to the program). The new faculty members will have substantial portions of their roles devoted to research and supervision of PsyD student dissertations and will need to be licensed or license-eligible in the state of Idaho in order to expand clinical supervision opportunities for Program students. Targeted hiring for the three new positions will ensure that any current gaps in teaching coverage for the APA-required didactic courses in diversity, assessment, and evidence-based intervention are filled.

The four faculty from the Psychology & Communications Department identified to be PsyD faculty (Drs. Terhorst-Miller, Kenneth Lock, Derrick, and Yama) are also well qualified to support the PsyD program. Each is a licensed psychologist in Idaho, has relevant clinical and teaching experience and has a range of active research agendas. Additional faculty from the Psychology & Communications Department will contribute to the general curriculum (e.g., research and methods courses, social psychology, developmental psychology). These faculty members will meet criteria for affiliated faculty (defined by APA as faculty members who regularly support required training experiences for program students, such as required courses or required research activities).

PsyD faculty will also come from the Counseling and Mental Health Center (CMHC). All of these individuals are experienced clinicians and supervisors who can support the applied, clinical aspects of the program. CMHC faculty may be designated as core faculty, affiliated faculty, or other contributors (according to APA definition), depending on their level of involvement in required program training activities and program development/decision making.

2.b Alignment of current faculty research agendas and alignment with the proposed program.

The breadth of the faculty's research agendas is impressive – and well aligned with the aims of the proposed program. These include research in neuropsychology and the biological bases of behavior, cognitive psychology (e.g., memory), cultural diversity, affective aspects of behavior, development (e.g., attachment), and rural mental health. Several associated faculty members from the Psychology & Communications Department have impressive records of graduate student mentorship, peer reviewed publications, and successful efforts to obtain external funding to support their programs of research. With the anticipated transition of the University of Idaho to Carnegie R1 classification, the focus within WWAMI and the Psychology & Communications Department on doctoral education and research productivity will only increase, expanding opportunities for PsyD students to receive the necessary mentorship for their research training.

2.c Alignment of current sources of external funding to support faculty and subsequently doctoral student research

Review of faculty CVs indicates that most do not have current grants, though many have been successful in obtaining grants to support research in the past. Dr. Farrer does currently have a \$100,000 to support his research and the three faculty who will be hired will likely be expected to pursue funding. Faculty salaries are legislatively funded, so the program is not in danger of losing core or affiliated faculty as a result of the lack of external funding. Current programs of research within WWAMI and the Psychology & Communications Department will offer PsyD students multiple opportunities for research involvement, even though those dissertation opportunities will likely not be funded at this point (although inclusion of graduate student support in future research grant proposals is a priority for the program). Of note, many PsyD programs in Clinical Psychology do not have a great deal of funding for their students given the clinical focus of such programs.

2.d The program/department in terms of size (number of faculty), qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

The program will clearly have adequate faculty sufficiency. As noted, the interdisciplinary nature of the program is a strength and adds to the sustainability. Current faculty are in established faculty lines to which the institution appears committed to maintaining when faculty should leave. It seems likely that several faculty members in the Psychology & Communications Department and in Counseling and Mental Health Services will retire within the next five years. Administrators in both units have expressed interest in collaborating with the PsyD program to coordinate new hires that can affiliate with the program. Additionally, funding for the three additional WWAMI lines has already been approved. Because the program will hire all four core faculty members within its first year, it may be advantageous to ensure that at least one or two of the new faculty hires are more advanced scholars with established lines of research. Additionally, institutional support to successfully launch the new hires will be critical to quickly develop a robust and established core faculty.

2.e Sufficient faculty to support doctoral committee membership initially and into the future.

There are sufficient faculty to support a doctoral program, including doctoral committee work. Most of the current faculty have experience mentoring graduate students and serving on doctoral committees. Given the target enrollments of the program, the current and new faculty appear

sufficient in terms of supporting doctoral committee membership. The University of Idaho outlines the following requirements for doctoral committees.

The doctoral committee consists of a minimum of four members. All members appointed must be U of I faculty, affiliate faculty members, or on the graduate faculty at another institution. The appointment of a committee member not meeting the aforementioned criteria can be granted on a case-by-case basis with permission of the Dean of the College of Graduate Studies. The Major Professor serves as chair of the committee and must be a graduate faculty member of the program where the student has been accepted. It is strongly encouraged that one additional member be from within the program in which the student has been accepted. It is highly recommended, but not required, that one member of the committee be from outside the program in which the student has been accepted. At least 50% of the committee members must be members of the U of I Graduate Faculty.

The four core faculty members from the program and many of the affiliated faculty members from the Psychology & Communications Department will be eligible to serve as major professors on doctoral committees. Other committee members can be graduate faculty in CMHS, WWAMI, or any other department with relevant expertise for a particular dissertation project (e.g., sociology, child development, biochemistry). There are also mechanisms in place for a committee member to be from outside of U of I, which allows students to access necessary expertise to support their projects. The Psychology & Communications Department currently requires at least one of the four dissertation committee members to be from outside of the department, a common requirement in doctoral programs and a good model for the PsyD program to follow.

2.f Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

Teaching and advising loads of faculty appear in line with other PsyD programs. As such, faculty should be readily available for advising and mentoring. It is anticipated that core faculty will maintain 2-2 teaching loads, which is consistent with doctoral level education. Such a teaching load ensures that faculty members retain enough professional time to build robust programs of research and mentor doctoral students. Many of the required content courses (e.g., research methods and statistics, developmental psychology, cognitive psychology) are already offered in the Psychology & Communications Department, in which PsyD program students will be welcome. Core faculty in the program will be expected to develop and teach the clinical didactic courses in assessment, intervention, and diversity. New faculty hires with backgrounds in clinical or counseling psychology will definitely have the expertise to teach those required courses.

2.g The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

Given the interdepartmental nature of the proposed program, it does not appear that reliance on other departments or institutions will be necessary. Similarly, the need for adjunct faculty would appear to be minimal. That said, adjunct status is often offered to clinical supervisors from local communities who have sustained and committed relationships with doctoral programs in clinical or counseling psychology. Affiliation with the university and the perks associated with adjunct status are a valued asset for health care providers in the community, and offering adjunct status to individuals who commit to support the program signals a level of respect and appreciation that is important for fostering long-term collaborations with the community. In addition, while not critical to program sustainability, opportunities for collaboration with researchers and health

service providers across the University of Idaho and other regional institutions will only strengthen the breadth and depth of the doctoral training in the program.

3. Need

3.a The evidence that there is significant student and societal demand for this program with respect to other institutions offering the same or similar program.

As previously noted, there is one PhD program in Clinical Psychology offered at Idaho State University. As is the case with the vast majority of doctoral programs in clinical psychology, the ISU program gets significantly more applicants than they can admit. PhD programs in clinical psychology, by design, must be relatively small in terms of cohort size. The vast majority of applicants to this doctoral program are turned away. As such, having a clinical psychology doctoral program at another state institution is clearly needed. The relatively new program at Northwest Nazarene University is housed in a private institution and data are not readily available regarding their admissions.

Anecdotally, faculty at IU noted that a large number of undergraduates have articulated interest in applying to the proposed PsyD program and there appears to be a natural pipeline from the Psychology & Communications undergraduate programs to the PsyD. This potential aligns very well with the stated mission of the PsyD program to train additional mental health care providers who will practice in Idaho upon completion of their degrees.

3.b The evidence of sufficient and relevant employment opportunities for graduates of this program.

There are clearly multiple employment opportunities for graduates of the PsyD program. Idaho is currently experiencing a significant shortage of healthcare providers – including behavioral health providers such as clinical psychologists. The imbalance between mental illness and access to care is apparent. There are opportunities in a variety of settings: hospitals, private practices, community mental health agencies, community counseling centers, etc. The [Idaho Behavioral Health Alliance](#) recently outlined the dire mental health care shortage in the state of Idaho, offering specific suggestions to “bolster the behavioral health workforce and encourage retention.” Currently, a quick internet search revealed 129 clinical psychologist jobs in Idaho on Indeed, 166 clinical psychologist jobs on ZipRecruiter, and 444 clinical psychologist jobs on LinkedIn.

3.c Evidence to student, regional, and statewide needs that are recognized by the profession, business, industry and governmental agencies.

There is clear evidence of the need for additional mental health providers, including clinical psychologists in the state of Idaho and the broader region. Publicly available data indicates that only about half of Idahoans with mental health care needs are receiving services.

4. Resources

4.a The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the

program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).

The availability of all relevant resources is more than adequate. U of I has the largest library in the state and provides access to a range of databases, journals, scholarly works, and books. The two buildings in which WWMAI is housed have ample space for students, including offices and areas to gather socially or study, as well as research labs and nine standardized, state-of-the-art patient rooms. Additionally, funding to expand the Huckabay Medical Education Building has been approved, which will add to the already impressive space. The proposed timeline for the expansion of the Huckabay building would have the new space ready for the first planned incoming cohort of students.

A range of academic and other supports will be available to PsyD students. These include graduate student support from the College of Graduate Studies (COGS; e.g., professional develop opportunities, dissertation resources), an academic advising center, and a university writing center to support the development of scholarly writing skills.

The U of I Counseling and Mental Health Center (CMHC) has a conference room, a group therapy room, and faculty offices that will be used for practicum. There are computer labs on campus and the PsyD students will have access to statistics software and test scoring platforms. There are many spaces for students to gather to socialize or study.

The program has established relationships with multiple outside partners where PsyD students can complete required clinical field experiences. These include hospitals, private practices, and other agencies. Such partnerships are critical to a clinical psychology program's success, and Dr. Farrer has been very diligent in fostering these relationships and procuring letters of support from community partners.

4.b The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).

As noted, the budget includes funds for new resources that will be required for program success. These include the three new faculty lines, funds for tests and scoring software, travel funds for students and faculty to attend professional conferences, and funding to support obtaining APA accreditation. There does not appear to be funding in the budget for tuition, assistantships, and scholarships. However, as noted, there will likely be teaching assistantships available in the Psychology & Communications department and new faculty will have research requirements that may bring in funds for research assistantships. Of note, many clinical externships are paid and doctoral internships provide a stipend to students so students will receive some compensation for these clinical training experiences.

4.c In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).

The institution's commitment to the program as indicated by faculty sufficiency and student-faculty ratio appears to be commensurate with other PsyD programs in clinical psychology. Faculty sufficiency in this regard is consistent with the standards of accreditation of the APA. Similarly, administration and financial support for related scholarly and professional activities are also in line with that seen in other PsyD programs.

4.d Institution leaders' commitment to this program in the long term.

Interviews with university leadership consistently revealed strong support and commitment to the PsyD program. It appears to be clearly aligned with the long-term vision and direction of the institution. Allocation of funding and planned hiring and infrastructure development demonstrate institutional and state-level commitment to the success and sustainability of the program.

4.e The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

Given allocated funding, as well as enrollment targets, the institution seems well equipped to support the program over the long term. There do not appear to be any apparent barriers to the program's sustainability.

5. Comments/Recommendations

5.a Summarize the major strengths and potential gaps/challenges in the proposed program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

The program has a number of notable strengths, already articulated in this report. These include support for the program at all levels of the institution and from the state legislature; the interdisciplinary and interdepartmental nature of the program; the experience and expertise of the current faculty; the established partnerships with outside mental health agencies and clinical training sites; the mission to address the mental health needs of the community and state; a large pool of potential students at U of I and other state institutions; and the facilities and infrastructure.

In terms of challenges, although the program has three new faculty lines established and funded, these positions have not yet been posted and hiring cannot begin until the program is approved. This may impact the student admissions timeline and enrollment of the program's first cohort. Relatedly, since the faculty have yet to be hired, the program will not be able to recruit students who might be a good match for faculty research and clinical expertise. Once hired, the new faculty will be responsible for developing and teaching a large collection of required clinical training courses, while simultaneously recruiting students, launching programs of research, and participating in program development and decision-making. Institutional support for new faculty members will be critical to increase the likelihood of success and retention. Specifically, course reductions in the first years, when courses for all four years of the curriculum do not yet need to be taught, will allow faculty members to invest in other aspects of graduate training and program development during the initial phase of program implementation. Further, as noted previously, targeting at least one or two of the new hires toward more senior scholars is advised.

Additionally, without faculty with established research agendas and grants, funded graduate research assistantships will likely be limited. As noted, assistantships and scholarships are not included in the program's budget. This will impact recruitment, as many doctoral programs in clinical psychology do offer tuition remission and stipends to students. Also, recruitment will be impacted by the fact that APA accreditation is a lengthy process, and the program cannot be fully accredited until students are matriculated across all years of training. However, given the dramatically low acceptance rates at accredited and funded programs (typically 5% or fewer of applicants are offered positions) and the commitment by the program to train Idahoans who want to stay in Idaho, there are reasons to be confident that a large number of qualified and invested applicants will apply.

The initial proposed organizational structure seems a bit unclear and disjointed. Although embedded within WAMMI, the PsyD program would be part of a new "School" and included in the College of Graduate Studies (COPS). WAMMI is not within COPS. It seems that the Dean would actually be supervised by another Dean which might create issues related to decision making and other responsibilities. In collaboration with administration, PsyD program leadership should explore other alternatives for organizational structure.

5.b Describe ways this program makes a unique contribution to the field.

The program is unique in many ways. First, there are relatively few Clinical PsyD programs in the region. Second, the program's affiliation with WAMMI is exceptionally unique. Being embedded within WAMMI will allow for the PsyD students to be trained with an integrated health care lens which will foster collaboration between health professionals to provide complete treatment to patients and improve overall well-being.

5.c Include any further observations important to the evaluation of this doctoral program proposal and provide any recommendations for the proposed program.

See recommendations from the review team embedded within each section of the report. These include very intentional hiring decisions for the three new lines, clarifying the roles of supporting faculty members in Psychology & Communications and CMHS, continuing to prioritize activities that will set the program up to apply for APA accreditation, and seeking funding sources for students.

Challenges noted by reviewers and response from UI PsyD development team.

Reviewer Comment 1: "...although the program has three new faculty lines established and funded, these positions have not yet been posted and hiring cannot begin until the program is approved. This may impact the student admissions timeline and enrollment of the program's first cohort. Relatedly, since the faculty have yet to be hired, the program will not be able to recruit students who might be a good match for faculty research and clinical expertise. Once hired, the new faculty will be responsible for developing and teaching a large collection of required clinical training courses, while simultaneously recruiting students, launching programs of research, and participating in program development and decision-making. Institutional support for new faculty members will be critical to increase the likelihood of success and retention."

Response: This challenge was addressed in person with the reviewers, including a discussion with Jeff Seegmiller, Thomas Farrer, and Vice Provost, Gwen Gorzelsky. We acknowledge that the timeline will be a challenge. However, we already have one psychologist in WWAMI and several in the CMHC and Psychology Department that can immediately contribute to first-year curriculum development. The Program review by SBOE will be in August 2024 and, pending approval, the NWCCU approval will be approximately a month later. However, we have state funding that would allow us to post positions as soon as the SBOE approves the PsyD program. This provides a year before the program is launched. Since the review was completed, Thomas Farrer and Ally Mushlitz have been working on the APA Self-Study, Admissions Criteria, and the PsyD program handbook. This will allow for immediate implementation pending NWCCU approval of the program.

The reviewers correctly point out the need for a reduced teaching load. Given that this is a cohort model, only the first year's curriculum must be developed quickly. The first year's curriculum will be the priority. We anticipate hiring additional faculty in the fall 2024 and spring of 2025. Given that they start fall 2025, we believe this permits enough time for creation of the first year's curriculum. Again, the reviewers point out the need for new faculty to be able to launch a program of research. This is a critical component of their position and student engagement. However, students will be less engaged in research the first year of their curriculum, allowing for additional time for faculty to engage in research development for the first two years of their employment and students will be more engaged in research their second year.

Reviewer Comment 2: "Further, as noted previously, targeting at least one or two of the new hires toward more senior scholars is advised."

Response: This is our intention as well. During the review, the reviewers were also informed that a few members of the psychology department will be nearing retirement in the next three - five years. The chair of the psychology department has committed that replacements in the psychology department will have a clinical specialty. Our position descriptions can be written in a manner that is open rank and seeks senior scholars with a track record of extramural funding.

Reviewer Comment 3: "Additionally, without faculty with established research agendas and grants, funded graduate research assistantships will likely be limited. As noted, assistantships and scholarships are not included the program's budget. This will impact recruitment, as many doctoral programs in clinical psychology do offer tuition remission and stipends to students."

Response: this was acknowledged during the review process. This will be transparent on a program website and in the program handbook. However, we do have a commitment from the psychology department that there will be opportunities for students to teach undergraduate courses after they've matriculated into the program, beginning in their second year. This would allow students to receive funds for their teaching efforts to offset program costs. Additionally, the new school of health and medical professions is seeking to employ an additional director of development who will seek funding and scholarship sources to fund PsyD and other health care students. As faculty develop their research and seek grants, additional opportunities will be available as the program develops.

Reviewer Comment 4: "Also, recruitment will be impacted by the fact that APA accreditation is a lengthy process, and the program cannot be fully accredited until students are matriculated across all years of training."

Response: Thomas Farrer and Ally Mushlitz have already begun the process of a self-study, including completing training modules about APA accreditation and gathering materials that are required for APA review. The APA will not review a program for accreditation until two cohorts of students have matriculated into the program, one of which is engaged in practicum. As such, the reviewers are correct that APA accreditation will impact recruitment but this will be transparent on the program website and during all recruitment efforts so students and faculty can make appropriate choices about applying and interviewing for this program. We are making every effort to ensure that we can apply for accreditation in the shortest amount of time possible, which is 2 years. We feel that any delay could harm student success and recruitment. This is our most important priority that will ensure success for students graduating from our program and for recruitment.

Reviewer Comment 5: "The initial proposed organizational structure seems a bit unclear and disjointed. Although embedded within WAMMI, the PsyD program would be part of a new "School" and included in the College of Graduate Studies (COPS). WAMMI is not within COPS. It seems that the Dean would actually be supervised by another Dean which might create issues related to decision making and other responsibilities. In collaboration with administration, PsyD program leadership should explore other alternatives for organizational structure."

Response: As a response, we want to first acknowledge the error in the reviewer's comments. The reviewer indicated the College of Graduate Studies is COPS. The correct acronym is COGS. Regardless, our initial proposal to the State Board of Education was the creation of a new college, which was to be designated the College of Health and Medical Professions. However, we were asked by the state board to temporarily create a school. Administratively, this school was to be placed in the College of Graduate Studies only temporarily. Upon further discussion within the WWAMI team, our main concern with this administrative structure is that it will significantly limit accreditation processes. Accrediting bodies will examine this structure and have concerns about healthcare programs in a College of Graduate Studies. While the new School of Health and Medical Professions has been created, it is our intention to develop this into a College of Health and Medical Professions in the near future. The new PsyD program will be housed in this new college. We anticipate proposing a new college to the State Board of Education in academic year 2024-25, once internal University of Idaho approvals have been obtained.



June 20, 2024

Re: Institutional Response to University of Idaho Proposal to establish a Doctorate of Clinical Psychology program

Idaho State University has worked diligently to expand its production of mental health practitioners to serve the needs of the state. ISU currently trains students in staple clinical mental health care programs such as clinical mental health counseling, marriage and family therapy, clinical rehabilitation, school counseling, clinical social work, and counselor education (PhD). ISU also boasts an internationally recognized clinical psychology (PhD) program that trains clinical and research psychologists and is ranked as a [top 25 program](#). Our commitment to providing for the mental health care needs of Idaho has a decades long history, and we continue to monitor and adjust according to those needs.

The COVID-19 pandemic created additional mental health needs that ISU has been proactively responding to. At times, those needs may have been overstated, and in an effort to clarify, ISU offers the following data from the Idaho Department of Labor, which forecasts that the need for marriage and family therapists will continue to grow at a rate of 2.2%, clinical counselors at 0.8%, and behavioral disorder and substance abuse and mental health counselors at 1.8% per year through the remainder of the decade. It should be noted that for the past 5 years, ISU has expanded its clinically oriented Master of Social Work program from 29 graduates per year to 70, largely to provide front line clinical mental health care providers (such as LCSWs) that can work to address many of the needs in the areas listed above. Our expansion of this programming is now being furthered by the addition of a fully online MSW option that will further increase our production of clinical mental health care providers. We have also expanded our clinical services through the INCLUDE project, which has brought telecounseling services to rural areas throughout Idaho and been a significant resource to otherwise underserved areas.

At the same time, ISU has been working to create a proposal to expand its Clinical Psychology PhD program to offer the PsyD as well. ISU currently has statewide responsibility for the PhD, but policy is silent on the matter of the PsyD. Our current PhD program, as is typical, prepares students to serve either as clinicians or as psychology researchers – and ISU students serve in either such roles. However, given the regional, statewide, and even national needs for additional clinical mental health care providers, we decided it would be in the best interest of the state for ISU to leverage its longstanding history of successful clinical training to launch a PsyD program – which prepares graduates for clinical practice only. That proposal is currently in development and will be forthcoming at the Board's fall meeting.

ISU encourages the State Board of Education to recognize ISU's longstanding commitment to and expertise in producing clinical mental health care providers by supporting our plans to bring

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this program forward in the coming academic year. ISU's current numbers of clinical mental health care graduates are poised to meet the statewide needs in this space, and its plans for expanding its clinical social work and clinical psychology programs (including the PsyD) will effectively provide the state with the clinicians it needs for the next decade. Nevertheless, we recognize that there are also national needs (including in neighboring states) in this clinical space that will be attended to through the launch of an additional PsyD program at the University of Idaho. Therefore, we support the University of Idaho's intentions to launch a PsyD program, while also asking that the Board recognize ISU's engagement, intentions, investments, and significant experience and expertise in this area by ultimately supporting our planned expansion as well.