



Program/Unit Proposal

For Submitters: This form is used to collect all the information necessary for internal and external approval bodies to evaluate your proposal for a program or unit. Begin by selecting the "Type of Proposal" and complete all fields that appear based on your selection.

For Reviewers: Each submitted proposal includes:

1. responses to the questions for a given program or unit
2. applicable supporting documents available for download.

The status of the proposal is seen by toggling the **View** from "Review" to "Status" at the top of the page.

Please contact curriculum@utah.edu if you have any questions about this form.

Type of Proposal *

New Bachelor Degree

Proposal Type

Bachelor Type

Bachelor of Arts (BA) Degree
Bachelor of Science (BS) Degree

Proposal Instructions

New Bachelor Degree Proposal Instructions

Note: If you will be offering emphases for this new degree, they should be included in the same proposal.

Required Documents

- USHE New Academic Program Proposal
- Letters of Support
 - Dean
 - Department Chair
 - Library
 - Senior Vice President of Health Science Center (if applicable)
 - Interdisciplinary programs (if applicable)
 - Community/Industry (if applicable)

Submission

Proposals should be through the Department and College approvals at least 10 business days prior to the [Undergraduate Council due dates](#).

Approval Process

1. **Department/Faculty Committee** Approval
2. **College Committee** Approval
3. **Undergraduate Council** Approval
4. **Executive Committee/Academic Senate** Approval
5. **Program Review Committee** (PRC) Review
6. **Board of Trustees** Approval
7. **Senior Vice President for Academic Affairs** (SVP-AA) Approval
8. **Commissioner of the Utah System of Higher Education** (USHE) Notification
9. **Northwest Commission on Colleges and Universities** (NWCCU) Notification

Proposal Presentation

1-2 individuals will be asked to present the proposal at the Undergraduate Council, the Executive Committee/Academic Senate, and at the Board of Trustees. Individuals may be asked to present at the Program Review Committee.

Final Approval/Advertising

Following the final approval of your proposal, campus will be notified and **ONLY** at that point can you begin operations or advertisement.

Tracking

The status of this proposal can be tracked after submission at <https://utah.kuali.co/app/builder/#/list/approval-process>.

Policies

Bachelor Degree Policies

Review the [University policy for Bachelor Degrees](#) in the Regulations Library.

Proposal Information

If applicable, include emphases in the **Program/Unit Title(s)** field below.

Program/Unit Title(s) *

BA/BS in Educational Psychology

Sponsoring School/College

College of Education

Sponsoring Department/Program

Educational Psychology

Is this a Health Sciences proposal?

No

Participating Interdisciplinary Program(s)

Social Work

Proposed Effective Semester

Fall

Proposed Effective Year

2020

Program/Unit Description

Present a brief proposal description.

The BA/BS degree in Educational Psychology will provide students with training and expertise in behavioral and mental health, services desperately needed locally and nationally. The degree differs from other human service degrees in that the course work and work-based learning experiences lead directly to competitive, high demand employment opportunities including certification as an assistant behavior analyst. Other human service degrees focus on the general theory of counseling and mental health; this degree teaches specific individual and group counseling interventions so that students leave with theory and skills. This degree further represents a bachelors-level extension of successful graduate programs within the Department of Educational Psychology (e.g., School Psychology, School Counseling, Clinical Mental Health Counseling, and Counseling Psychology). Thus, students will not only be prepared to enter the job market upon graduation, but will also have the knowledge and skills to enter graduate programs within the behavioral and mental health field. This is particularly important and timely given that the University hopes to become a national leader in mental health delivery with a recent \$150 million gift from the Huntsman family to establish a new mental health institute. It is the hope that graduates of this program will contribute directly to the mental health of Utah residents.

Is this a STEM program?

No

Classification of Instructional Program (CIP) Code

For CIP code classifications, visit <https://nces.ed.gov/ipeds/cipcode/Default.aspx>.

42.2806

Minimum Credit Hours Required

122

Maximum Credit Hours Required

122

Are you interested in offering this program online?

No

Would you consider offering this program online in the next 5 years?

No

Will any part of this program be offered as an out-of-service area delivery program?

Examples of out-of-service areas include the Asia Campus, Ghana Campus, etc.

No

Full Template

Utah System of Higher Education

New Academic Program Proposal

USHE's **Full Template** must be completed and attached to this form in the "USHE Full Template" field below. To complete the template, download the **Full Template** and open the document in Adobe Acrobat/Reader.

Formatting

- Narrative should be a formal style, using third person
- Click in date fields to access calendar tool.
- Click Control + E within a text box to open text formatting controls.
- Text can be composed in word processing software, then cut and pasted into the text fields.
- For sections that do not apply, type N/A.

Note: Additional information may be requested in order to evaluate any proposal or reports submitted.

USHE Full Template

[babs_edpsych_proposal.pdf](#) (519.5 kB)

Program Requirements

Admission Requirements

Students must be in good academic standing with the University and complete relevant admission and advising forms.

Graduation Requirements

All courses taken to satisfy major requirements must be taken for a letter grade, and students must earn a C or higher in all courses. Students must remain in good academic standing with the University, and also maintain a major-specific GPA of 2.75 or higher.

Advising Plan

In addition to the **Advising Plan**, include the answers to the following questions:

- How closely does the proposed curriculum align with current curriculum for advisors?
- What is the ratio of students to advisors?
- Will advisors be expected to participate in marketing, promotion, and recruitment of students?

Current Department of Educational Psychology staff provide administrative support to all programs within the department. We plan to hire a undergraduate coordinator and advisor and career-line faculty who will provide additional support to students in the proposed degree. The College of Education has sufficient resources to handle

these hires through internal reallocation. Two additional career-line faculty will be recruited to both teach, supervise, and advise students.

Learning Outcomes

Learning Outcomes

All proposals must include the expected learning outcomes. [Guidance on learning outcomes](#) is available from the Office of Learning Outcomes Assessment.

- **Learning Outcome 1:** Upon taking the required introductory educational psychology courses, students will demonstrate basic and applied knowledge and comprehension in the field including major concepts, theoretical perspectives, historical trends, and empirical findings as they apply to human development, learning, motivation, affect, self-regulation, and behavior.
- **Learning Outcome 2a:** Upon taking the required advanced educational psychology courses, students will demonstrate the basic counseling and communication skills necessary to facilitate behavioral interventions (e.g., active listening, reflection, teaching, coaching, modeling, etc).
- **Learning Outcome 2b:** Upon taking the required advanced educational psychology courses, students will understand professional and ethical behavior in the behavioral mental health profession.
- **Learning Outcome 3:** Upon taking the required introductory and advanced educational psychology courses, students will develop awareness, knowledge, and skills necessary to address issues of human diversity (defined broadly) and multiculturalism and advocate for the needs and issues of underrepresented and underserved populations.
- **Learning Outcome 4a:** Upon taking the required introductory and advanced educational psychology courses, students will be able to articulate the implications of evidence-based practice to the delivery of behavioral mental health interventions.
- **Learning Outcome 4b:** Upon taking the required introductory and advanced educational psychology courses, students will be able to access, understand, and critically evaluate relevant psychological and behavioral health research literature and apply their scientific knowledge of research to behavioral mental health interventions.
- **Learning Outcome 5a:** Students will gain knowledge of the duties and responsibilities of a professional in the field of behavioral mental health.
- **Learning Outcome 5b:** Students will transfer learning of behavioral mental health interventions to real-world cases.
- **Learning Outcome 5c:** Students will be receptive to feedback and guidance from their on-site supervisor to enhance learning.
- **Learning Outcome 5d:** Students will recognize ethical, multicultural, and psychosocial issues related to conducting behavioral mental health interventions with real clients in the local community.
- **Learning Outcome 6:** Students will develop skills in goal setting, autonomy, personal responsibility, and self-direction.
- **Learning Outcome 7a:** Upon completion of the program, students will be ready to apply for jobs in the field of behavioral mental health.
- **Learning Outcome 7b:** Upon completion of the program, students will have the knowledge and skills to enter and maintain employment in the field of behavioral mental health.

Learning Outcomes Assessment

Include how the program will analyze evidence and evaluate the learning outcomes.

In complementing the University of Utah Learning Framework (2019), Applied Educational Psychology students will experience engagement and success in the following learning areas:

Program Assessment 1: Assessment of this goal will occur through faculty feedback on in-class assignments, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Assessment 2a. Assessment of this goal will occur through faculty feedback on in-class assignments and

observation (e.g., mock counseling sessions), practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Assessment 2b: Assessment of this goal will occur through faculty feedback on in-class assignments, faculty observation during in-class discussion, practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Assessment 3: Assessment of this goal will occur through faculty feedback on in-class assignments, end-of-semester course grades, supervisor evaluations, and exit surveys given to students upon graduation.

Program Assessment 4a: Assessment of this goal will occur through faculty feedback on in-class assignments, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Assessment 4b: Assessment of this goal will occur through faculty feedback on in-class assignments, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Assessment 5a: Assessment of this goal will occur through faculty feedback on in-class assignments and discussion (in the practicum courses), faculty conversation with the practicum site supervisor (during a site visit), practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Assessment 5b: Assessment of this goal will occur through faculty feedback on in-class assignments and discussion (in the practicum courses), faculty conversation with the practicum site supervisor (during a site visit), practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Assessment 5c: Assessment of this goal will occur through faculty conversation with the practicum site supervisor (during a site visit), practicum supervisor evaluations, and student self-reflection on their practicum experience.

Program Assessment 5d: Assessment of this goal will occur through faculty feedback on in-class assignments and discussion (in the practicum courses), faculty conversation with the practicum site supervisor (during a site visit), practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Assessment 6: Assessment of this goal will occur through personalized learning plans. Each Fall term, students will meet with their advisor to develop personalized learning plans to enhance their academic success and career development. The learning plans will include SMART goals and action plans. For example, students may identify additional readings relevant to their developing specialty in Educational Psychology or they may seek informational interviews with someone in a related field (e.g., board certified behavior analysts, social workers, case managers, and autism spectrum disorder specialists). At the end of each Spring term, students will review their personalized learning plans with their advisor and engage in self-reflection regarding how they have grown, what they have learned, and what goals they would like to set for the next year.

Program Assessment 7a: In their practicum course in the last year of the program, students will create a resume and cover letter and have it reviewed by a career advisor in the Career & Professional Development Center. They will also engage in mock interviewing and receive feedback on their interviewing skills.

Program Assessment 7b: First, the program will collect employment statistics and report them on the program website. Second, the program will collect graduate licensure rates and passage of the Board Certified Assistant Behavior Analyst exam. Third, alumni will be surveyed immediately following the completion of their program and at years 3 and 6 post-graduation to inquire about employment status and job satisfaction.

Documentation

Faculty Consultation

Describe the process by which faculty in the participating departments or programs were consulted in the preparation of the proposal in 1-2 sentences.

For almost 10 years, our faculty have been discussing the benefits of an “in-house” undergraduate degree such as the opportunity for a seamless educational pipeline into our graduate programs and an opportunity to provide

relevant behavioral and mental health skills at the undergraduate level. Moreover, we see an undergraduate degree as providing hands-on supervision experiences for our matriculating graduate students in a train-the-trainer type of model. More recently, we have become aware of the high demand for behavioral and mental health care providers and see the value of training individuals at the undergraduate level as well as the master's and doctoral levels.

Our current dean was supportive of these conversations and encouraged us to design an undergraduate degree that would train students with a solid foundation in educational psychology in addition to a specific set of skills that would allow them to implement empirically supported techniques and interventions to help clients overcome social, emotional, and behavioral problems. A representative group of faculty (the EDPS undergraduate major committee) consulted with the dean, department chair, other departments in our College, the Office of Undergraduate Studies, and the director of Career Services to ensure development of a relevant and unique curriculum that would not duplicate other undergraduate degrees offered at the University of Utah. This committee researched other similar undergraduate majors within and outside of the University of Utah, undergraduate course requirements, labor market demands, student interest and need, and existing classes within the department to see where we could expand and improve content, as well as formulate a small number of new courses. Once we had an outline of the undergraduate degree in place, we presented to the larger faculty for feedback and approval. This final proposal has been endorsed unanimously by the entire department.

Letters of Support

Department Chair/Director Letter of Support

[babs_edpsych_los-chair.pdf](#) (228.3 kB)

College Dean Letter of Support

[babs_edpsych_los-dean.pdf](#) (426.6 kB)

Library Letter of Support

Contact [Mark England](#) for Marriott Library letters. Contact [Christy Jarvis](#) for HSC Library letters.

No file attached

Optional letter(s) of support:

Interdisciplinary Program(s) Letter(s) of Support

[babs_edpsych_los-sw.pdf](#) (27.0 kB)

Community/Industry Letter(s) of Support

No file attached

Optional additional documents:

No file attached

Workflow Questions

Select the council(s) that apply to this proposal: *

Undergraduate Council

Select all that apply: *

None of the above

This form is submitted by: *

Jason Burrow-Sanchez

Questions about this proposal can also be directed to:

Please indicate 1-2 other individuals who are able to answer questions about this proposal:

For Internal Use Only

NWCCU Approval Notification

No file attached

Curriculum Administration at the University of Utah

curriculum.utah.edu | Marriott Library 1705

(801) 587-7843 | curriculum@utah.edu

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**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: University of Utah

Proposed Program Title: Bachelor of Educational Psychology

Sponsoring School, College, or Division: College of Education

Sponsoring Academic Department(s) or Unit(s): Department of Educational Psychology

Classification of Instructional Program Code¹: 42.2806

Min/Max Credit Hours Required to Earn Degree: Min Cr Hr / Max Cr Hr

Proposed Beginning Term²: Fall 2020

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

University of Utah requests approval to offer the following Baccalaureate degree(s): Bachelor of Educational Psychology effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The BA/BS degree in Educational Psychology will provide students with training and expertise in behavioral and mental health, services desperately needed locally and nationally. The degree differs from other human service degrees in that the course work and work-based learning experiences lead directly to competitive, high demand employment opportunities including certification as an assistant behavior analyst. Other human service degrees focus on the general theory of counseling and mental health; this degree teaches specific individual and group counseling interventions so that students leave with theory and skills. This degree further represents a bachelors-level extension of successful graduate programs within the Department of Educational Psychology (e.g., School Psychology, School Counseling, Clinical Mental Health Counseling, and Counseling Psychology). Thus, students will not only be prepared to enter the job market upon graduation, but will also have the knowledge and skills to enter graduate programs within the behavioral and mental health field. This is particularly important and timely given that the University hopes to become a national leader in mental health delivery with a recent \$150 million gift from the Huntsman family to establish a new mental health institute. It is the hope that graduates of this program will contribute directly to the mental health of Utah residents.

The BA/BS in Educational Psychology includes a broad educational psychology core that provides students with a foundation in learning, human development, social emotional skills, research and inquiry in education, the psychology of multiculturalism, and the use of technology as an instructional design tool. The applied educational psychology curriculum then helps students develop skills in counseling, problem-solving, evidence-based decision making, behavior change, consultation, collaboration, recognizing psychopathology, and facilitating group interventions. Students also learn about a broad range of conditions that impact learning and behavior such as autism and other disabilities and they develop as professional and ethical practitioners. Given that research demonstrates a stark misalignment between the talents employers demand and the skills graduates have as they enter the workforce (Francis & Auter, 2016), this degree is purposefully designed to provide students with the career readiness competencies employers value most in their new hires: critical thinking/problem solving, teamwork/collaboration, professionalism/work ethic, oral/written communications, digital technology, leadership, global/multi-cultural fluency, and career management (NACE, 2019).

In their final year in the program, students will participate in two supervised work-based learning experiences relevant to their interests and identified career path. For example, students interested in pursuing careers in the schools as a behavior analyst, school counselor, or school psychologist will be placed in local schools; students interested in careers as a home health aide, case manager, parole officer, child life advocate, behavioral technician, or counselor will be placed in an appropriate local organization or agency relevant to that career

path. To provide formal documentation and supervision of these experiences, students will enroll in 3 credit hours of practicum in the Fall and 3 credit hours of practicum in the Spring. The faculty of these courses will apply for a Community Engaged Learning (CEL) Designation as these courses will incorporate community engagement and broader connections to society.

An undergraduate coordinator will help students identify relevant practicum experiences and create contracts between the school or organization and the University. Students will be supervised by an experienced professional on-site and the practicum instructor off-site within a classroom setting. On-site supervisors will help students translate classroom knowledge into real-world skills, complete mid-semester and end-of-semester student evaluation forms, and provide weekly individual supervision. Students will also attend a class associated with the practicum in which they participate in case consultation and group supervision to enhance their learning. These practicum experiences are integral to the major. Currently, only 53% of college students believe their major will lead to a good job and only 34% believe they will graduate with the skills and knowledge necessary to be successful in the job market (Gallup, 2017). By providing relevant, supervised practicum experiences, students will develop the work experience employers seek. Gallup found that students who engaged in work-based learning were more likely to find full-time employment after college (2016).

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higher.utah.edu/policies/policyr312/.

The Utah System of Higher Education and Institutional Missions and Roles (R312) states that research university roles include providing discovery, creation, and transmittal of knowledge through undergraduate training. Further, institutions are to contribute to the quality of life and economic development at the local, state, and national levels. This program fits within this mission in that program graduates would immediately contribute to the economic development of the State, as well as region, through application of knowledge gained through completion of the program. Program graduates would be influential in increasing access to mental and behavioral health services throughout the region, while being compensated in a competitive manner for bachelor's degree holders.

The University of Utah Mission Statement describes the goal of preparing individuals from diverse backgrounds for lives of impact as leaders and citizens, engaging local and global communities to promote education, health, and quality of life. The proposed program, as well as the College of Education, is dedicated to increasing access to educational opportunities for underrepresented and underserved students, building and sustaining a climate of equity and justice that allows all students to succeed and identify as College and campus community members, and shaping local and national dialogues surrounding injustice and equality. The proposed undergraduate program leverages the College of Education's contacts and relationships with school districts, particularly those with underrepresented and underserved students, and will actively recruit students from these districts to participate in the program--a program that aims to prepare individuals to make a meaningful and long-lasting impact on local and global by improving access to mental and behavioral health care. In addition to planned recruitment of students through existing connections between the College of Education and school districts within Utah, webpages dedicated to diversity will be built on the program homepage. Specifically, these pages will describe current research and activities related to diversity within the program and College of Education, outline the program's commitment to diversity in training, and provide current and potential students with resources for on-campus and off-campus resources groups related to diversity and training in Educational Psychology (e.g., the Association for Behavior Analysis International). Additionally, the program will collaborate with minority student organizations and, with their permission, will attend a present a short description of the program during an organization meeting. We would also work with undergraduate advisors to ensure that all students across campus are aware of the degree.

The BA/BS in Educational Psychology is also consistent with the mission of the College of Education and college values. The

course of study supports the acquisition of developmentally appropriate, competency-based knowledge and skills necessary for professional practice in the human service profession. Students are challenged to reflect on their own values, attitudes, and beliefs and apply multicultural sensitivity, responsiveness, knowledge, and understanding to all aspects of their work. Students learn how to design, implement, and evaluate evidence-based individual and group interventions that promote 1) optimal human development and functioning, and 2) access and equity to education and mental health for all, especially those from underrepresented and underserved groups. A major emphasis of the training is on clinical field experiences in partnership with local school districts and community organizations. It is our hope that graduates will recognize and embrace their professional responsibility by becoming leaders in educational and mental health reform, agents of systemic change, and advocates for social justice in the communities they serve.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The decision to offer an undergraduate degree in Educational Psychology is rooted in labor market demand, student interest, gaps in current undergraduate program offerings, and a local and national crisis in behavioral and mental health. There are three sections below that specifically address labor market demand, student interest, and gaps in current undergraduate program offerings. This section will describe the mental health crisis we face locally and nationally and how the undergraduate degree in Educational Psychology can begin to address behavioral and mental health in the State of Utah.

A study by the National Council for Behavioral Health (2018) found that mental health services in the U.S. are insufficient despite high demand and the root of the problem is lack of access. A recent ABC4 News report (September 17, 2019) ranked Utah last in the country in mental health. The report highlighted dire statistics: Suicide is the leading cause of death for Utahns ages 10 to 24. Fifteen percent of males and 28.5 percent of females ages 15 to 17 in Utah seriously considered suicide. Almost 40% of Utah children who are depressed do not receive treatment. The Kem G. Gardner Policy Institute reported that the demand for mental health care in Utah is increasing while the state is experiencing a shortages of mental health providers in all of its counties and falls below the national average of providers per resident. The report concluded with recommendations for mental health screenings to identify risk, allow for early intervention, and prevent escalation. In 2019, the Utah legislature passed several bills to increase funding for school based mental health services that included hiring more mental health providers in K-12 schools as well as increased resources for the SafeUT crisis line and youth suicide prevention programs.

The undergraduate degree in Educational Psychology responds to local (State) needs in two ways. First, our students would not only learn about the theory and practice of behavioral and mental health, but would develop the hands-on skills necessary to work immediately upon graduation, in a field experiencing significant worker shortages. Our students will be capable of making a substantial impact on the behavioral, social, and emotional functioning of individuals with and without disabilities within the community. Second, our students will be trained to identify risk in young people, use multitiered systems of prevention, early intervention, and responsive services, and prevent escalation of behavior and mental health problems into adulthood. Faculty in the department of Educational Psychology have expertise in the application of psychological theory, principles, and methods to the educational environment. Many conduct research, and provide service in K-12 schools. Thus, our department is uniquely positioned to train individuals to work in multiple clinical settings such

as hospitals, community mental health facilities, group homes, and the public schools. The public school setting offers the best platform for prevention programming and access to services.

Given that the undergraduate degree in Educational Psychology can lead directly to credentialing as a registered behavior technician (RBT) while in program, a board certified assistant behavior analyst (BCaBA) upon graduation, and an even higher credential with graduate coursework, more information on these career paths seems warranted. The registered behavior technician, board certified assistant behavior analyst, and board certified behavior analyst help clients overcome social, emotional, and behavioral problems using evidence-based techniques and interventions. They may administer, conduct, and evaluate behavioral assessments and use results to design individual goals and behavior plans.

The professional discipline of applied behavior analysis has grown at an unprecedented rate over the past two decades (Deochand & Fuqua, 2016) and has since been cited as an empirically-based framework for replacing stubborn, problematic behaviors with prosocial alternatives (Iwata, et al., 1997). For example, applied behavior analysis interventions have been shown to address food selectivity (Penrod, Gardella, & Fernand, 2012), decrease noncompliance (Borgen, et al., 2017; Stephenson & Hanley, 2010; Wilder et al., 2012,) reduce self-injurious behavior (Cornelius Habarad, 2015), and has been cited as the gold-standard for treating individuals diagnosed with autism spectrum disorder (McPhilemy & Dillenburger, 2013; Slocum et al., 2014; Smith & Iadarola, 2015). Behavior analytic techniques have also led to successful outcomes for tobacco and substance use disorders (Hand, Ellis, Carr, Abatemarco, & Ledgerwood, 2017), brain injury rehabilitation (Heinicke & Carr, 2014), and neurocognitive disorders (Larrabee, Baker, & O'Neill, 2018).

An undergraduate major in Educational Psychology that provides individuals with training in applied behavior analysis serves the student population in multiple ways. To illustrate, holding a registered behavior technician credential before graduating opens different career options, many of which have high potential to fill much needed behavior analytic services to individuals in need who reside in the greater Salt Lake City, help teachers and school administration manage problematic student behavior at a nearby school, or provide services at out-/in-patient clinical settings. Additionally, these jobs would provide students with income-based employment which may help mitigate the financial stressors of higher education. Early attainment of the registered behavior technician credential also offers the possibility of pursuing more advanced training in behavior analysis that would lead to a higher credential, such as the board certified behavior analyst (BCBA), which requires one additional year of graduate school and additional supervised fieldwork. If a student obtains the registered behavior technician credential but is unsure whether graduate school is appropriate, they also have the option to pursue the board certified assistant behavior analyst (BCaBA) credential, which precedes the BCBA, and does not require graduate school (see next section for pay scales). The attainment of the registered behavior technician credential early on in one's undergraduate career, as discussed, opens different avenues ranging from immediate employment to additional schooling at the University of Utah. Thus, the degree can serve as a pipeline to master's and doctoral programs in our department including school psychology, school counseling, clinical mental health counseling, and counseling psychology.

The institutional procedures used to arrive at a decision to offer an undergraduate degree in Educational Psychology were the following. For almost 10 years, our faculty have been discussing the benefits of an "in-house" undergraduate degree such as the opportunity for a seamless educational pipeline into our graduate programs and an opportunity to provide

relevant behavioral and mental health skills at the undergraduate level. Moreover, we see an undergraduate degree as providing hands-on supervision experiences for our matriculating graduate students in a train-the-trainer type of model. More recently, we have become aware of the high demand for behavioral and mental health care providers and see the value of training individuals at the undergraduate level as well as the master's and doctoral levels.

Our current dean was supportive of these conversations and encouraged us to design an undergraduate degree that would train students with a solid foundation in educational psychology in addition to a specific set of skills that would allow them to implement empirically supported techniques and interventions to help clients overcome social, emotional, and behavioral problems. A representative group of faculty (the EDPS undergraduate major committee) consulted with the dean, department chair, other departments in our College, the Office of Undergraduate Studies, and the director of Career Services to ensure development of a relevant and unique curriculum that would not duplicate other undergraduate degrees offered at the University of Utah. This committee researched other similar undergraduate majors within and outside of the University of Utah, undergraduate course requirements, labor market demands, student interest and need, and existing classes within the department to see where we could expand and improve content, as well as formulate a small number of new courses. Once we had an outline of the undergraduate degree in place, we presented to the larger faculty for feedback and approval. This final proposal has been endorsed unanimously by the entire department.

This degree will benefit the University of Utah and the Utah System of Higher Education by offering a program that helps students translate theory and research into practice through work-based learning experiences. Students will be able to attain an applied behavior analysis credential (registered behavior technician) while in the program allowing them to get paid work-based learning experiences and lessen the financial burden of higher education. Upon graduation, students will be able to pursue certification at a higher level (board certified assistant behavior analyst) in a growing field with an impressive wage. Given the applied nature of the degree, students will not wonder why they took a class – they will be using the skills they learned on the job.

In summary, the undergraduate major in Educational Psychology will train highly skilled behavioral and mental health service providers to respond to the growing mental health crisis.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

A substantial labor market demand is noted for individuals with bachelors-level training in applied behavior analysis, a substantial component of the undergraduate degree in Educational Psychology. The Behavior Analysis Certification Board recently completed a study of employment demands in the field. Reports indicate a significant linear increase in the number of job postings for individuals credentialed as a board certified assistant behavior analyst (BCaBA). Specifically, a 1,098% increase from the years 2010 to 2018 was noted. For individuals going on to complete graduate work in the same field, an increase of 1,942% was observed for individuals with either Master's or Doctoral-level credentials in behavior analysis—with 16,109 jobs posted in the one-year span from June 2017 to May 2018. A review of job postings on Indeed.com on September 30, 2019, indicated 49 positions for which individuals with the training to be offered by the proposed program would be competitive. Given that

licensure in behavior analysis is relatively new to Utah, this number is expected to grow as an increasing number of service providers enter the market.

In addition to the increasing occupational demand for behavior analysts, their annual reported wages are impressive as well. According to a 2014 report set forth by the Association of Professional Behavior Analysts (APBA) the total annual, mean income for a BCaBA ranges from \$35,000 to \$45,000; however, nearly one quarter of respondents reported earning between \$45,000 to \$55,000 annually. Although the APBA did not include statistics for the lowest level of certification (i.e., Registered Behavior Technician, which is achieved after 40 hours of training), annual income data were, however, provided by Glassdoor.com, which revealed that the mean annual RBT salary is \$46,755 per year. These data are based on 1,473 anonymously submitted salaries. The annually salaries for BCaBA (individuals eligible upon graduation with a bachelors) and RBT (individuals eligible upon completing one course in the proposed sequence) credentials are quite impressive. For individuals continuing on to earn a graduate degree in the field, the APBA annual report also revealed that slightly over 30 percent of BCBA's earned more than \$75,000 a year, with some up to \$145,000+. Regarding the four most populous Utah cities listed above, average BCBA salaries reported by the APBA—broken down by employer type—are as follows: Salt Lake City from \$57,007 in the nonprofit sector to \$60,469 in companies; West Valley City from \$54,780 in non-profits to \$57,885 in government, state, and local agencies; Provo from \$57,873 in the non-profit sector to \$61,725 in companies; and West Jordan from \$54,510 in the non-profit sector to \$58,024 in companies. Employment among behavior analysts and those in the mental healthcare profession (14%) is projected to grow at a significantly faster rate than the average career (5%) in just the next decade (Occupational Outlook Handbook, 2019).

Individuals with training in behavior analysis often enter jobs related to Autism Spectrum Disorder (68% of practitioners; Behavior Analysis Certification Board, 2019). The Utah Registry of Autism and Developmental Disabilities (2014) released ASD prevalence statistics that cited Utah as having the highest prevalence of ASD diagnoses nationwide with 1 in 60 8-year-old children meeting criteria. The CDC, however, estimates that in 2016, 1 in 68 school-aged children in the United States were diagnosed with ASD. In light of recent national and state ASD prevalence statistics, it is no surprise to see an increasing demand for those holding some behavior analytic certification—a demand that can only be met by those who have received a formal training in educational psychology and applied behavior analysis. Furthermore, Utah's ASD prevalence statistic is concerning considering the relatively low population and a majority of its residents residing in one of four major cities. Stated differently, in the state of Utah, there may be a disproportionate number of behavior analysts compared to the number of state residents diagnosed with ASD, resulting in a substantial demand for services rendered by individuals with the appropriate training and credentialing.

The growing demands in our state open up a number of career options for Applied Educational Psychology graduates, including:

- Behavior Analyst Consultant/Applied Behavior Analyst
- Behavior Support Technician
- School Interventionist/Behavior Specialist in the Schools
- Autism Spectrum Disorder Specialist
- Graduate programs in: school psychology, counseling psychology, clinical mental health counseling, school counseling, occupational therapy, and social work
- Social Worker
- Case Manager
- Juvenile Justice

- Child Life Advocate

In addition, while students are working toward their degree in Applied Educational Psychology, they will be well-prepared for the following career opportunities:

- Registered Behavior Technician
- (General/Special Education) Paraprofessionals
- Student Support Assistant
- Home Health Aides and Personal Care Aides

Students graduating with an undergraduate degree in Educational Psychology will be well positioned for these career paths, due to the skill sets emphasized with this degree. Local employer panels highlight the importance of a number of skill sets for successful employment. Stan Inman, Director of the Career & Professional Development Center at the University of Utah (2019) found that employers are seeking graduates who have relevant training and part-time work or field experiences. They want employees who are self-aware, self-reliant, responsible, professional, and can effectively navigate and embrace cultural differences. They further look for graduates who know themselves, can self-reflect, translate what they've learned in school into the workplace, and are leaders. Interpersonal communication skills and teamwork additionally top the list. Finally, local employers appreciate graduates who have had unique experiences such as study abroad, undergraduate research, and practica and can identify the transferable skills developed in these experiences. This major will provide students with many opportunities in these areas.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Nationally, there is a crisis of confidence - college students do not feel prepared for the workforce. Strada-Gallup (2017) found that only a third of students believe they will graduate with the skills and knowledge to be successful in the job market (34%) and in the workplace (36%). Additionally, only 53% believe their major will lead to a good job. A national study of college freshmen found that 76% want a degree that will lead to a specific career (CIRP, 2016).

Stan Inman, Director of the Career & Professional Development Center at the University of Utah, provided a more local perspective. In a recent interview, he said that undergraduate college students are seeking entry level careers that offer flexibility and life balance, are consistent with their altruistic values, allow them to apply their knowledge, and help them grow professionally. Satisfaction with their job and the ability to contribute to a purpose are increasingly more important than expectations around salary.

The undergraduate degree in Educational Psychology addresses the above concerns. This degree provides relevant knowledge, skills, and work-based learning experiences that not only lead to credentialing and high paying jobs immediately upon graduation, but offer opportunities for credentialing and employment compensation while in the program. Entry level careers most suited for this degree are behavioral and mental health positions in educational, community, and hospital settings. These settings offer flexibility, life balance, and are consistent with altruistic values and a sense of purpose. Jobs in the behavioral and mental health fields encourage professional development and continuing education.



The Department of Educational Psychology has been successful marketing our master's and doctoral programs locally and nationally. We anticipate using some of the same proactive advertising techniques to introduce undergraduate students to our new major. First, we will hire an academic coordinator who will be able to speak knowledgeably about our major to prospective candidates in person and over the phone. Second, we will advertise our major through marketing campaigns aimed at those in the K-12 school system who help students identify career paths based on their interests, values, and skills (e.g., school counselors, teachers, college access advisors, etc.) Third, we will advertise our major through marketing campaigns aimed at those in higher education (e.g., first year students, academic advisors, career advisors, student success advocates, faculty, etc.). Fourth, we will use social media and in-person and online information sessions to disseminate information.



Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Within the USHE, programs with an emphasis in behavioral and mental health services may be found in Psychology, Social Work, and Special Education at the following institutions:

Psychology

- University of Utah
- DSU, Snow, SUU, USU, UVU, WSU

Social Work

- University of Utah
- Snow, USU, UVU, WSU

Special Education

- University of Utah
- USU, UVU, WSU

The undergraduate degree in Educational Psychology differs from these three majors in that we provide skill-based courses that allow students to promote social, emotional, and behavioral changes in clients in multiple employment settings including the K-12 school system. Coursework in our curriculum helps students understand learning processes from cognitive and behavioral perspectives, individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept including their role in learning. Students are introduced to quantitative methods of inquiry, including testing and measurement, and empirically supported treatment techniques and interventions. Our degree includes two supervised field experiences in which students translate learning from the classroom into the real world. Moreover, upon graduate students can apply for a credential and get hired in a well-paying job.

The undergraduate degree in Psychology introduces students to a broad range of subfields within the discipline and is largely designed for students wanting to pursue graduate school. Students graduating with a psychology undergraduate degree are not always immediately employable in the human services field; this degree is typically seen as a stepping stone. The undergraduate degree in Social Work mostly prepares students to work at the macro-level, working with communities and within social policy – fostering change on a larger scale.

Undergraduate students in Social Work do not take skill-based courses in social, emotional, or behavior change. Finally, the undergraduate degree in Special Education leads to a teaching license focused on serving individuals with disabilities and their families.

Utah Valley University offers a program specific to work with individuals with autism spectrum disorder, a population who frequently receives behavior analytic services. The program at Utah Valley University prepares individuals for the BCaBA credential. Although the proposed undergraduate degree would allow individuals to earn the same credential, the scope of training proposed extends beyond the autism spectrum disorder-specific training provided through the Autism Studies program at Utah Valley University. Regionally, other programs that allow for graduates to earn the BCaBA include the University of Nevada-Reno. Thus, the proposed degree would have little competition within the Intermountain region. The ability to earn the BCaBA credential would be unique at the University of Utah, and would therefore not duplicate offerings already present on campus.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The proposed degree in Educational Psychology will function inside the University of Utah's designed service area. As such, it is not anticipated that the proposed program will have an impact on other existing programs within the USHE. The most similar program, Autism Studies at Utah Valley University, does lead to the same credential and as such has some overlapping coursework. However, the foci of the programs are different, with the program at Utah Valley University training individuals explicitly to work with individuals with autism spectrum disorder, whereas the proposed program in Educational Psychology is broader in focus. Specifically, the proposed program incorporates general educational psychology, as well as an applied emphasis in both behavior analysis and counseling—readying graduates to work not only with individuals with autism spectrum disorder, but also typically developing individuals and individuals with other mental and behavioral disorders. Although program graduates may compete for some positions, we anticipate that graduates of the proposed program would likely apply for a broader range of positions than graduates of the Autism Studies program at Utah Valley University. The faculty in the Department of Educational Psychology at the University of Utah have a collegial relationship with those at Utah Valley University, and would work to continue this relationship so as to ensure minimal conflict.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

Faculty within the Department of Educational Psychology have substantial experience in applied psychology and current labor market trends and demands. As such, no external industry professionals were recruited to serve as an advisory committee in the development of the degree proposal. Instead, the proposed degree has been guided by course sequence standards set forth by the Behavior Analysis Certification Board (BACB) and The Association for Behavior Analysis International (ABAI). Total cost of accreditation

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

All courses taken to satisfy major requirements must be taken for a letter grade, and students must earn a C or higher in all courses. Students must remain in good academic standing with the University, and also maintain a major-specific GPA of 2.75 or higher.

Admission Requirements

List admission requirements specific to the proposed program.

Students must be in good academic standing with the University and complete relevant admission and advising forms.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The proposed undergraduate degree builds upon successful graduate programs and undergraduate certificates within the Department of Educational Psychology. Coursework in the proposed degree has a high degree of concordance with courses currently taught within the Counseling Psychology and School Psychology programs. The Counseling Psychology program is currently responsible for administering the Positive Psychology certificate. As the department currently does not offer an undergraduate major, some new organizational structure is required for the delivery of the proposed degree. As such, a new undergraduate coordinator will be hired through internal reallocation of funds (see Appendix C). The proposed degree will not have a negative impact on existing undergraduate course offerings.

For several current graduate courses, separate undergraduate sections will be created. Although similar in content, these courses will have separate syllabi, course objectives, assignments, and assessments. Further, online supplements will be created for undergraduate students to ensure mastery of course material, and TAs from these courses will hold separate undergraduate study groups.

We have engaged in discussions with the Department of Family and Consumer Studies regarding utilizing extant FCS courses within the proposed course sequence, reducing the demand for creation of new courses within the College of Education.

In a faculty meeting on 11/4/19, there was a unanimous departmental vote for moving forward with the proposed program.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Most of the courses in the proposed undergraduate major will be taught by current faculty members in the Department of Educational Psychology. Several currently existing undergraduate courses are included, and some of the courses represent

graduate courses that will be cross-listed as undergraduate courses. Below are listed some of the faculty expected to teach and participate in the proposed program (additional faculty identified in Appendix E). Two additional career-line faculty will be recruited to both teach, supervise, and advise students.

Claire Son
Research and Inquiry in Education
Social Emotional Learning Strategies in Children

Tracy Dobie
Learning and Development

Robert Zheng
Using Technology in Diverse Classrooms

Eric Poitras
Writing and Communicating in Digital Environments

Monika Lohani
Intro to Statistics (Cross-listed with ED PS 6010)

Keith Radley
Fundamentals of Behavior Change II (Cross-listed with ED PS 6390)
Psychopathology (Cross-listed with ED PS 6450)

Elaine Clark
Autism Across the Lifespan (Cross-listed with ED PS 6836)

Aaron Fischer
Ethics and Professional Issues
Consultation and Collaboration (Cross-listed with ED PS 6470)

Kirsten Butcher
Using Technology in Diverse Classrooms

Karen Tao
Social Emotional Learning Strategies for Children

Lauren Liang
Social Emotional Learning Strategies for Children

A.J. Metz
Strategies for College Success (EDPS 2600)
Intro to Educational Psychology

Tenured or tenure-line faculty
Identity and Inclusivity
Strategies for College Success
Child/Adolescent Development
Intro to Psychology of Multiculturalism
Changing Children's Behavior
Interviewing and Counseling

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Current Department of Educational Psychology staff provide administrative support to all programs within the department. We plan to hire a undergraduate coordinator and advisor and career-line faculty who will provide additional support to students in the proposed degree. The College of Education has sufficient resources to handle these hires through internal reallocation.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by the to-be-hired undergraduate coordinator. We expect each student to meet with the advisor at least once per year to ensure timely progress toward graduation. Additionally, an advisory committee will be formed to assist the undergraduate coordinator in supervising the program and overseeing the curriculum and maintenance of accreditation. This committee will be comprised, at least initially, of members from the Department of Educational Psychology involved in undergraduate teaching.

Initially, the to-be-hired undergraduate advisor will serve as the advisor for all students in the program. Although faculty in the department have experience in advising graduate students, those involved with the program will also be trained in advising of undergraduate students. Leveraging undergraduate expertise in the college, all participating faculty will be trained in program and university graduation requirements and timelines. As the program grows, the College of Education will evaluate the creation of additional dedicated academic advisor positions.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The University of Utah currently has all needed library resources and support the proposed program.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation**Program Assessment**

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

In complementing the University of Utah Learning Framework (2019), Applied Educational Psychology students will experience engagement and success in the

following learning areas:

Program Goal 1: Provide students with breadth and depth of knowledge and skills in applied educational psychology.

Learning Outcome 1: Upon taking the required introductory educational psychology courses, students will demonstrate basic and applied knowledge and comprehension in the field including major concepts, theoretical perspectives, historical trends, and empirical findings as they apply to human development, learning, motivation, affect, self-regulation, and behavior.

Program Assessment 1: Assessment of this goal will occur through faculty feedback on in-class assignments, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Goal 2: Provide students with breadth and depth of knowledge and skills in the behavioral mental health profession.

Learning Outcome 2a: Upon taking the required advanced educational psychology courses, students will demonstrate the basic counseling and communication skills necessary to facilitate behavioral interventions (e.g., active listening, reflection, teaching, coaching, modeling, etc).

Program Assessment 2a. Assessment of this goal will occur through faculty feedback on in-class assignments and observation (e.g., mock counseling sessions), practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Learning Outcome 2b: Upon taking the required advanced educational psychology courses, students will understand professional and ethical behavior in the behavioral mental health profession.

Program Assessment 2b. Assessment of this goal will occur through faculty feedback on in-class assignments, faculty observation during in-class discussion, practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Goal 3: Train students to become multiculturally competent practitioners and social justice advocates.

Learning Outcome 3: Upon taking the required introductory and advanced educational psychology courses, students will develop awareness, knowledge, and skills necessary to address issues of human diversity (defined broadly) and multiculturalism and advocate for the needs and issues of underrepresented and underserved populations.

Program Assessment 3: Assessment of this goal will occur through faculty feedback on in-class assignments, end-of-semester course grades, supervisor evaluations, and exit surveys given to students upon graduation.

Program Goal 4: Produce graduates who can understand and apply scientific knowledge and principles to professional practice to more effectively address the needs of individuals, families, groups, organizations, and public policy issues.

Learning Outcome 4a: Upon taking the required introductory and advanced

educational psychology courses, students will be able to articulate the implications of evidence-based practice to the delivery of behavioral mental health interventions.

Program Assessment 4a: Assessment of this goal will occur through faculty feedback on in-class assignments, end-of-semester course grades, and exit surveys given to students upon graduation.

Learning Outcome 4b: Upon taking the required introductory and advanced educational psychology courses, students will be able to access, understand, and critically evaluate relevant psychological and behavioral health research literature and apply their scientific knowledge of research to behavioral mental health interventions.

Program Assessment 4b: Assessment of this goal will occur through faculty feedback on in-class assignments, end-of-semester course grades, and exit surveys given to students upon graduation.

Program Goal 5: Provide students with an opportunity to transfer their classroom knowledge into real-world skills through practicum experiences in the local community.

Learning Outcome 5a: Students will gain knowledge of the duties and responsibilities of a professional in the field of behavioral mental health.

Program Assessment 5a: Assessment of this goal will occur through faculty feedback on in-class assignments and discussion (in the practicum courses), faculty conversation with the practicum site supervisor (during a site visit), practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Learning Outcome 5b: Students will transfer learning of behavioral mental health interventions to real-world cases.

Program Assessment 5b: Assessment of this goal will occur through faculty feedback on in-class assignments and discussion (in the practicum courses), faculty conversation with the practicum site supervisor (during a site visit), practicum supervisor evaluations, end-of-semester course grades, and exit surveys given to students upon graduation.

Learning Outcome 5c: Students will be receptive to feedback and guidance from their on-site supervisor to enhance learning.

Program Assessment 5c: Assessment of this goal will occur through faculty conversation with the practicum site supervisor (during a site visit), practicum supervisor evaluations, and student self-reflection on their practicum experience.

Learning Outcome 5d: Students will recognize ethical, multicultural, and psychosocial issues related to conducting behavioral mental health interventions with real clients in the local community.

Program Assessment 5d: Assessment of this goal will occur through faculty feedback on in-class assignments and discussion (in the practicum courses), faculty conversation with the practicum site supervisor (during a site visit), practicum supervisor evaluations, end-of-semester course grades, and exit

surveys given to students upon graduation.

Program Goal 6: Encourage student transformation, autonomy, and self-direction.

Learning Outcome 6: Students will develop skills in goal setting, autonomy, personal responsibility, and self-direction.

Program Assessment 6: Assessment of this goal will occur through personalized learning plans. Each Fall term, students will meet with their advisor to develop personalized learning plans to enhance their academic success and career development. The learning plans will include SMART goals and action plans. For example, students may identify additional readings relevant to their developing specialty in Educational Psychology or they may seek informational interviews with someone in a related field (e.g., board certified behavior analysts, social workers, case managers, and autism spectrum disorder specialists). At the end of each Spring term, students will review their personalized learning plans with their advisor and engage in self-reflection regarding how they have grown, what they have learned, and what goals they would like to set for the next year.

Program Goal 7. Help students be career-ready and competitive in the job market.

Learning Outcome 7a: Upon completion of the program, students will be ready to apply for jobs in the field of behavioral mental health.

Program Assessment 7a: In their practicum course in the last year of the program, students will create a resume and cover letter and have it reviewed by a career advisor in the Career & Professional Development Center. They will also engage in mock interviewing and receive feedback on their interviewing skills.

Learning Outcome 7b: Upon completion of the program, students will have the knowledge and skills to enter and maintain employment in the field of behavioral mental health.

Program Assessment 7b: First, the program will collect employment statistics and report them on the program website. Second, the program will collect graduate licensure rates and passage of the Board Certified Assistant Behavior Analyst exam. Third, alumni will be surveyed immediately following the completion of their program and at years 3 and 6 post-graduation to inquire about employment status and job satisfaction.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Upon graduation, students in the proposed degree will demonstrate the knowledge and skills identified below. Students will have completed coursework allowing them to be eligible for both the Registered Behavior Technician and Board Certified Assistant Behavior Analyst (BCaBA) credentials. They will also have taken courses to prepare them for a wide range of graduate

training experiences. All courses must be passed with a C or higher, with a minimum of a 2.75 degree GPA.

The following competencies and marketable skills were chosen based on: the skills and abilities identified by the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) for those working in behavioral and mental health fields (e.g., applied behavior analyst, school psychologist, autism consultant, school counselor, mental health counselor, social worker, and substance abuse worker).

The competencies and marketable skills important to this undergraduate degree can be further delineated by the following categories:

Knowledge of human development, human behavior, motivation, and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders

Knowledge of principles and methods for training design, teaching and instruction for individuals and groups, and the measurement of intervention effects

Further, all graduates will demonstrate the following skills required for training in a Behavior Analysis Certification Board-Approved course sequence and critical for passing the certification examination as a Board Certified Assistant Behavior Analyst (BACB, 2017):

- A. Philosophical Underpinnings of Behavioral Psychology
- B. Concepts and Principles of Behavioral Psychology
- C. Measurement, Data Display, and Interpretation of Data within Research and Practice Contexts
- D. Experimental Design
- E. Professional and Ethical Research and Practice
- F. Behavioral Assessment
- G. Selection and Implementation of Evidence-Based Interventions
- I. Personnel Supervision and Management

Other critical standards of performance to be acquired as part of the degree program, and necessary for future employment in the field, include:

- A. Inquiry and analysis
- B. Critical thinking
- C. Creative Thinking
- D. Quantitative literacy
- E. Information literacy
- F. Problem solving
- G. Teamwork/Collaboration
- H. Active listening
- I. Counseling
- J. Social perception (being aware of others' reactions and understanding why they react as they do)
- K. Intercultural knowledge and competence
- L. Ethical reasoning
- M. Leadership

N. Career management

Each course instructor will conduct a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student outcomes in their classroom (formative assessment). At the very least, instructors will have a mid-term quiz, test, or evaluation of learning. In Practicum/Capstone courses, direct observation of skills in applied context, and use of a rubric to evaluate acquisition of these standards of performance, will be utilized.

The educational psychology department will also conduct formative assessment to ensure students are effectively progressing through the undergraduate major. First, the academic coordinator will meet with students at least once a year to provide academic advising and formative feedback. Second, student grades will be monitored. Students will need to obtain a C or above in each department course and maintain a 2.75 degree GPA. If a student does not receive a C or above in a department course or their major GPA falls below a 2.75, they will be put on probation and receive special attention through regular check-ins with their academic advisor. Third, students will be closely monitored and directly observed during their work-based learning experiences to ensure they are prepared for graduation and employment. The practicum course instructor, in addition to the student's individual site supervisor, will provide the student with feedback weekly to ensure the development of clinical skills, multicultural competence, and professional and ethical behavior. Any concerns or issues will be addressed prior to completion of the practicum. Fourth, there will be certain courses that require an instructor to formally evaluate a student's attitudes, skills, and professionalism. These courses include: Interviewing and Counseling, Introduction to Psychology of Multiculturalism, Consultation and Collaboration in Applied Settings, and Practicum. The instructors of these courses will be provided with a student evaluation that will need to be turned into the academic coordinator with a copy provided to the student.

Summative assessment will ensure that students are meeting the program outcomes listed under the "Program Assessment" section of this proposal. For example, course grades will be used to ensure students have acquired knowledge of basic and applied principles of educational psychology through completion of required coursework. Interviews with alumni of the program will ensure the course content was appropriate and has real-world application. Site supervisor evaluations will ensure students have the requisite clinical skills, multicultural competence, and ethical and professional behavior to enter the world-of-work. At the end of the academic semester, students will complete a self-assessment rating their development in key competencies and marketable skills identified above. Based on the self-evaluation, they will set goals for themselves for the next semester.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			33
Required Courses			
FCS 3210		Statistics in Family and Consumer Studies (QB)	3
EPDS 2030		Research and Inquiry in Education (QI)	3
EDPS 3565		Writing and Communicating in Digital Environments (CW)	3
EDPS 3720/3724		Child Dev or Adolescent Dev (BF) or Beginnings: Development During	3
EDPS 2010		Identity and Inclusivity (DV)	3
EDPS 2XXX	×	Introduction to Educational Psychology	3
EDPS 2110		Learning and Development	3
EDPS 2140		Using Technology in Diverse Classrooms	3
EDPS 2600		Strategies for College Success	3
EDPS 3582		Social Emotional Teaching Strategies in Early Childhood	3
EDPS 3961		Introduction to Psychology of Multiculturalism	3
EDPS 4XXX	×	Concepts and Principles of Behavioral Interventions	3
EDPS 4XXX	×	Ethics and Professional Issues	3
EDPS 4XXX	×	Problem Solving and Evidence-Based Decision Making	3
EDPS 4XXX	×	Fundamentals of Behavior Change I	3
EDPS 4XXX	×	Fundamentals of Behavior Change II	3
EDPS 4XXX	×	Psychopathology	3
EDPS 4XXX	×	Group Dynamics and Facilitation	3
EDPS XXX OR		Autism Across the Lifespan	3
EDPS 5070		Changing Children's Behavior	3
EDPS 5210		Interviewing and Counseling	3
EDPS 5470		Consultation and Collaboration in Applied Settings	3
EDPS 5XXX	×	Practicum in Educational Psychology (Fall)	3
EDPS 5XXX	×	Practicum in Educational Psychology (Spring)	3
Required Course Credit Hour Sub-Total			72
Elective Courses			
		Variable across students, non-prescribed	16

Course Number	NEW Course	Course Title	Credit Hours
Elective Credit Hour Sub-Total			16
Core Curriculum Credit Hour Sub-Total			121

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Students in the Educational Psychology PS program will complete 24 required courses for a total of 72 hours. While some of these required courses meet the General Education requirements for the University, students will be responsible for identifying coursework that meets the outstanding General Education requirements (i.e., 33 hours). Finally, students will complete 17 hours of electives.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
EDPS 2010 Identity and Inclusivity	3	EDPS 3720/3712 Child OR Adol Development	3
EDPS 2XXX Intro to Ed Psych	3	EDPS 2110 Learning and Development	3
EDPS 2600 Strategies for College Success	3	EDPS 3565 Writing and Communicating	3
General Ed (e.g., SF)	3	General Ed (e.g., FF)	3
General Ed (e.g., AI)	3	General Ed (e.g., HF)	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
EDPS 2030 Research and Inquiry	3	EDPS 4XXX Concepts and Principles	3
EDPS 2140 Using Technology in Div. Classroom	3	EDPS 3582 Social Emotional Teaching Strats	3
FCS 3210 Statistics in Family and Consumer Sci	3	EDPS 3961 Intro to Psych of Multiculturalism	3
General Ed (e.g., SF/AS)	3	General Ed (e.g., BF)	3
General Ed (e.g., HF)	3	General Ed (e.g., QI)	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
EDPS 4XXX Fundamentals of Behavior Change	3	EDPS 4XXX Fundamentals of Behavior Change	3
EDPS 4XXX Ethics and Professional Issues	3	EDPS 4XXX Group Dynamics	3
EDPS 4XXX Problem Solving/Decision Making	3	FCS 5100 Autism Across the Lifespan	3
EDPS 4XXX Psychopathology	3	EDPS 5070 Changing Children's Behavior	3
EDPS 5470 Consultation and Collaboration	3	EDPS 5210 Interviewing and Counseling	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Practicum in Educational Psychology	3	Practicum in Educational Psychology	3
General Ed (e.g., FF)	3	General Ed (e.g., QI)	3
General Ed (e.g., IR)	3	Student Elective	3
Student Elective	3	Student Elective	3
Student Elective	4	Student Elective	3
Total	16	Total	15

Appendix C: Current and New Faculty / Staff Information**Part I. Department Faculty / Staff***Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.*

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	10	10	3
Faculty: Part Time with Doctorate	3		
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	///	///	8
Staff: Full Time			
Staff: Part Time			

Part II. Proposed Program Faculty Profiles*List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).*

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Keith	Radley	TT	Ph.D.	University of Utah	25%	
	Aaron	Fischer	TT	Ph.D.	Louisiana State University	25%	
	Elaine	Clark	T	Ph.D.	Michigan State University	10%	
	Kirsten	Butcher	T	Ph.D.	University of Colorado-Boulder	10%	
	Tracy	Dobie	TT	Ph.D.	Northwestern University	10%	
	Joanna	Drinane	TT	Ph.D.	University of Denver	10%	
	Lauren	Liang	T	Ph.D.	University of California-Berkeley	10%	
	Colli	Lucas	Other	Ph.D.	University of Utah	10%	
	AJ	Metz	T	Ph.D.	University of Wisconsin-Wilwaukee	10%	
	Eric	Poitrass	TT	Ph.D.	McGill University	10%	
	Jennifer	Taylor	TT	Ph.D.	University of Florida	10%	
	Claire	Son	T	Ph.D.	University of Michigan	10%	
	Lauren	Barth-Cohen	TT	Ph.D.	University of California, Berkley	10%	
	Jason	Burrow-Sanchez	T	Ph.D.	University of Oregon	10%	
	Anne	Cook	T	Ph.D.	University of New Hampshire	10%	
	Robert	Zhang	T	Ph.D.	Baylor University	10%	
	Zac	Imel	T	Ph.D.	University of Wisconsin-Madison	10%	
	Lauren	Liang	T	Ph.D.	University of Minnesota	10%	
	Monica	Lohani	TT	Ph.D.	Brandeis University	10%	

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
	Janiece	Pompa	Other	Ph.D.	Michigan State University	25%	
	John	Davis	TT	Ph.D.	Texas A&M University	25%	
Part Time Faculty							
	Jan	Dole	T	Ph.D.	University of Colorado	10%	
	Doug	Hacker	T	Ph.D.	University of Washington	10%	
	Bill	Jenson	T	Ph.D.	Utah State University	10%	

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate			2	Board Certified Behavior Analyst, PhD in Counseling or School +	100%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/ / / / /	/ / / / /			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	0	15	20	30	40	50
# of Majors in Proposed Program(s)	////	15	30	40	50	60
# of Graduates from Department	0	0	0	8	15	20
# Graduates in New Program(s)	////	0	0	8	15	20
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$162,000	\$162,000	\$162,000		
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0		
Other:	\$0	\$0	\$0			
TOTAL PROGRAM EXPENSES	////	\$162,000	\$162,000	\$162,000		
TOTAL EXPENSES	\$0	\$162,000	\$162,000	\$162,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$162,000	\$162,000	\$162,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$162,000	\$162,000	\$162,000		
TOTAL DEPARTMENT FUNDING	\$0	\$162,000	\$162,000	\$162,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation**Expense Narrative**

Describe expenses associated with the proposed program.

Expenses associated with the program include salaries and benefits for two non-tenure track faculty. One of the new faculty associated with the program will serve as undergraduate coordinator for this and other potential future undergraduate programs in the College of Education. The other new faculty member will be responsible for teaching new courses and supervising practicum experiences.

Part III: Describe funding sources**Revenue Narrative 1**

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The Dean of the College of Education has indicated that the College is currently budgeting for the creation of new positions to support the development of the proposed undergraduate degree. As such, internal resources will be utilized to handle these hires.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

As the program grows, the program will utilize funds generated from Student Credit Hours to establish self-sufficiency. Further, community partnerships will be investigated (e.g., Carmen B. Pingree Center) as means of funding the program and external funding through grants (e.g., US Department of Education) will be sought.

December 24, 2019

Ann Darling, PhD
Assistant Vice President-Undergraduate Studies
2400 Language and Communication Building
University of Utah

Dear Vice President Darling:

I am writing this letter in support of the Department of Educational Psychology's application for a new undergraduate degree, a Bachelor's of Science in Educational Psychology. As the chair of the Department of Special Education, I am aware of the need for more behavioral and mental health professionals to work in schools and treatment centers. The Department of Special Education and the Department of Educational Psychology have a history of collaborating on the graduate level BCBA program in the College of Education and we look forward to the possibility of continued opportunities for collaboration with Educational Psychology on their efforts related to the undergraduate RBT and BCaBA programs.

As a member of the Leadership Team, I am also aware that the College of Education has been working on expanding our undergraduate degree offerings. As you probably know, the only undergraduate degree programs in the College of Education are currently offered through the Department of Special Education and the Urban Institute of Teacher Education. The proposed degree through the Department of Educational Psychology will add to those options and will create a pipeline for four of their graduate programs (i.e., School Psychology, School Counseling, Licensed Professional Counselor, and Counseling Psychology).

Please let me know if I can provide any additional information. I can be reached by email at susan.johnston@utah.edu.

Sincerely,



Susan Johnston, PhD
Professor and Chair, Department of Special Education
College of Education



**COLLEGE OF SOCIAL
AND BEHAVIORAL SCIENCE**

Departments

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Master of Public Policy
Master of Science in International
Affairs and Global Enterprise

ROTC

Aerospace Studies
Military Science
Naval Science

Institutes and Centers

Archaeological Center
Child & Family Development Center
DIGIT Center
National Center for Veterans Studies
NEXUS
Tanner Human Rights Center

January 8, 2020

Elaine Clark, PhD
Dean, College of Education
1721 Campus Center Dr., Room 3202
University of Utah
Salt Lake City, UT 84112

Dear Dean Clark:

On behalf of the College of Social and Behavioral Science (CSBS), I am pleased to offer this letter in support of the proposed bachelor's degree in Educational Psychology. This new degree option will provide students with the applied behavioral analysis skills needed to work in the area of behavioral and mental health in a variety of professional settings, but especially within education. We assess this proposal to be very consistent with the University of Utah's mission as it addresses an important, unmet labor force need within the areas of behavior, early intervention, and the provision of effective, evidence-based services. As such, it will be an excellent addition to the major options for University of Utah students.

Going forward, our college welcomes the opportunity to explore complementary course work in CSBS that might serve as appropriate Educational Psychology electives or be cross-listed with selected required courses (e.g., Introductory Statistics). We believe that such curricula discussions will create positive synergies for both colleges and we look forward to continuing the dialog.

Sincerely,

Cathleen D. Zick, Ph.D.
Professor, Family and Consumer Studies
Associate Dean

Cc: Cynthia Berg, CSBS Dean
Lori Kowaleski-Jones, FCS Chair
Bert Uchino, Psychology Chair

Office of the Dean

Gardner Commons Suite 3725
260 South Central Campus Drive
Salt Lake City, Utah 84112



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MEMORANDUM

January 10, 2020

To: Ann Darling, Assistant Vice President Undergraduate Studies

From: Martell Teasley, Dean, College of Social Work *MT*

RE: Undergraduate Educational Psychology Degree Proposal

The College of Social Work fully supports the College of Education's proposed development of an undergraduate degree within its Educational Psychology department. I'm sure that the new degree will attract students to this major, as well as attract students from other disciplines for elective courses.