



**1. Purpose and Nature of Program**

Provide a brief program description. Include the distinctive features of the program that make it unique.

Counseling and applied psychological science is a specialty in promoting psychological well-being. Counselors and applied psychologists provide the tools and resources necessary for individuals, families and organizations to cope with everyday problems. In Arizona and beyond, there is increasing demand for mental health services. The BS program in counseling and applied psychological science would provide foundational training in counseling theories, career and lifespan development, ethics and professional identity and research methods. A unique aspect of the program is its attention to cultural diversity that includes age, gender, race, ethnicity, sexual orientation, religion and socioeconomic status. Graduates may qualify for employment in community agencies, hospitals, rehabilitation centers and other behavioral healthcare delivery settings to support counselors and other mental health professionals. Potential placements for graduates of the counseling and applied psychological science degree program include behavioral health technician, vocational rehabilitation assistant, human service worker and life-skills instructor. Graduates will not be license-eligible as professional counselors but will be well-prepared to enter advanced graduate degree programs in counseling (e.g., Master of Counseling in clinical mental health counseling) and related fields. The course work equips students with the necessary skills to pursue research interests in graduate school.

**2. Student Learning Outcomes and Assessment Methods****A. Knowledge, competencies, and skills**

List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at (<http://www.asu.edu/oue/assessment.html> )

Outcome 1: Graduates of the BS in counseling and applied psychological science will be able to describe foundational counseling theories and research methods.

Outcome 2: Graduates of the BS in counseling and applied psychological science will be exposed to basic counseling skills and features of the service delivery process associated with their community-based placement site.

**B. Assessment**

Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<http://www.asu.edu/oue/assessment.html> )

Measure 1.1:	The program will administer an objective test of knowledge of key theoretical and empirical concepts in the field.
Performance Criterion 1.1:	70% of participating counseling and applied psychological science students will receive a passing score on the test.
Measure 1.2:	Graduating Student Report Card administered by UOEEE
Performance Criterion 1.2:	70% of reporting BS counseling and applied psychological science students will report “very much/quite a bit” that they had the opportunity to analyze quantitative problems.
Measure 2.1:	The end of the semester paper in which students describe counseling skills and the service delivery process associated with their community-based placement site
Performance Criterion 2.1:	On a 1-3 scale, students will average above 2.0 on their written knowledge of the three phases of the service delivery process (intake, staffing/disposition, service delivery) as it pertains to their site.
Measure 2.2:	Field supervisor ratings of student Knowledge of Treatment Approaches and Treatment Setting at the end of their internship placement
Performance Criterion 2.2:	On a scale of 1-5, 90% of students will achieve a score of 3.0 or higher on 80% of skills in the categories of Knowledge of Treatment Approaches and Treatment Setting.

### 3. Academic Curriculum and Requirements

#### A. Major Map.

Attach a copy of the “proposed” major map for this degree program and each concentration(s) to be offered. Instructions on how to create a “proposed major map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

#### B. Summary of credit hours required for this program

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
<b>First Year Composition</b>	<b>6</b>
<b>ASU 101 (or Equivalent)</b>	1
<b>General Studies</b>	29
<b>Core/required courses</b>	35
<b>Program specific electives</b>	24
<b>Additional requirements (MAT 119 and Life Science Lab Course)</b>	7
<b>Other; please explain (General University Electives – Upper division =6, Lower division =12)</b>	18
<b>Total</b>	<b>120</b>

#### C. Core/Required Courses.

i. Total required and/or core course credit hours: **35**

ii. List the name, prefix, and credit hours for each required/core course for this program

CAP 120 Introduction to Counseling (3)  
 CAP 220 Exploring Cultural Diversity in Counseling (3)  
 CAP 240 Counseling Skills (3)  
 CAP 260 Survey of Careers in Counseling and Applied Psychology (1)  
 CAP 310 Addictions I – Foundations and Basic Principles (3)  
 CAP 320 Theories of Counseling and Psychotherapy (3)  
 CAP 484 Counseling and Applied Psychological Science Internship (3)  
 CED 250 Career Development (3)  
 PSY 101 Introduction to Psychology (3)  
 PSY 230 Introduction to Statistics (3)  
 PSY 290 Research Methods (4)  
 PSY 366 Abnormal Psychology (3)

#### D. Program Specific Electives.

i. Total required program elective credit hours: **24**

ii. List the name, prefix, and credit hours for any program specific electives for this program:

***Choose four courses from the list below (12 credit hours)***

CAP 315 Trauma and Crisis Intervention (3)  
 CAP 325 Professional Practice and Ethics in Counseling (3)  
 CAP 330 Group Counseling (3)  
 CAP 340 Multicultural Counseling Theory and Practice (3)  
 CAP 342 Community Outreach, Prevention and Intervention (3)  
 CAP 400 Advanced Counseling Research Methods (3)  
 CAP 420 School Counseling (3)

CAP 440 Addictions II – Treatment, Recovery, and Relapse Prevention (3)

JUS 305 Principles of Justice Studies (3)

***Choose four courses from the list below (12 credit hours)***

FAS 331 Marriage and Family Relationships (3)

FAS 370 Family Ethnic and Cultural Diversity (3)

PSY 315 Personality Theory and Research (3)

PSY 320 Learning and Motivation (3)

PSY 323 Sensation and Perception (3)

PSY 324 Memory and Cognition (3)

PSY 325 Physiological Psychology (3)

PSY 330 Statistical Methods (3)

PSY 341 Developmental Psychology, SB (3)

PSY 350 Social Psychology, SB (3)

PSY 369 Biology of Human Sexuality (3)

PSY 370 Interpersonal Relationships (3)

PSY 385 Psychology of Gender (3)

PSY 399 Supervised Research (1-12)

PSY 425 Biological Bases of Behavior, L (3)

PSY 444 Adolescent Psychology and Psychopathology (3)

PSY 447 Psychology of Aging, SB (3)

PSY 465 Psychology of Stress and Coping (3)

PSY 470 Psychopharmacology (3)

PSY 472 Clinical Psychology (3)

PSY 499 Individualized Instruction (1-3)

SOC 315 Courtship and Marriage (3)

**E. Additional Program Requirements, if any: 7 credit hours**

List and describe any capstone experiences, milestone, and/or additional requirements.

MAT 119 Finite Mathematics (3)

Life Sciences Lab Course: Applied Biological Sciences, Biology or Microbiology (4)

**Other:** General University Electives (total 18 credit hours). Of the 18 credit hours, 6 credits are from upper division electives and 12 from lower division electives.

**F. Concentrations**

- I. Are any concentrations to be established under this degree program? No, concentrations will not be established.
- II. If yes, are concentrations required? N/A
- III. List courses & additional requirements for the proposed concentration (s):

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

**4. New Course Development**

**A. Will a new course prefix (es) be required for this degree program? Yes**

If yes, list prefix name(s) (i.e. ENG- English) CAP

*Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: [http://provost.asu.edu/files/shared/curriculum/Prefix\\_Request.doc](http://provost.asu.edu/files/shared/curriculum/Prefix_Request.doc).*

**B. New Courses Required for Proposed Degree Program.**

List all new courses required for this program, including course prefix, number and course description.

**CAP 120: Introduction to Counseling (3)**

Course description: Introduction to and overview of the field of counseling. It provides a broad overview of several counseling topics related to ethics, prevention, intervention, and treatment, as well as multicultural counseling.

**CAP 220: Exploring Cultural Diversity in Counseling (3)**

Course description: Description of current theory and research on diversity in race, culture, ethnicity, gender, sexual orientation, and other related aspects through the lens of counseling psychology. Prerequisite(s): CAP 120 with a C or better.

**CAP 240: Counseling Skills (3)**

Course description: Introduction to counseling skills and intervention techniques used in treatment. The focus of this course is on active listening, self-awareness, and other related skills. Prerequisite(s): CAP 120 with a C or better.

**CAP 260: Survey of Careers in Counseling and Applied Psychology (1)**

Course description: Overview of careers in various fields of counseling and applied psychology. Prerequisite(s): For general psychology majors – PSY 101 with a C or better; for counseling and applied psychology majors – CAP 120 with a C or better.

**CAP 310: Addictions I – Foundations and Basic Principles (3)**

Course description: History, overview, and principles of addictions as well as introductory counseling techniques specific to addictions and substance abuse. Students will also learn the basic types of addictions and techniques to diagnose them. Prerequisite(s): CAP 120 with a C or better.

**CAP 315: Trauma and Crisis Intervention (3)**

Course description: Introduction to the role of counselors in traumatic events, crises, and situations. This course also introduces students to counseling skills and techniques particularly specialized for crises such as child abuse, partner violence, war, natural disasters, and many others. Prerequisite(s): CAP 120 with a C or better.

**CAP 320: Theories of Counseling and Psychotherapy (3)**

Course description: Theoretical foundations and related principles of counseling. Prerequisite(s): CAP 120 with a C or better; CAP 240 with a C or better; ENG 102, 105 or 108 with a C or better.

**CAP 325: Professional Practice and Ethics in Counseling (3)**

Course description: Ethical issues (confidentiality, informed consent, integrity, respect) and professional codes of conduct in the counseling field will be discussed. Prerequisite(s): CAP 120 with a C or better; CAP 240 with a C or better.

**CAP 330: Group Counseling (3)**

Course description: Overview of theories, techniques, and approaches to group counseling and therapy. Prerequisite(s): CAP 120 with a C or better; CAP 240 with a C or better.

**CAP 340: Multicultural Counseling Theory and Practice (3)**

Course description: Overview of multicultural theory, research, and practice. Topics include acculturation, identities, prejudice, and other related topics. Prerequisite(s): CAP 120 with a C or better; CAP 220 with a C or better.

**CAP 342: Community Outreach, Prevention and Intervention (3)**

Course description: Understanding of the methodologies in community outreach and prevention treatment. Prerequisite(s): CAP 120 with a C or better; CAP 240 with a C or better.

**CAP 400: Advanced Counseling Research Methods (3)**

Course description: Builds upon introductory research methods and provides students with a strong foundation of research knowledge in counseling and counseling psychology. Critical reading and analysis of peer-reviewed journal articles, types of research methodologies, and proposal development will be covered. Prerequisite(s): CAP 120 with a C or better; PSY 290 with a C or better.

**CAP 420: School Counseling (3)**

Course description: Overview of counseling in schools. Role of school counselors in supporting youth and adolescents in many areas such as developmental disabilities/mental illness, ethical and legal issues. Prerequisite(s): CAP 120 with a C or better; CAP 240 with a C or better.

**CAP 440: Addictions II – Treatment, Recovery, and Relapse Prevention (3)**

Course description: Builds on CAP 310 Addictions I and covers philosophies and models of treatment, recovery, relapse prevention, and continuing care in substance abuse counseling. Prerequisite(s): CAP 120 with a C or better; CAP 310 with a C or better.

**CAP 484: Counseling and Applied Psychological Science Internship (3)**

Course description: This course will give students supervised, hands-on experience in the counseling psychology field. This course will allow students to explore various counseling psychology domains and apply their knowledge and theories learned in counseling courses. Prerequisite(s): Taken in the last semester.

**Omnibus**

CAP 194

CAP 294

CAP 394

CAP 494

CAP 498 Pro-Seminar (1-7)

CAP 499 Individualized Instruction (1-3)

*Note: New course requests must be submitted electronically via [Curriculum ChangeMaker](#) and undergo all internal university review and approval steps including those at the unit, college, and university levels.*

**5. Program Need**

Explain why the university needs to offer this program (include target audience and market).

Presently, this program is not offered at Arizona State University. Approximately 18% of the U.S. population and more than 9% of Arizona's population suffers from a mental illness (CDC, 2006). The U.S. Bureau of Labor Statistics shows a steady increase in employment in the education and health services sector (a 35% increase since 2006), suggesting that the need for health

services will continue to increase. Nationally, the projected job outlook for the mental health profession (e.g., licensed substance abuse technician) is increasing accordingly. Graduates from this program will be able to assist licensed mental health professionals to provide services in the state of Arizona and beyond.

## 6. Impact on Other Programs

List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

1. Psychology, College of Liberal Arts and Sciences (Tempe)
2. School of Social and Behavioral Sciences, New College of Interdisciplinary Studies
3. Family and Human Development, College of Liberal Arts and Sciences
4. Social Work, College of Public Service and Community Solutions

We believe that offering this program face-to-face on the Polytechnic campus will have minimal impact on the degree programs above. In addition, the proposed course work is unique. Courses offered here are complementary to the programs listed above and will have little, if any, impact on enrollments in the current programs.

## 7. Projected Enrollment

How many new students do you anticipate enrolling in this program each year for the next five years?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year (Yr 1 continuing + new entering)	3 <sup>rd</sup> Year (Yr 1 & 2 continuing + new entering)	4 <sup>th</sup> Year (Yrs 1, 2, 3 continuing + new entering)	5 <sup>th</sup> Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	30	60	90	120	150

## 8. Accreditation or Licensing Requirements

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

N/A

## 9. Faculty & Staff

### A. Current faculty

List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculties who will teach in the program.

Name	Rank	Highest degree	Area of Specialization	Level of Involvement	Courses
Devina Wadhera	Clinical Assistant Professor	Ph.D.	Learning and behavior; Physiology of behavior	High (6-7 courses/yr)	PSY 101 – Introduction to Psychology PSY 290 – Research Methods PSY 320 – Learning and Motivation PSY 325 – Physiological Psychology PSY 425 – Biological Basis of Behavior PSY 470 – Psychopharmacology CAP 260 – Survey of Careers in Counseling and Applied Psychology
Angela Catena	Clinical Assistant	Ph.D.	Trauma, LGBTQ counseling;	Low (1-2 courses/yr)	CAP 315 – Trauma and Crisis Intervention CAP 484 – Counseling and Applied

	Professor		gender		Psychological Science Internship
Cynthia Glidden-Tracey	Clinical Associate Professor	Ph.D.	Addictions, substance abuse	Low (1-2 courses/yr)	CAP 310 – Addictions I- Foundations and Basic Principles CAP 440 – Addictions II – Treatment, Recovery, and Relapse Prevention
Lisa Spanierman	Professor and Faculty Head	Ph.D.	Diversity	Low (1-2 courses/yr)	CAP 320 – Theories of Counseling and Psychotherapy
Carlos Santos	Assistant Professor	Ph.D.	Diversity; Research Methods	Low (1-2 courses/yr)	CAP 220 – Exploring Cultural Diversity in Counseling CAP 400 – Advanced Counseling Research Methods
Ashley Randall	Assistant Professor	Ph.D.	Family Studies; Marriage Counseling; Relationships	Low (1-2 courses/yr)	CAP 120 – Introduction to Counseling CAP 240 – Counseling Skills
Alisia Tran	Assistant Professor	Ph.D.	Diversity; Statistics	Low (1-2 courses/yr)	PSY 230 – Introduction to Statistics
Cristalis Capielo	Assistant Professor	Ph.D.	Multicultural Counseling and Diversity	Low (1-2 courses/yr)	CAP 340 – Multicultural Counseling Theory and Practice CAP 342 – Community Outreach, Prevention and Intervention
Richard Kinnier	Professor	Ph.D.	Group dynamics; school counseling	Low (1-2 courses/yr)	CAP 330 – Group Counseling
Jennifer Pereira	Assistant Clinical Professor	Ph.D.	School Counseling	Low (1-2 courses/yr)	CAP 420 – School Counseling
Sharon Kurpius	Professor	Ph.D.	Intimate relationships, ethics and values	Low (1-2 courses/yr)	CAP 325 – Professional Practice and Ethics in Counseling

**B. New Faculty:**

Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

We will hire faculty associates and lecturers for this program on an as-needed basis.

**C. Administration of the program.**

Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

We will use general admission standards. The College of Integrative Sciences and Arts has appropriate advising and support staff available at the Polytechnic campus.

**10. Resources (necessary to launch and sustain the program)**

**A. Required resources:**

Describe any new resources required for this program’s success, such as new support staff, new facilities, new library resources, new technology resources, etc.

N/A



**B. Resource acquisition:**

Explain how the resources to support this program will be obtained.

N/A

APPENDIX  
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS  
(This information is used to populate the [Degree Search](#)/catalog website.)

1. **Program Name (Major):** Counseling and Applied Psychological Science, BS

2. **Program Description** (150 words maximum)

Counseling and applied psychological science is a specialty in promoting psychological well-being. Counselors and applied psychologists provide the tools and resources necessary for individuals, families and organizations to cope with everyday problems. The BS program in counseling and applied psychological science provides foundational training in counseling theories, career and lifespan development, ethics and research methods. A unique aspect of the program is its attention to cultural diversity that includes age, gender, race, ethnicity, sexual orientation, religion and socioeconomic status. Graduates may qualify for employment in community agencies, hospitals, rehabilitation centers and other behavioral healthcare delivery settings to support counselors and other mental health professionals. Graduates will be prepared for careers as behavioral health technicians, vocational rehabilitation assistants, human service workers, life-skills instructors and others. Graduates will not be license-eligible as professional counselors but will be well-prepared to enter advanced graduate degree programs in counseling and related fields.

3. **Contact and Support Information**

Building Name, code and room number: ( <a href="#">Search ASU map</a> )	SANCA 233
Program office telephone number: ( <i>i.e.</i> 480/965-2100)	480-727-1526
Program Email Address:	cisa@asu.edu
Program Website Address:	<a href="https://cisa.asu.edu">https://cisa.asu.edu</a>

4. **Delivery/Campus Information Delivery:** On-campus only (ground courses and/or iCourses)

*Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.*

5. **Campus/Locations:** indicate all locations where this program will be offered.

Downtown Phoenix     Polytechnic     Tempe     Thunderbird     West    Other:

6. **Additional Program Description Information**

- A. Additional program fee required for this program? No
- B. Does this program have a second language requirement? No

7. **Career Opportunities & Concentrations**

Provide a brief description of career opportunities available for this degree program. If program will have concentrations, provide a brief description for each concentration. (150 words maximum)

A degree in counseling and applied psychological science will prepare students for a career in various settings:

- government (sales and marketing, human resources management)
- mental health professions (youth counselor, substance abuse counselor, behavioral health technician)
- social services (high school psychology teacher, occupational analyst)

The degree also provides an excellent foundation for graduate study in fields such as public administration, law, family studies, communication and the various graduate programs in counseling psychology:

- clinical and counseling
- cognitive neuroscience

- developmental
- environmental
- experimental
- physiological
- social

**8. Additional Admission Requirements**

If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

General University Admission Requirements only

**9. Keywords**

List all keywords used to search for this program. Keywords should be specific to the proposed program.

Counseling  
Counseling Psychology  
Behavioral Health  
Mental Health  
Social Services  
Social and Behavioral Sciences  
Applied Psychology  
Health and Wellness

**10. Advising Committee Code**

List the existing advising committee code to be associated with this degree.

UGLS06

*Note: If a new advising committee needs to be created, please complete the following form:*

[Proposal to create an undergraduate advising committee](#)

**11. First Required Math Course**

List the first math course required in the major map.

MAT 119 Finite Mathematics

**12. WUE Eligible:**

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE? **Yes**

*Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.*

**13. Math Intensity:**

a. List the highest math course required on the major map. (This will not appear on Degree Search.)  
MAT 119 Finite Mathematics

b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity>  
Moderate

**14. CIP codes**

Identify CIP codes that should be displayed on Degree Search. CIP codes can be found at:  
<http://www.onetonline.org/crosswalk/CIP/>.

42.2803	51.1501	51.2310	21-1021	21-1011	31-1013	31-2011
42.2899	51.1504	13.1335	29-1125	21-1019	29-1129	29-2061
13.1101	51.1505	42.0101	21-1093	21-1091	29-1199	31-2021
13.1102	51.1506	42.2799	11-9151	43-4051	21-1023	21-1015
13.1199	51.1508	42.2813	29-2053	29-1071	29-1141	21-1093
29-1122	21-1012	19-3031	21-1013	21-1014	21-1015	

Are any specific career codes (SOC/ONET codes) to be omitted from the CIP codes selected above? (i.e. "Omit 25-10312.00 Engineering Teachers, Postsecondary from CIP code 14.0501 Bioengineering and Biomedical Engineering.")

From CIP code 29-1199 please omit:  
29-1199.05 Orthoptists

From CIP code 42.0101, please omit:  
11-9199.01 Regulatory Affairs Managers  
11-9199.02 Compliance Managers  
11-9199.03 Investment Fund Managers  
11-9199.07 Security Managers  
19-3032.00 Industrial-Organizational Psychologists

From CIP code 42.2899, please omit:  
11-9199.01 Regulatory Affairs Managers  
11-9199.02 Compliance Managers

From CIP code 42.2803, please omit:  
11-9199.01 Regulatory Affairs Managers  
11-9199.02 Compliance Managers

From CIP code 51.1506, please omit:  
21-2011.00 Clergy

From CIP code 42.2813, please omit:  
11-9199.01 Regulatory Affairs Managers  
11-9199.02 Compliance Managers  
11-9199.08 Loss Prevention Managers

From CIP code 42.2801, please omit:  
11-9199.01 Regulatory Affairs Managers  
11-9199.02 Compliance Mangers

**15. Area(s) of Interest**

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

- |  |  |
|--|--|
| <input type="checkbox"/> <a href="#">Architecture &amp; Construction</a> | <input type="checkbox"/> <a href="#">Health &amp; Wellness</a>                     |
| <input type="checkbox"/> <a href="#">Arts</a>                            | <input type="checkbox"/> <a href="#">Humanities</a>                                |
| <input type="checkbox"/> <a href="#">Business</a>                        | <input type="checkbox"/> <a href="#">Interdisciplinary Studies</a>                 |
| <input type="checkbox"/> <a href="#">Communications &amp; Media</a>      | <input type="checkbox"/> <a href="#">Law, Justice, &amp; Public Service</a>        |
| <input type="checkbox"/> <a href="#">Computing &amp; Mathematics</a>     | <input type="checkbox"/> <a href="#">STEM</a>                                      |
| <input type="checkbox"/> <a href="#">Education &amp; Teaching</a>        | <input type="checkbox"/> <a href="#">Science</a>                                   |
| <input type="checkbox"/> <a href="#">Engineering &amp; Technology</a>    | <input checked="" type="checkbox"/> <a href="#">Social and Behavioral Sciences</a> |
| <input type="checkbox"/> <a href="#">Entrepreneurship</a>                | <input type="checkbox"/> <a href="#">Sustainability</a>                            |
| <input type="checkbox"/> <a href="#">Exploratory</a>                     |  |

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

- |  |   |
|--|---|
| <input type="checkbox"/> <a href="#">Architecture &amp; Construction</a> | <input checked="" type="checkbox"/> <a href="#">Health &amp; Wellness</a>   |
| <input type="checkbox"/> <a href="#">Arts</a>                            | <input type="checkbox"/> <a href="#">Humanities</a>                         |
| <input type="checkbox"/> <a href="#">Business</a>                        | <input type="checkbox"/> <a href="#">Interdisciplinary Studies</a>          |
| <input type="checkbox"/> <a href="#">Communications &amp; Media</a>      | <input type="checkbox"/> <a href="#">Law, Justice, &amp; Public Service</a> |
| <input type="checkbox"/> <a href="#">Computing &amp; Mathematics</a>     | <input type="checkbox"/> <a href="#">STEM</a>                               |
| <input type="checkbox"/> <a href="#">Education &amp; Teaching</a>        | <input type="checkbox"/> <a href="#">Science</a>                            |
| <input type="checkbox"/> <a href="#">Engineering &amp; Technology</a>    | <input type="checkbox"/> <a href="#">Social and Behavioral Sciences</a>     |
| <input type="checkbox"/> <a href="#">Entrepreneurship</a>                | <input type="checkbox"/> <a href="#">Sustainability</a>                     |
| <input type="checkbox"/> <a href="#">Exploratory</a>                     |   |

PROVOST OFFICE APPROVAL(S)			
<b>This proposal has been approved by all necessary Provost office levels of review. I recommend implementation of the proposed organizational change.</b>			
<b>Office of the University Provost</b>			
<b>Signature</b>		<b>Date:</b>	/ /20
<i>Note: An electronic signature, email, or a PDF of the signed signature page is acceptable.</i>			

The following fields are to be completed by the Office of the University Provost.
<p><b>CIP Code:</b> _____</p> <p><b>Plan Code:</b> _____</p>

## 2017 - 2018 Major Map

## Counseling and Applied Psychological Science ( ) (Proposed)

Degree:





College/School:

Request Info



Hide Course List(s)/Track Group(s)




 save





Term 1	0 - 16 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
				
	CAP 120: Introduction to Counseling	3	C	<ul style="list-style-type: none"> <li>An SAT, ACT, Accuplacer, IELTS or TOEFL score determines placement into first-year composition courses</li> <li>ASU Mathematics Placement Test score determines placement in mathematics course</li> <li>ASU 101 or college-specific equivalent First-Year Seminar required of all freshman students</li> <li>Select your career interest area and play me3@ASU.</li> </ul>
	MAT 119: Finite Mathematics (MA)	3	C	
	PSY 101: Introduction to Psychology (SB)	3	C	
	ASU 101-CLS: The ASU Experience	1		
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
	Cultural Diversity in the U.S. (C)	3		
	Term hours subtotal:	16		

Term 2	17 - 32 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
				

 CAP 220: Exploring Cultural Diversity in Counseling	3	C
 PSY 230: Introduction to Statistics (CS)	3	C
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C
Humanities, Arts and Design (HU)	3	
Natural Science - Quantitative (SQ)	4	
Term hours subtotal:	16	



- Join a student club or professional organization.

**Term 3 33 - 49 Credit Hours Critical course signified by**


	Hours	Minimum Grade
 CAP 240: Counseling Skills	3	C
 PSY 290: Research Methods (L or SG)	4	C
 ABS OR BIO OR MIC course (SQ)	4	C
Historical Awareness (H)	3	
Social-Behavioral Sciences (SB)	3	
Term hours subtotal:	17	

- Secure a part-time job or volunteer experience.

**Term 4 50 - 63 Credit Hours Critical course signified by**

	Hours	Minimum Grade
 CAP 260: Survey of Careers in Counseling and Applied Psychology	1	C
Global Awareness (G)	3	
Humanities, Arts and Design (HU)	3	
Natural Science - Quantitative (SQ) OR Natural Science - General (SG)	4	
Elective	3	
Term hours subtotal:	14	

**Notes**

**Term 5 64 - 78 Credit Hours Necessary course signified by **

**Hours Minimum Grade**

**Notes**

★ CAP 310: Addictions I - Foundations and Basic Principles	3	C
CED 250: Career Development (L)	3	C
PSY 366: Abnormal Psychology (SB)	3	C
Upper Division Counseling and Applied Psychological Sciences A Course	3	C
Upper Division Counseling and Applied Psychological Sciences B Course	3	C
Term hours subtotal:	15	

- Network in your career interest area.

**Term 6 79 - 93 Credit Hours Necessary course signified by ★**

	Hours	Minimum Grade
★ CAP 320: Theories of Counseling and Psychotherapy	3	C
Upper Division Counseling and Applied Psychological Sciences A Course	3	C
Upper Division Counseling and Applied Psychological Sciences B Course	3	C
Upper Division Literacy and Critical Inquiry (L)	3	
Upper Division Elective	3	
Term hours subtotal:	15	

- Research employment opportunities.

**Term 7 94 - 108 Credit Hours Necessary course signified by ★**

	Hours	Minimum Grade
★ Upper Division Counseling and Applied Psychological Sciences A Course	3	C
★ Upper Division Counseling and Applied Psychological Sciences B Course	3	C
Complete 2 courses: Elective	6	
Upper Division Elective	3	
Term hours subtotal:	15	

- Gather professional references.
- Apply for full-time career opportunities.



<b>Term 8</b>	<b>109 - 120 Credit Hours Necessary course signified by ★</b>	<b>Hours</b>	<b>Minimum Grade</b>	<b>Notes</b>
★	CAP 484: Counseling and Applied Psychological Science Internship	3	C	
	Upper Division Counseling and Applied Psychological Sciences A Course	3	C	
	Upper Division Counseling and Applied Psychological Sciences B Course	3	C	
	Elective	3		
	Term hours subtotal:	12		

Counseling and Applied Psychological Sciences A Courses	Counseling and Applied Psychological Sciences B Courses
CAP 315: Trauma and Crisis Intervention	FAS 331: Marriage and Family Relationships (SB)
CAP 325: Professional Practice and Ethics in Counseling	FAS 370: Family Ethnic and Cultural Diversity (SB & C)
CAP 330: Group Counseling	PSY 315: Personality Theory and Research (SB)
CAP 340: Multicultural Counseling Theory and Practice	PSY 320: Learning and Motivation
CAP 342: Community Outreach, Prevention, and Intervention	PSY 323: Sensation and Perception
CAP 400: Advanced Counseling Research Methods	PSY 324: Memory and Cognition
CAP 420: School Counseling	PSY 325: Physiological Psychology
CAP 440: Addictions II - Treatment, Recovery, and Relapse Prevention	PSY 330: Statistical Methods (CS)
JUS 305: Principles of Justice Studies (SB)	PSY 341: Developmental Psychology (SB)
	PSY 350: Social Psychology (SB)
	PSY 369: Biology of Human Sexuality
	PSY 370: Interpersonal Relationships (SB)
	PSY 385: Psychology of Gender
	PSY 399: Supervised Research
	PSY 425: Biological Bases of Behavior (L)
	PSY 444: Adolescent Psychology and Psychopathology
	PSY 447: Psychology of Aging (SB)
	PSY 465: Psychology of Stress and Coping
	PSY 470: Psychopharmacology

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PSY 472: Clinical Psychology

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PSY 499: Individualized  
Instruction

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SOC 315: Courtship and  
Marriage (SB)

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**Total Hours:** 120

**Upper Division Hours:** 45 minimum

**Major GPA:** 2.00 minimum

**Cumulative GPA:** 2.00 minimum

**Total hrs at ASU:** 30 minimum

**Hrs Resident Credit for**

**Academic Recognition:** 56 minimum

**Total Community College Hrs:** 64 maximum

### General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2017 - 2018 academic year.

**Proposal to Establish New Undergraduate Degree and New Minor  
College of Integrative Sciences and Arts**

**BS and Minor in Counseling and Applied Psychological Science**

The College of Integrative Sciences and Arts Curriculum Committee approved the proposals for the BS and minor in counseling and applied psychological science on September 30, 2016.

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**Impact Statement - College of Liberal Arts & Sciences**

**From:** Ferran Garcia-Pichel

**Sent:** Thursday, October 20, 2016 10:58 AM

**To:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>

**Cc:** Patrick Kenney <[pkenney@asu.edu](mailto:pkenney@asu.edu)>; Paul LePore <[Paul.Lepore@asu.edu](mailto:Paul.Lepore@asu.edu)>

**Subject:** Re: Counseling and Psychological Science--Request for Impact Statement

Dear Duane

As requested, here is our take on your proposed new CAP major and your CPY graduate courses.

The faculty involved are top educator in these areas, and they provide you a set of critical points that should be helpful in your efforts to craft rigorous, quality programs for CISA that serve our student population well. Hopefully you will find them useful.

Thanks!

Ferran

**Impact Statement – College of Liberal Arts and Sciences (Cont.)**  
*Department of Psychology*

There are three important concerns that we have in regard to the proposed Counseling and Applied Psychology major at Poly.

1) The degree program itself is not an accepted or clearly distinguished undergraduate degree major. Of course, ASU is known for innovation, but **the description and justification of the proposed new degree program** are really not accurate. The program is described in a manner that overpromises and under-delivers.

The case for the need for more cost-effective and accessible mental health care is accurate and compelling. However, the implications of that justification vis a vis an undergraduate (BS) degree program, and the proposed text describing the student opportunities, maybe somewhat disingenuous, but are certainly misleading for its audience.

We agree that this major is described in a way that makes it attractive to potential students, because they would see it as training them to deliver counseling services and preparing them for careers as

mental health counselors. The title of the major and the names of the courses would support that interpretation, but the proposed degree would not deliver that preparation. At issue here is the fact that mental health counselor is a licensed title in the State of Arizona (and likely for most states). The opportunities for BS level counselors are quite limited. In fact, the mission statement, focus, and goals of the BS degree program are only slightly adjusted from those on the program description of the Masters of Counseling program although the Masters program description identifies its accreditation and goes on to explicitly recognize that the title and work of mental health counselors requires masters level training.

[Note that on the Arizona licensing board's website for beginning counselors: "A. REQUIRED DEGREE CREDIT HOURS Applicants for counselor licensure shall have a master's or higher degree with a major emphasis in counseling with a minimum of 60 semester or 90 quarter credit hours."]

## **2) Issues with the content and structure of the proposed major**

The major is an amalgam of two things- a slice of the existing Psychology major from New College along with a set of counseling technique courses and placement experiences.

The clinical dimension of the proposed curriculum is the focal goal of the program (as evidenced in the learning goals/assessment), but related to the points in #1 above it raises some significant professional (ethical) concerns, in terms of the appropriateness of the curriculum and the representation of what it would provide for students. The brief clinical training for the treatment of mental disorders is not typically defined as appropriate for students at the undergraduate level (as defined by the APA and the Arizona Board of Behavioral Health Examiners]. Moreover, students would be reasonable in assuming (based on the program description and justification) that they will be prepared for clinical/counseling practice upon graduation. Instead, they will find that the only route to the career they sought by obtaining a BS in Counseling is via more training. The practice of psychotherapy requires at least a master's degree in the state of Arizona.

In addition to the counseling/clinical focus, the other part of the program's title (Applied Psychological Science) is also not well-captured, in my opinion, in that that the applications in this program are all focused on clinical/mental health issues and ignore the applications from cognitive, social, developmental, etc. The irony of that title for this program at Poly is not lost on us, as not so long ago "Applied Psychology" was the name of the psychology undergraduate major at the Poly campus (it morphed into different names, but now exists as HSE, Human Systems Engineering). That group still identifies itself as Applied Psychology. [We note that there is no acknowledgment of that group of faculty and/or the potential overlap with HSE offerings, which Fulton treats as basically equivalent to PSY.]

Further, the program experiences as constituted would be unlikely to adequately "equip students ... to pursue research interests **in graduate school.**" The focus of the program is on clinical applications (from the CAP courses). The PSY courses that are in the proposed major are close to an existing psychology minor.

The limited nature of the proposed program vis a vis scientific foundations of psychology can be seen clearly in that the overall learning goal will be assessed by students' self-report that they have analyzed quantitative problems.

### 3) Implementation Concerns

There are also more mundane concerns that are more typical with reviews of new programs. The proposal states that "most courses will be offered face-to-face on the Polytechnic campus." If that were true, then the direct impact on our campus program might be reduced, but the curriculum that is proposed looks to be well beyond the capacity of the named staff to deliver in a regular manner.

In addition to the substantial number of required courses, there are a large number of psychology electives that are also included in the program, and there is no real plan for course delivery. We focused on the PSY courses that are included in the degree proposal. In general, the basis for selection of courses listed is not clear.

The courses that are listed as part of the electives include a number that are only offered on the West or Tempe campuses, and it is not clear what the realistic access for these students would be, and certainly raise questions about the statement that courses would be F2F on the Poly campus. Many of those are offered only once a year or less frequently, and there is no discussion of how the breadth of courses would be offered. The courses include courses that are only in the CLAS catalog (i.e., not in the New College catalog: PSY 425, PSY 470) as well as one course that is not in the current ASU catalog at all (PSY 480). The accessibility to the listed requirements for Life Sciences Lab course at the Poly campus is not a question.

In terms of course delivery, there is only one faculty listed with an involvement more that "low" despite the broad curriculum listings. The true scale of commitment and level of course offerings for this program is not at all clear. The projected enrollment suggests 30 students added every year, and although it is not stated, we guess that this would be projected as a 5-year program. The proposal states that additional instructors will be hired "as needed" but to deliver the full range of courses F2F as described, there would need to be a large investment.

The sequencing of course offerings and how they fit into the resource plan is unclear. There is no detail about how often the upper division classes are offered, and the expected enrollments when broken down that way. Are the students entering the program expected to be FTF or transfers from area Community Colleges? If so, then the upper division courses need to be offered from the get go and not simply phased in. We are skeptical that the program, at current resource levels, will be able to provide the curriculum as promised. Are they (perhaps realistically) depending on the iCourse offerings from other ASU programs? If so then this needs to be stated more explicitly and if so then we have additional concerns about the potential impact on our program.

*[This prospect raises great concerns about the impact of the program on the Tempe campus. Currently, over 40% of all enrollment in iCourses offered by the West campus are students in the CLAS Psychology major. Historically, this was a chronic problem in dealing with the PSY courses that were offered by the Poly group in Fulton, most of which were drawing on Tempe campus enrollment. In fact, this semester, even though the psychology major migrated to HSE, they are still offering a PSY course that has zero enrollment from Poly campus students. The Psychology department has a net loss of enrollment of over 250 student enrollments across iCourses offered from other campuses.]*

The MAT requirement is Finite Math, which is only offered at West (and as an iCourse). That is likely to be a general pattern. There is a requirement for a Life Science lab course, but there are currently no BIO courses at Poly, and within the proposal there are no identified research opportunities to match the student need if they were going to grad school.

We are concerned about the continued trend to fractionate (and "faction"-ate) Psychology at ASU. In the proposed degree, students will be over focused on a narrow slice of psychology and perhaps will not have full range of career options (other than counseling). The description of the program as a "sales pitch" will be attractive, but is potentially misleading and there are important issues about the appropriateness of these training goals at the undergraduate level. The actual listing of courses that would be available is quite broad, and is not realistically going to be offered as the document states, with the consistency needed to provide for sensible student experiences. In short, the degree program as described is not realistically going to be offered at Poly as a F2F program, and there is no projected plan for the role out or timing of course offerings (that question is not addressed).

Ferran ... the following is an editorial comment meant for your consumption and discretion of whether it should be shared beyond our communication with you. If this proposal were a program description at DeVry Institute, or the University of Phoenix, we would simply roll our eyes, hold our noses, and just move on. But this is ASU, and we should be doing better. However, this seems more and more common in ASU's approach to marketing to undergraduates glitter rather than substance.

[A similar issue of concern exists for the new proposal of an Integrative Behavioral Health degree on the Downtown campus, where the content has a value but the health professions who would implement it are trained and credentialed independently and the jobs that are described as career objectives are unlikely to be supplied by BS level individuals.]

### **Impact Statement –College of Liberal Arts and Sciences (Cont.)**

#### ***College of Integrative Sciences and Arts Response to Department of Psychology Impact Statement***

##### 1. Concern:

*The degree program itself is not an accepted or clearly distinguished undergraduate degree major. Of course, ASU is known for innovation, but **the description and justification of the proposed new degree program** are really not accurate. The program is described in a manner that overpromises and under-delivers.*

##### Response:

Because we house both an APA-accredited counseling psychology program and a CACREP-accredited master's program in clinical mental health counseling, we are acutely aware of accreditation requirements and professional training standards. Upon reading your concern, we realized that it was not clear in our proposal that the BS in counseling and applied psychological science will not prepare students for licensure. Rather, it is a pathway to a professional degree at the master's or doctoral level. Thus, we made the following changes in the proposal:

- Graduates of the BS in counseling and applied psychological science will ~~have acquired competency~~ be able to describe counseling theories and research methods.
- Graduates from this program will be able to contribute to the increased need for mental health services in the state and country by providing ~~counseling services to~~ assist licensed professionals in their work with children, adults, communities and organizations.
- Graduates will pursue employment in community agencies, hospitals, rehabilitation centers and other behavioral healthcare delivery settings (see Purpose and Nature of Program). Potential placements for graduates of the BS in CAP include behavioral health technician, vocational rehabilitation assistant, human service worker, and life-skills instructor.

- Graduates will not be license-eligible as professional counselors or psychologists, but will be well-prepared to enter advanced graduate degree programs in counseling (e.g., master of clinical mental health counseling) and related fields.

2. Concern:

*The major is an amalgam of two things- a slice of the existing Psychology major from New College along with a set of counseling technique courses and placement experience... In addition to the counseling/clinical focus, the other part of the program's title (Applied Psychological Science) is also not well-captured, in my opinion, in that that the applications in this program are all focused on clinical/mental health issues and ignore the applications from cognitive, social, developmental, etc... Further, the program experiences as constituted would be unlikely to adequately "equip students ... to pursue research interests **in graduate school.**"*

Response:

The proposed major draws on many of the upper-division courses for the Poly-based PSY major, positioning them as electives for the CAP major. Required CAP courses address various counseling theories, as well as counseling techniques. We now clarify that the proposed coursework will allow students to pursue research interests *in counseling and counseling-related graduate programs (e.g., counseling psychology, social work, and so forth).*

3. Concern:

*There are also more mundane concerns that are more typical with reviews of new programs. The proposal states that "most courses will be offered face-to-face on the Polytechnic campus." If that were true, then the direct impact on our campus program might be reduced, but the curriculum that is proposed looks to be well beyond the capacity of the named staff to deliver in a regular manner. In addition to the substantial number of required courses, there are a large number of psychology electives that are also included in the program, and there is no real plan for course delivery... the basis for selection of courses listed is not clear.... We are skeptical that the program, at current resource levels, will be able to provide the curriculum as promised. Are they (perhaps realistically) depending on the iCourse offerings from other ASU programs?*

Response:

As you likely know, after asking us to develop it, the Provost recently approved a new general psychology undergraduate degree program (BA and BS) at the Polytechnic campus. This program will begin offering F2F courses in the spring of 2017 and will continue to roll out necessary F2F courses only as enrollment expands. **We will not offer PSY courses online.** Because students majoring in the counseling program need PSY electives after their sophomore year, this timeline coincides with the timing of the course offerings proposed by the general psychology program.

- The selection of PSY courses for this program will enrich and supplement the counseling courses with knowledge across various areas of psychology.
- We deleted PSY 480.
- Faculty involvement in counseling and applied psychological science will grow with new, full-time hires as enrollment expands.

A. Concern:

*There is no detail about how often the upper division classes are offered, and the expected enrollments when broken down that way. Are the students entering the program expected to be FTF*



*or transfers from area Community Colleges? If so, then the upper division courses need to be offered from the get go and not simply phased in.*

Response:

Students are expected to be both new and transfers from the area community colleges. You make an excellent point. Depending on demand, we may need to rely on iCourses from West and Tempe to meet this initial need.

*B. Concern:*

*The MAT requirement is Finite Math, which is only offered at West (and as an iCourse)... There is a requirement for a Life Science lab course, but there are currently no BIO courses at Poly, and within the proposal there are no identified research opportunities to match the student need if they were going to grad school.*

Response:

CISA will offer MAT 119 on the Polytechnic campus starting spring 2017. Many lab science courses are offered on the Polytechnic campus. (There is a major in Applied Biological Sciences.) Students will have the opportunity to be involved in research conducted by the Faculty of Counseling and Counseling Psychology.

**Impact Statement – College of Public Service and Community Solutions**



October 12, 2016

Duane Roen  
Vice Provost, Polytechnic Campus  
Dean, College of Integrative Sciences and Arts  
Dean, University College

Dear Dr. Roen,

This letter is to confirm support for the proposed BS degree in Counseling and Applied Psychological Science offered by the College of Integrative Sciences and Arts, as well as the proposed minor in Counseling and Applied Psychological Science.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathleen Andereck".

Kathleen Andereck, Ph.D.  
Director of Curricular Initiatives, College of Public Service & Community Solutions  
Director and Professor, School of Community Resources & Development

**Impact Statement – Fulton Schools of Engineering**

**From:** Ann McKenna  
**Sent:** Tuesday, September 27, 2016 1:28 PM  
**To:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Cc:** Robert Gray <[robgray@asu.edu](mailto:robgray@asu.edu)>  
**Subject:** Re: Counseling and Psychological Science--Request for Impact Statement

Hi Duane,

The Polytechnic School supports your proposals for a BS and a minor in Counseling and Applied Psychological Science.

Best,  
Ann

--

Ann F. McKenna, PhD

Professor and Director, The Polytechnic School  
Ira A. Fulton Schools of Engineering  
Arizona State University  
6049 S Backus Mall, Sutton Hall 140  
Mesa, AZ 85212  
Phone: 480-727-5212  
Email: [ann.mckenna@asu.edu](mailto:ann.mckenna@asu.edu)

### **Impact Statement – New College of Interdisciplinary Arts and Sciences**

**From:** Todd Sandrin  
**Sent:** Friday, October 14, 2016 3:41 PM  
**To:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Cc:** Marlene Tromp <[Marlene.Tromp@asu.edu](mailto:Marlene.Tromp@asu.edu)>  
**Subject:** RE: Counseling and Psychological Science--Request for Impact Statement

Dear Duane,

Thank you for forwarding these degree program proposals.

Per the attached impact statement from our School of Social and Behavioral Sciences (SSBS), we anticipate an impact on enrollments in our undergraduate psychology degree programs; however, the impact may be quite modest. For example, over the past three years, only 6% of undergraduates in New College psychology degree programs have been from the area (the southeast valley) that we anticipate being served by the degree programs CISA proposes.

Considering the place-bound nature of many of our students as well as their clear interest in clinical psychology, New College looks forward to working with CISA to explore development of additional undergraduate programs in clinical psychology that serve students beyond the southeast valley and particularly in the west valley.

SSBS has expressed concerns in their impact statement (under "Documentation") that we hope you find helpful as you continue to develop and enhance these degree programs.

Don't hesitate to let me know if I can be of further assistance.

Best regards,  
Todd

**Todd R. Sandrin, Ph.D.**  
Professor, School of Mathematical and Natural Sciences  
Senior Associate Dean, ASU New College | Director, NCUIRE



**Impact Statement – New College of Interdisciplinary Arts and Sciences (Cont.)**  
*School of Social and Behavioral Sciences*

Request for Impact Statement: BS and Minor in Counseling Psychology and Applied Science.

Response: School of Social and Behavioral Sciences

Interim Director: Greg Wise

Interim Associate Director: Paul A. Miller, Ph.D.

Impact Summary

A. We see a substantial duplication of, and corresponding impact on, the psychology program in the School of Social and Behavioral Sciences in terms of reducing majors, SCH, and FTE. Despite being cast, ostensibly, as a different degree, it is essentially an undergraduate degree in psychology (see documentation below). The concern of duplication and competition is mitigated somewhat if the degree is offered exclusively on ground.

B. We note that the BS degree proposes that undergraduate students will have proficiencies in mental health counseling that are inconsistent with commonly accepted professional training standards and sequences for undergraduates and graduates established by the American Psychological Association (APA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Consequently, if implemented, there is a clear risk that this degree will negatively impact the quality of academic standards and reputation of Arizona State University within these professional fields.

**Impact A: Documentation**

**Impact A: Duplication of Existing Undergraduate Psychology Degree.**

The BS degree program being proposed duplicates the existing BA and BS degree in the ground (and potentially online) psychology program at New College. The proposal has, ***as required courses***, four courses from psychology; PSY 101 Introduction to Psychology, PSY 230 Introduction to Statistics, PSY 290 Introduction to Research Methods, and PSY 366 Abnormal Psychology.

Second, the proposal indicates that its students would be free to choose ***four more elective psychology courses*** from essentially the entire list of undergraduate courses provided by our psychology program in order to complete their program of study.

Third, the program proposes to develop 15 new undergraduate courses; many of which duplicate the content of its existing graduate program courses in counseling psychology. Again, this is another indication that it is designed to prepare undergraduate students to be in mental health counseling roles (which are offered, minimally, only by master's level therapists (see below).

Fourth, though ostensibly a different program it shares the same assessment measures and outcomes with current BA and BS Psychology programs (such as the one in SSBS).

Fifth, the program learning outcomes and career roles (see below) indicate that undergraduate students would be proficient to act as counselors and therapists across the entire lifespan and associated service agencies in the Phoenix metropolitan area. Advertised as such, it would be highly attractive to students who want a "professional" degree in mental health and counseling services upon

completion of their undergraduate degree --without having to obtain a graduate degree. This would draw students away from the traditional BA and BS in Psychology. The counseling and clinical professional career path is one of the most, if not the most, prominent professional career pathways in the undergraduate psychology field. The proposal indicates the following;

Outcome 1: Graduates of the BS in counseling and applied psychological science will have **acquired competency** in **counseling theory** and research methods.

Graduates from this program will be able to contribute to the increased need for **mental health services** in the state and country **by providing counseling services to children, adults, communities and organizations.**

Graduates will pursue employment in community agencies, hospitals, rehabilitation centers and other **behavioral healthcare** delivery settings (see Purpose and Nature of Program)

Moreover, these students, as claimed in this proposal, will be acting as counselors and therapists with children and adults **without any form of licensing or certification** (the standard model for training and licensing or certification in clinical and counseling is only at the master's and doctoral level- see next section).

#### **Impact B: Documentation**

##### **Violation of Professional Education and Training Standards in the Fields of Clinical and Counseling Psychology.**

The proposed program career outcomes and competencies of the BS degree are inconsistent with the Professional Education and Training Standards of the American Psychological Association (APA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The proposal indicates that the BS (and minor) in Counseling Psychology and Applied Science is a "foundational" program. The long list of 15 new courses that specifically focus on training in counseling theory, techniques and practices (which is quite similar to the courses in the existing graduate program in counseling psychology) clearly indicate that it is not.

Moreover, the learning outcomes, promised skill proficiencies, and career roles mentioned above, are indicative of a program designed to train undergraduate students to perform as counselors and therapists once they graduate. Specifically, the proposal suggests that students will, a) have meet proficiency standards for performing the mental health counseling services (without any licensing or credentialing process), b) be sufficiently trained to serve as mental health counselors and therapists, even though c) these are roles reserved for individuals trained, minimally, at the master's degree level.

The education and training model in psychology and counseling psychology is for specialization at the graduate level (i.e., a masters or doctoral level degree in counseling or clinical psychology). A bachelor's level degree in psychology is not recognized as sufficient for conducting mental health counseling and clinical activities within the APA model (Boulder conference model) or the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) in the American Psychology Association (<http://www.apa.org/ed/graduate/specialize/crsppp.aspx>). This Commission

identifies and recognizes the various ways that professional psychologists can specialize. **These specializations and proficiencies - including counseling psychology - are graduate level degrees.** We would not offer a clinical psychology undergraduate degree for the same reason. A psychology undergraduate degree is the baseline or foundational preparation for a higher-level degree in which the student then can specialize at the graduate level. The BS proposal is, effectively, not baseline or foundational preparation. Rather, as the program outcomes indicate, students will **provide counseling services to children and adults.**

In addition, the proposed competencies of students graduating from the BS in Counseling Psychology and Applied Science are inconsistent with the Core Values and Mission of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is another accrediting body for masters and doctoral degree programs in counseling psychology. The following links specify the expectations for training for clinical mental health counseling, school counseling, and marriage and family counseling: none of these are at the undergraduate level.

<http://www.cacrep.org/section-5-entry-level-specialty-areas-clinical-mental-health-counseling/>  
<http://www.cacrep.org/section-5-entry-level-specialty-areas-school-counseling/>  
<http://www.cacrep.org/section-5-entry-level-specialty-areas-marriage-couple-and-family-counseling/>  
<http://www.cacrep.org/about-cacrep/vision-mission-and-core-values/>

Even if the program were to be approved, it claims its graduate will have proficiencies that are beyond the scope of the program. It is especially troubling to see that undergraduate students would be qualified to provide **counseling services to children (see program outcomes above).** The program does not provide training that would enable students to act as therapists or mental health counselors with children. For example,

A. Despite listing virtually all, if not all, of the psychology courses available for their students to take, it does not include PSY 443 Abnormal Child Psychology. Even so, this course, in itself, in no way prepares students for providing counseling services to children.

B. There are no courses describing counseling theory/techniques with children (e.g., Play therapy, Trauma-focused Cognitive Behavioral Therapy). It provides but a single course related to providing support services for disabled students. While valuable for this population, this course in no way prepares students to provide **counseling services to children.**

In sum, the provision of counseling and therapeutic services is to be performed by individuals **minimally** with a credentialed/licensed master's degree in the counseling field, under supervision at the master's level (e. g., school psychology), or with a doctoral degree in clinical/counseling psychology. Even if this program were to be approved, it could well be subject to review by licensing boards because of claims of competencies beyond the training standards in the field and the educational level of its graduates.

## Impact Statement – New College of Interdisciplinary Arts and Sciences (Cont.)

### College of Integrative Sciences and Arts Response to School of Social and Behavioral Science Impact Statement

#### SSBS Concern:

- A. We see a substantial duplication of, and corresponding impact on, the psychology program in the School of Social and Behavioral Sciences in terms of reducing majors, SCH, and FTE. Despite being cast, ostensibly, as a different degree, it is essentially an undergraduate degree in psychology (see documentation below). The concern of duplication and competition is mitigated somewhat if the degree is offered exclusively on ground.

#### Response:

- Upon reading your concern, we realize that it was not clear in our proposal that PSY courses will only be offered on the Polytechnic campus. At the same time that we are developing the BS in CAP, we were asked by the Provost to launch an undergraduate PSY major on the ground at the Polytechnic campus. The BA and BS in PSY will launch in spring 2017 with on campus courses only.
- If there is room in your online PSY courses, we hope that our students would be able to enroll in those to meet the degree requirements.
- We might offer some CAP courses as iCourses depending on content and need.

#### SSBS Concern:

B. We note that the BS degree proposes that undergraduate students will have proficiencies in mental health counseling that are inconsistent with commonly accepted professional training standards and sequences for undergraduates and graduates established by the American Psychological Association (APA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Consequently, if implemented, there is a clear risk that this degree will negatively impact the quality of academic standards and reputation of Arizona State University within these professional fields.

#### Response:

- Because we house both an APA-accredited counseling psychology doctoral program and a CACREP-accredited master's degree in clinical mental health counseling, we are acutely aware of accreditation requirements and professional training standards.
- Upon reading your concern, we realize that it was not clear in our proposal that the BS in CAP will not prepare students for licensure. Rather, it is a pathway to a professional degree at the Master's or doctoral level.
- Thus, we made the following changes in the proposal:
  - Graduates of the BS in counseling and applied psychological science will ~~have~~ ***acquired competency be able to describe counseling theories*** and research methods.
  - Graduates from this program will be able to contribute to the increased need for ***mental health services*** in the state and country ***by providing counseling services to assist licensed professionals in their work with children, adults, communities and organizations.***
  - Graduates will pursue employment in community agencies, hospitals, rehabilitation centers and other ***behavioral healthcare*** delivery settings (see Purpose and Nature of Program). Potential placements for graduates of the BS in CAP include behavioral health technician, vocational rehabilitation assistant, human service worker, and life-skills instructor.
  - Graduates will not be license-eligible as professional counselors, but will be well-prepared to enter advanced graduate degree programs (e.g., Master of clinical mental health counseling).

**Impact Statement – New College of Interdisciplinary Arts and Sciences (Cont.)**

**From:** Duane Roen  
**Sent:** Tuesday, October 25, 2016 9:35 PM  
**To:** Todd Sandrin <[Todd.Sandrin@asu.edu](mailto:Todd.Sandrin@asu.edu)>  
**Subject:** CAP Courses

Todd,

Below is a response to the concern that you mentioned on the phone. I was mistaken about the CAP courses; we would like to offer some of them as iCourses. Also, we hope that you will allow Poly students to take some of your iCourse sections of PSY courses until we can get a critical mass of students. Thanks.

Best,  
Duane

**From:** Devina Wadhera  
**Sent:** Tuesday, October 25, 2016 2:28 PM  
**To:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Cc:** Lisa Spanierman <[Lisa.Spanierman@asu.edu](mailto:Lisa.Spanierman@asu.edu)>  
**Subject:** Re: New College

Dear Duane (cc:Lisa),

Here is our response to concerns about offering CAP icourses.

**Only** CAP courses may be offered as icourses. All PSY courses will be offered on-campus. Offering CAP icourses will have a minimal impact on the psychology degree program offered by New College. This is because the required CAP courses cover a specialized field within applied psychology and is less likely to compete with students completing the general psychology major. Initially, to meet enrollment needs in the proposed CAP major we hope that our students will be welcome to take PSY icourses offered by West to meet their degree requirements.

Thank you,  
**Devina Wadhera, Ph.D.**  
Clinical Assistant Professor, Polytechnic Campus  
**Arizona State University**  
College of Integrative Sciences and Arts | [cisa.asu.edu](http://cisa.asu.edu)  
University College | [universitycollege.asu.edu](http://universitycollege.asu.edu)  
Mail Code: 2780  
7271 E Sonoran Arroyo Mall  
Mesa, AZ 85212-6415



**From:** Todd Sandrin  
**Sent:** Wednesday, October 26, 2016 11:43 AM  
**To:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Subject:** RE: CAP Courses

Thanks so much, Duane. Do you have a sense and rough estimate of what proportion of the CAP courses may be offered as iCourses? One or two, one-half, all?

Thanks again!  
Todd

**From:** Devina Wadhera  
**Sent:** Thursday, October 27, 2016 9:02 AM  
**To:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Cc:** Lisa Spanierman <[Lisa.Spanierman@asu.edu](mailto:Lisa.Spanierman@asu.edu)>  
**Subject:** Re: CAP Courses

Dear Duane (cc:Lisa),

At this point, we envision an on-campus major at Poly. Thus, we do not have plans to offer any iCourses at this time. We will not be able to offer this major entirely online because of our agreement with New College and Psychology at Tempe regarding PSY courses. Our current enrollment projections and space availability at Poly support our vision for an on-campus major.

Thank you,  
**Devina Wadhera, Ph.D.**  
Clinical Assistant Professor, Polytechnic Campus  
**Arizona State University**  
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University College | [universitycollege.asu.edu](http://universitycollege.asu.edu)  
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**From:** Marlene Tromp  
**Sent:** Tuesday, November 01, 2016 12:18 PM  
**To:** Duane Roen  
**Cc:** Todd Sandrin  
**Subject: Second Impact Statement:** BS and Minor in Counseling and Applied Psychological Science

Dear Duane,

Thank you for the opportunity to provide a statement of impact on CISA's proposed major and minor in Counseling and Applied Psychological Science (CAP) program. I know that you have discussed the previous issues raised with Sr. Associate Dean, Todd Sandrin. As articulated in the attached reply to the CISA response to the SSBS impact statement, faculty in our School of Social and Behavioral Sciences (SSBS) continue to have concerns about these proposed degree programs and their potential impact on enrollments in our psychology degree programs.

I am optimistic, however, that engaging relevant New College and CISA faculty in dialogue will result in collaborative solutions that can mitigate the concerns described in the attached statement. Greg Wise, Interim Director of SSBS, will be reaching out soon to CAP faculty to discuss possible solutions.

All My Best,  
Marlene

--

Dr. Marlene Tromp, Vice Provost and Dean  
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**Second Impact Statement – New College of Interdisciplinary Arts and Sciences (Cont.)**  
*School of Social and Behavioral Sciences*

Request for Impact Statement: BS and Minor in Counseling Psychology and Applied Science.

**Second Response:** School of Social and Behavioral Sciences

Interim Director: Greg Wise

Interim Associate Director: Paul A. Miller, Ph.D.

- Our original impact statement was in response to the CAP degree program proposal, not the BA and BS degree program at Poly. *The response from Integrative Arts and Sciences does not adequately address our concerns* about the impact of the CAP program on our psychology program in New College. These concerns were listed in our original impact statement and are summarized again here:
  - CAP is essentially a duplication of the existing BA and BS psychology degree program.
  - It offers courses to students with clinical/counseling interests in psychology at the undergraduate level that are already offered by the existing psychology program. Hence, this program would be in direct competition for students in our psychology in New College who have those interests.
  - While it is attempting to create its own undergraduate program, it borrows heavily in both core and the entire set of psychology courses to fulfill its undergraduate degree requirements. Specifically,
    - The CAP program relies on 4 foundation courses in psychology (PSY 101, 230, 290, 366), and another 4 elective courses from the psychology curriculum. It offers courses in Abnormal Child, Abnormal (adult), Clinical Psychology (a review of therapeutic methods), and internship experiences that are supervised by track/tenure-track psychology faculty with licensure (at New College). If any further intervention-based courses were to be offered, they could easily be offered within the existing BA and BS degree within psychology and made available to students within the concentration.
  - The CAP proposes to develop 15 new courses. *Eight of the 15 new undergraduate courses have counterpart graduate courses in the MC and PhD program.* There would be

considerable overlap in content of these courses at the undergraduate and graduate level. Specifically, the proposed CAP courses and their graduate counterparts are;

- CAP 260 and CED 534 Career Development
- CAP 320 and CED 522 Theories of Counseling and Psychotherapy (identical title)
- CAP 325 and CPY 645 Professional Practice and Ethics (identical title)
- CAP 300 and CED 567 Group Counseling
- CAP 340 and CPY 671 Multicultural Counseling
- CAP 342 and CPY 660 Community outreach and prevention
- CAP 400 and CED 500-502 Counseling Research Methods
- CAP 420 and CED 528 School Counseling (identical names)
- In addition, the undergraduate degree will offer three intervention courses *not* listed in the MC in Counselor Education or the PhD in Counseling Psychology
  - CAP 310 Addictions I
  - CAP 315 Trauma and Crisis Intervention
  - CAP 400 Addictions II
- It may offer CAP courses *online*, which will make it easier to compete for psychology majors with clinical/counseling interests no matter where they live across the Phoenix metropolitan area.
- The existing psychology undergraduate program already prepares students to apply for graduate study in counseling, clinical, marriage and family, clinical social work, and related mental health professional degrees. Thus, there is no need for the CAP program to offer the same foundational training and the same career options.
- Integrative Arts and Sciences *already* has been asked to develop a BA and BS psychology degree program at Poly. The existing career objectives for undergraduate students with clinical/counseling interests could be met within this degree program (via a Concentration if more specific training is desired, see below) without creating an entirely new, and redundant, program which itself relies heavily on psychology courses in the major.
  - The CAP will be offering training of undergraduate psychology students, heretofore under the auspices of the psychology departments and programs at ASU. This is a downward extension of the MLFTC's graduate program in Counseling Psychology into the undergraduate level. Essentially, the graduate program is attempting to create their own undergraduate psychology program.
- The CAP program objectives for career roles in the community, *as stated in their response to our impact statement*, could be accomplished within a Concentration within the existing psychology programs at ASU. A Concentration *within* the major *is consistent* with APA and CACREP training and education guidelines. Conversely, the training and courses offered in the CAP program raises clear concerns about the level of preparation of undergraduates and their subsequent roles in community agencies (regardless of their stated limits on career roles). Specifically,
  - A bachelor's level degree in psychology is not recognized as sufficient for conducting mental health counseling and clinical activities within the APA model (Boulder conference model) or the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) in the American Psychology Association (<http://www.apa.org/ed/graduate/specialize/crsppp.aspx>).
  - In addition, the proposed competencies of students graduating from the BS in Counseling Psychology and Applied Science are inconsistent with the Core Values and Mission of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

- <http://www.cacrep.org/section-5-entry-level-specialty-areas-clinical-mental-health-counseling/>
- <http://www.cacrep.org/section-5-entry-level-specialty-areas-school-counseling/>
- <http://www.cacrep.org/section-5-entry-level-specialty-areas-marriage-couple-and-family-counseling/>
- <http://www.cacrep.org/about-cacrep/vision-mission-and-core-values/>
- In summary, the proposed CAP degree program
  - is redundant with existing educational and training opportunities that already exist in psychology degree programs across ASU and which already make students competitive for the career outcomes specified in the CAP proposal.
  - would require extensive additional personnel and operational costs associated with creating 15 new undergraduate courses that are essentially graduate level courses and operating an entirely new program,
  - would teach the counseling skills of the graduate program without the standard safeguards associated with such training; such as licensure, that are used to ensure the competence of students training in counseling skills at the master's and doctoral levels, and
  - would not be "value-added" in terms of meeting their 20% enrollment objective (as stated in the CAP proposal) because the BA and BS in psychology would attract the same students.

**From:** Lisa Spanierman

**Sent:** Monday, November 07, 2016 10:28 AM

**To:** Greg Wise; Paul Miller

**Cc:** Duane Roen; Devina Wadhera

**Subject:** Re: A meeting?

Dear Greg and Paul,

Thank you again for taking the time to meet in person at Poly this morning. It was certainly a pleasure to meet you and helpful to learn the nuances of your concerns through discussion. We appreciate your concerns regarding redundancy and resources and will continue to address these issues with Duane.

As I understand it, two major issues are:

1. If we offer CAP courses online there is concern that it could draw 20-25% of your PSY majors. This is not our intention, and I am copying Duane to reassure you (and perhaps Dean Tromp) that we plan to offer the major on the Poly campus and NOT online.
2. On the basis of Paul's experience supervising undergraduate internships for 20+ years, he expressed serious concern about the possibility of CAP graduates positioning themselves as counselors in the mental health community. This would be a serious ethical violation and concerns us deeply as well. We plan to discuss this further with our Counseling and Counseling Psychology colleagues, and also follow up with Paul to see how he has been most effective with his current undergraduates.

Please let me know if I mischaracterized your concerns.

We forgot to ask you if you still are willing to admit our CAP majors into your PSY iCourses? We think this could be a positive collaboration.

Many thanks,  
Lisa

**Lisa Spanierman, PhD** | Fellow, American Psychological Association | Professor & Faculty Head  
| Counseling & Counseling Psychology | 446 Payne Hall, MC-0811 | Tempe, AZ 85287 | 480.727.2605



**From:** Duane Roen  
**Sent:** Monday, November 07, 2016 1:59 PM  
**To:** Lisa Spanierman <[Lisa.Spanierman@asu.edu](mailto:Lisa.Spanierman@asu.edu)>; Greg Wise <[Greg.Wise@asu.edu](mailto:Greg.Wise@asu.edu)>; Paul Miller <[icpam@asu.edu](mailto:icpam@asu.edu)>  
**Cc:** Devina Wadhwa <[Devina.Bajaj@asu.edu](mailto:Devina.Bajaj@asu.edu)>  
**Subject:** RE: A meeting?

Hi, everyone. Thanks for meeting.

We have never intended for the degree to be online. I've assured Marlene, Todd, and the provost of that. President Crow charged me with increasing face-to-face enrollment on the Polytechnic campus by 20% per year. Our strategy for achieving that goal has three components: (1) adding face-to-face degrees at Poly; (2) stepping up our recruitment and retention efforts; and (3) my spending lots of time with East Valley government, business, and education groups to raise awareness about Poly and its offerings.

Regarding the second point, we will do everything we can to help students understand the the degree will not allow students to position themselves as counselors.

We hope that you will allow our students to take your iCourses.

Best,  
Duane

**Duane Roen**

Vice Provost, Polytechnic campus  
Dean, College of Integrative Sciences and Arts  
Dean, University College  
**Arizona State University**  
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**From:** Greg Wise  
**Sent:** Monday, November 07, 2016 3:40 PM  
**To:** Duane Roen; Lisa Spanierman; Paul Miller  
**Cc:** Devina Wadhwa  
**Subject:** RE: A meeting?

Dear Duane,

Thanks so much for your response to our concerns. We look forward to a productive collaboration as the program moves forward. CAP students are more than welcome in our PSY iCourses.

Best,

Greg

Dr. J. Macgregor Wise  
Interim Director, School of Social and Behavioral Sciences  
Professor of Communication Studies  
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