

Student Admissions, Outcomes, and Other Data

Date Program Tables are updated:

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	<div><input checked="" type="checkbox"/> Yes</div> <div><input type="checkbox"/> No</div>
If yes, provide website link (or content from brochure) where this specific information is presented:	
Saint Elizabeth University (SEU) is deeply committed to our roots in Catholic Social Teaching, guided by the values of human dignity and solidarity with all people, with its commitment in justice, service, leadership and ethical responsibility. It is intended that students from all backgrounds and perspectives be well served at this university and that the uniqueness each student brings to this program be viewed as a resource, strength, and benefit. Consistent with SEU's mission, each student shall uphold the SEU oath and standards of integrity and honesty fostering a community where all students feel that they authentically belong.	

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred_2015-2016_1	Year in which Degrees were Conferred_2015-2016_2	Year in which Degrees were Conferred_2016-2017_1	Year in which Degrees were Conferred_2016-2017_2	Year in which Degrees were Conferred_2017-2018_1	Year in which Degrees were Conferred_2017-2018_2	Year in which Degrees were Conferred_2018-2019_1	Year in which Degrees were Conferred_2018-2019_2	Year in which Degrees were Conferred_2019-2020_1	Year in which Degrees were Conferred_2019-2020_2	Year in which Degrees were Conferred_2020-2021_1	Year in which Degrees were Conferred_2020-2021_2	Year in which Degrees were Conferred_2021-2022_1	Year in which Degrees were Conferred_2021-2022_2	Year in which Degrees were Conferred_2022-2023_1	Year in which Degrees were Conferred_2022-2023_2
Total number of students with doctoral degree conferred on transcript	0		13		10		4		9		5		7		7	
Mean number of years to complete the program	0		4		4		4		4.2		4.2		4.3		4.2	
Median number of years to complete the program	0		4		4		4		4		4		4		4.25	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0		13	100	10	100	4	100	7	78	4	80	6	86	7	100
Students in 5 years	0		0	0	0	0	0	0	2	22	1	20	0	0	0	0
Students in 6 years	0		0	0	0	0	0	0	0	0	0	0	1	14	0	0
Students in 7 years	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in more than 7 years	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable:

Master’s Level Prerequisites and Transfer Credit Policy

The program requires 6 graduate-level courses as prerequisites to the program. It is the program’s policy not to accept additional transfer courses. The required courses are Human Growth and Personality Development; Psychological Assessment; Psychopathology; Research Methods and are completed by students through required courses in their master's programs and transferred into the Psy.D. program. Although a three-credit course in Group Counseling is a prerequisite to the program, it is not accepted as a transfer course.

Students must complete a Transfer Evaluation and Substitution Form (Appendix A) prior to enrollment in the Psy.D. Program. Syllabi for the 6 graduate-level courses being transferred must be provided to the Director of the Program, unless these courses were completed at Saint Elizabeth Psychology Program and the Director of the Doctoral Program review the materials and evaluate the courses for content, level, and mastery (i.e., as evidenced by a grade of B or above). For example, if an applicant submits a syllabus intended to fulfill the Counseling Theories prerequisite adequately covered at a Master’s level in the required text and journal readings, as well as in assignments and in-class discussions. If so, the Psy.D. Program Director will allow that particular course to fulfill the Counseling Theories prerequisite. If an applicant does not have one or more prerequisite program on the condition that the required prerequisites are taken during the summer before the applicant’s first year or during the first year of the applicant’s doctoral studies. The applicant will be permitted to take up to two prerequisite Master’s courses in the first year of the doctoral program.

Exceptions to the prerequisite policy may be considered in the following cases:

If an applicant does not have one or more of the Master’s level prerequisite courses, but has significant professional experience in the topic area (e.g. Group Counseling).

If an applicant has completed one or more Master’s level prerequisite courses with a grade below a B.

The Director and Associate Director will review such cases based on the applicant’s statement of goals and curriculum vitae and an interview to gain a detailed understanding of the applicant’s experience. A decision will then be reached as to whether professional experience is a suitable substitute for prerequisite coursework.

Year in which Degrees were Conferred_2023-2024_1	Year in which Degrees were Conferred_2023-2024_2	Year in which Degrees were Conferred_2024-2025_1	Year in which Degrees were Conferred_2024-2025_2	Year in which Degrees were Conferred_Total_1	Year in which Degrees were Conferred_Total_2
5		5		65	
4.1		4.6		4.2	
4		4		4	
N	%	N	%	N	%
5	100	4	80	60	92
0	0	0	0	3	4
0	0	0	0	1	2
0	0	1	20	1	2
0	0	0	0	0	0

id Advanced Statistics; Counseling Theories; and Group Counseling. Fifteen credits

th University. Together, the Director of the Master of Arts in Counseling
te, the directors review the syllabus to ensure that counseling theories are in fact
required Master’s level prerequisites, the applicant may be admitted to the
iral program.

e substitute for the perquisite course(s) or grade(s).

Program Costs

Description	2025-2026 1 st -year Cohort Cost
Tuition for full-time students (in-state)	20,214
Tuition for full-time students (out-of-state)	20,214
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	NA
University/institution fees or costs	\$150 (liability coverage)
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$1,700

Internship Placement - Table 1

Outcome	Year Applied for Internship_2 015-2016_N	Year Applied for Internship_2 015-2016_%	Year Applied for Internship_2 016-2017_N	Year Applied for Internship_2 016-2017_%	Year Applied for Internship_2 017-2018_N	Year Applied for Internship_2 017-2018_%	Year Applied for Internship_2 018-2019_N	Year Applied for Internship_2 018-2019_%	Year Applied for Internship_2 019-2020_N	Year Applied for Internship_2 019-2020_%	Year Applied for Internship_2 020-2021_N	Year Applied for Internship_2 020-2021_%	Year Applied for Internship_2 021-2022_N	Year Applied for Internship_2 021-2022_%	Year Applied for Internship_2 022-2023_N	Year Applied for Internship_2 022-2023_%	Year Applied for Internship_2 023-2024_N	Year Applied for Internship_2 023-2024_%	Year Applied for Internship_2 024-2025_N
Students who obtained APA/CPA-accredited internships	2	15	0	0	0	0	0	0	3	30	0	0	2	25	1	14	1	17	2
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	3	23	2	20	1	20	2	33	0	0	0	0	1	13	1	14	1	17	3
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	8	62	8	80	4	80	4	67	7	70	8	100	5	63	5	71	3	50	1
Students who obtained any internship	13	100	10	100	5	100	6	100	10	100	8	100	8	100	7	100	5	83	6
Students who sought or applied for internships including those who withdrew from the application process	13	-	10	-	5	-	6	-	10	-	8	-	8	-	7	-	6	-	6

Internship Placement - Table 2

Outcome	Year Applied for Internship_2 015-2016_N	Year Applied for Internship_2 015-2016_%	Year Applied for Internship_2 016-2017_N	Year Applied for Internship_2 016-2017_%	Year Applied for Internship_2 017-2018_N	Year Applied for Internship_2 017-2018_%	Year Applied for Internship_2 018-2019_N	Year Applied for Internship_2 018-2019_%	Year Applied for Internship_2 019-2020_N	Year Applied for Internship_2 019-2020_%	Year Applied for Internship_2 020-2021_N	Year Applied for Internship_2 020-2021_%	Year Applied for Internship_2 021-2022_N	Year Applied for Internship_2 021-2022_%	Year Applied for Internship_2 022-2023_N	Year Applied for Internship_2 022-2023_%	Year Applied for Internship_2 023-2024_N	Year Applied for Internship_2 023-2024_%	Year Applied for Internship_2 024-2025_N
Students who sought or applied for internships including those who withdrew from the application process	13		10	-	5	-	6	-	10	-	8	-	8	-	7	-	6	-	6
Students who obtained paid internships	7	54	5	50	2	40	3	50	0	0	8	100	8	100	6	86	4	67	6
Students who obtained half-time internships* (<i>if applicable</i>)	0	0	0	0	0	0	0	0	10	100	0	0	0	0	0	0	1	17	0

* Cell should only include students who applied for internship and are included in applied cell count from “Internship Placement – Table 1”

Year Applied for Internship_2 024-2025_%
33
50
0
0
17
100
-

Year Applied for Internship_2 024-2025_%
-
100
0

Attrition

Variable	Year of First Enrollment _2015- 2016 N	Year of First Enrollment _2015- 2016 %	Year of First Enrollment _2016- 2017 N	Year of First Enrollment _2016- 2017 %	Year of First Enrollment _2017- 2018 N	Year of First Enrollment _2017- 2018 %	Year of First Enrollment _2018- 2019 N	Year of First Enrollment _2018- 2019 %	Year of First Enrollment _2019- 2020 N	Year of First Enrollment _2019- 2020 %	Year of First Enrollment _2020- 2021 N	Year of First Enrollment _2020- 2021 %
Students for whom this is the year of first enrollment (i.e. new students)	6	-	8	-	10	-	6	-	7	-	7	-
Students whose doctoral degrees were conferred on their transcripts	4	66.666667	6	75	9	90	6	100	7	100	5	71.428571
Students still enrolled in program	0	0	0	0	0	0	0	0	0	0	2	28.571429
Students no longer enrolled for any reason other than conferral of doctoral degree	2	33.333333	2	25	1	10	0	0	0	0	0	0

Year of First Enrollment _2021- _2022 N	Year of First Enrollment _2021- _2022 %	Year of First Enrollment _2022- _2023 N
6	-	5
4	66.666667	0
2	33.333333	5
0	0	0

Licensure

Outcome	2015-2025
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	54
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	21
Licensure percentage	39%