

The completed and signed proposal should be submitted by the Dean's Office to: curriculumplanning@asu.edu. Before academic units can advertise undergraduate minors or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Senate Curriculum and Academic Programs Committee and approved by the Office of the University Provost.

Definition and minimum requirements:

These are the minimum requirements for approval. Individual undergraduate minors may have additional requirements.

A minor is an approved, coherent focus of academic study in a single discipline, other than the student's major, involving substantially fewer hours of credit than a corresponding major. Certain major and minor combinations may be deemed inappropriate either by the college or department of the major or minor. Inappropriate combinations include (but would not be limited to) ones in which an excessive number of courses in the minor are simultaneously being used to fulfill requirements of the student's major.

A minor:

- Requires a minimum of 15 semester hours of which at least 9 semester hours must be upper division
- Is not intended for students pursuing a major in the department which offers the minor

College/School/Institute: College of Integrative Sciences and Arts

Department/Division/School:

Proposing Faculty Group (if applicable): Counseling and Counseling Psychology

Proposed Minor Name: Counseling and Applied Psychological Science

Requested effective catalog year? 2017-2018

For deadline dates see: [Curriculum Workflow Calendars](#).

Delivery method: 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 Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

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

Downtown Phoenix Polytechnic Tempe Thunderbird West Other: _____

Proposal Contact


Name: Dr. Lisa Spanierman **Title:** Professor and Faculty Head
Phone number: (480) 727-2605 **Email:** Lisa.Spanierman@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.

College/School/Division

Dean name: Duane Roen, Dean, College of Integrative Sciences and Arts

Signature  **Date:** 10/31/2016

College/School/Division

Dean name:

(if more than one college involved)

Signature _____ **Date:** _____

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

1. Overview

A. Description

Provide a brief description of the proposed minor.

The minor in counseling and applied psychological science will be offered both via face-to-face and iCourses on the Polytechnic campus. The minor will be open to all ASU undergraduate majors. Counseling and applied psychology course work focuses on the promotion of psychological well-being. Minors in counseling and applied psychological science will learn basic counseling skills and techniques to complement knowledge in other social science and health majors, including but not limited to psychology, public health, interdisciplinary studies, social work and humanities.

B. Why should this be a minor rather than a concentration?

Students in the BA program in Interdisciplinary Studies can choose from almost 2000 disciplinary concentrations offered by the College of Integrative Sciences and Arts. This minor will provide another option for students in the Interdisciplinary Studies major.

C. Affiliation

If the minor is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

This minor is affiliated with the proposed BS in counseling and applied psychological science at the Polytechnic campus.

D. Demand

Explain the need for the new minor (e.g., market, student demand, interdisciplinary considerations).

While ASU has several general psychology offerings, there is a need for a program that specializes in counseling and applied psychology. The proposed major will focus on the application of psychological theories and concepts for the promotion of mental health and wellness and will provide foundational training in counseling theories, career and lifespan development, ethics and professional identity and research methods.

E. Projected Enrollment

What are enrollment projections for the first three years?

	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)
Number of Students (Headcount)	15	30	45

2. Support and Impact

A. Faculty governance

Provide a supporting letter from the chair of the academic unit verifying that the proposed minor has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the minor as presented in the proposal, without impacting core program resources.

B. Other related programs

Identify other related ASU programs and outline how the new minor will complement these existing ASU programs. (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)

This minor will complement the proposed general psychology BA and BS programs at the Polytechnic campus as well as the interdisciplinary studies major.

C. Letter(s) of support

Provide a supporting letter from each college/school dean from which individual courses are taken.

Please see attached impact statements.

3. Academic Curriculum and Requirements

A. Knowledge, competencies, and skills

List the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed minor. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

- Demonstrate knowledge and understanding of the major concepts, foundational theories and empirical findings in counseling and applied psychology
- Exhibit critical thinking skills and a scientific approach to understanding human behavior and mental processes
- Demonstrate skills in scientific writing
- Acquire basic competence in counseling research methods

B. Provide a description of the curricular requirements for the minor. Be specific in listing required courses as well as electives and specify the total minimum number of hours required for the minor. Please attach one or more model programs of study to illustrate the choices students might make, if appropriate.

Required Minor Courses

Prefix	Number	Title	Is this a new course?	Credit Hours
CAP	120	Introduction to Counseling	Yes	3
CAP	220	Exploring Cultural Diversity in Counseling	Yes	3
CAP	240	Counseling Skills	Yes	3
Section Sub-total				9

Elective Minor Courses

Prefix	Number	Title	Is this a new course?	Credit Hours
CAP	260	Survey of Careers in Counseling and Applied Psychology	Yes	1
CAP	310	Addictions I – Foundations and Basic Principles	Yes	3
CAP	315	Trauma and Crisis Intervention	Yes	3
CAP	320	Theories of Counseling and Psychotherapy	Yes	3
CAP	325	Professional Practice and Ethics in Counseling	Yes	3
CAP	330	Group Counseling	Yes	3
CAP	340	Multicultural Counseling Theory and Practice	Yes	3
CAP	342	Community Outreach, Prevention and Intervention	Yes	3

CAP	420	School Counseling	Yes	3
CAP	440	Addictions II – Treatment, Recovery, and Relapse Prevention	Yes	3
FAS	331	Marriage and Family Relationships	No	3
FAS	370	Family Ethnic and Cultural Diversity	No	3
JUS	305	Principles of Justice Studies	No	3
PSY	385	Psychology of Gender	No	3
Section Sub-total				12

Other Minor Requirements (N/A)

E.g. – Capstone experience, internship, clinical requirements, field studies, foreign language skills as applicable	Credit Hours
	0
Section Sub-total	0

Total minimum credit hours required for the Minor 21

C. Minimum residency requirement

How many hours of the minor must be ASU credit?

At least 9 hours must be taken from courses offered in the College of Integrative Sciences and Arts.

D. New Courses

Provide a brief course description for each new course.

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 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.

Note: All new required courses should be submitted in Curriculum Changemaker and ready for Provost’s Office approval before this certificate is put on [Curriculum and Academic Programs Committee \(CAPC\)](#) agenda

4. Administration and Resources

- A. Describe the advising procedures as well as measures for verification of completion of the minor.

CISA has appropriate advising and support staff available at the Polytechnic campus.

- B. What are the resource implications for the proposed minor, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this minor, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this minor.

The library at the Polytechnic campus has access to the journals and books that students will need.

- C. Primary Faculty

List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed certificate
Lisa Spanierman	Professor and Faculty Head	Diversity; Multicultural Counseling; Careers in Counseling
Ashley Randall	Assistant Professor	Family Studies; Marriage Counseling; Relationships
Angela Catena	Clinical Assistant Professor	Trauma; LGBTQ Counseling; Gender

Cynthia Glidden-Tracy	Clinical Associate Professor	Addictions; Substance Abuse
Carlos Santos	Assistant Professor	Diversity; Careers in Counseling
Alisia Tran	Assistant Professor	Diversity; Careers in Counseling
Cristalis Capielo	Assistant Professor	Multicultural Counseling; Outreach Prevention and Treatment
Richard Kinnier	Professor	Group Counseling
Jennifer Pereira	Assistant Clinical Professor	School Counseling
Sharon Kurpius	Professor	Ethics and Values

5. Additional Materials

- A. Appendix
Complete and attach the Appendix document.
- B. Program of study
Provide one or more model programs of study (if appropriate).
- C. Attach other information that will be useful to the review committees and the Office of the Provost.

PROVOST OFFICE APPROVAL(S)

This proposal has been approved by all necessary Provost office levels of review. I recommend implementation of the proposed organizational change.

Office of the University Provost

Signature _____ **Date:** / /20

Note: An electronic signature, email, or a PDF of the signed signature page is acceptable.

APPENDIX
OPERATIONAL INFORMATION FOR MINORS

(This information is used to populate the [Degree Search](#)/catalog website.

Please consider the student audience in creating your text.)

1. Proposed Minor Name:

Counseling and Applied Psychological Science

2. Description (150 words maximum)

The minor in counseling and applied psychological science is offered both online and via face-to-face courses on the Polytechnic campus. The minor is open to all ASU undergraduate majors. Counseling and applied psychology course work focuses on the promotion of psychological well-being. Students with a minor in counseling and applied psychological science will learn basic counseling skills and techniques to complement a variety of social science and health majors, including among many others psychology, public health, interdisciplinary studies, social work and humanities.

3. Contact and Support Information

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

4. Program Requirements: Provide applicable information regarding the program such as curricular restrictions or requirements, specific course lists, or academic retention requirements.

Required Courses (9 credit hours):

CAP 120 Introduction to Counseling (3)
CAP 220 Exploring Cultural Diversity in Counseling (3)
CAP 240 Counseling Skills (3)

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

CAP 260 Survey of Careers in Counseling and Applied Psychology (1)
CAP 310 Addictions I – Foundations and Basic Principles (3)
CAP 315 Trauma and Crisis Intervention (3)
CAP 320 Theories of Counseling and Psychotherapy (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 420 School Counseling (3)
CAP 440 Addictions II – Treatment, Recovery, and Relapse Prevention (3)
FAS 331 Marriage and Family Relationships, SB (3)
FAS 370 Family Ethnic and Cultural Diversity, SB and C (3)
JUS 305 Principles of Justice Studies, SB (3)
PSY 385 Psychology of Gender (3)

Depending upon a student's undergraduate program of study, prerequisite courses may be needed in order to complete the requirements of this minor.

5. Additional Enrollment Requirements If applicable list any additional enrollment requirements students must complete

GPA Requirement: 2.0

Majors Ineligible to Add This Minor: None

Other Enrollment Requirements: None

The minor in counseling and applied psychological science is open to all ASU undergraduate majors. Students should consult an advisor in the department of their major to determine if the minor is consistent with their educational goals and to be recognized in their particular major. A student wishing to pursue this minor at the Polytechnic campus should also consult an academic advisor in the unit offering that minor to ensure enrollment in an appropriate set of courses.

Students in most majors may pursue at least one minor and, upon successful completion of the prescribed course work, have that accomplishment officially recognized on the ASU transcript at graduation if the college or department of the minor officially certifies, through established verification procedures, that all requirements for the minor have been met and the college (and in certain colleges, the department) of the student's major allows the official recognition of the minor.

Note: Certain major and minor combinations may be deemed inappropriate either by the college or department of the major or minor. Courses taken as part of a minor may not count toward both the major degree and the minor. Please contact the department for more information.

6. Delivery/Campus Information Delivery:

On-campus only (ground 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 Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

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

Downtown Phoenix Polytechnic Tempe Thunderbird West Other: _____

APPENDIX II

Support Statement

September 19, 2016

To: Duane Roen, Dean, College of Integrative Sciences & Arts

From: Lisa Spanierman, Professor & Faculty Head, Counseling & Counseling Psychology

Re: Undergraduate Counseling and Applied Psychological Science Minor at Polytechnic Campus

The Faculty of Counseling & Counseling Psychology support the undergraduate counseling and applied psychological science BS and minor at the Polytechnic Campus. We are excited about the new programs and foresee no negative effects on the core resources or day-to-day functioning of our current programs.

Sincerely,



Lisa Spanierman, PhD

Professor and Faculty Head

**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.

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>

Cc: Patrick Kenney <pkenney@asu.edu>; Paul LePore <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>
Cc: Robert Gray <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

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>
Cc: Marlene Tromp <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>
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>
Cc: Lisa Spanierman <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
University College | 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>
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>
Cc: Lisa Spanierman <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
College of Integrative Sciences and Arts | cisa.asu.edu
University College | universitycollege.asu.edu
Mail Code: 2780
7271 E Sonoran Arroyo Mall
Mesa, AZ 85212-6415

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
New College of Interdisciplinary Arts and Sciences
4701 W. Thunderbird Rd., Glendale, AZ 85306-4908
P.O. Box 37100, M/C 1251, Phoenix AZ 85069-7100
Arizona State University
Office: 602-543-7000 Fax: 602-543-7070
marlene.tromp@asu.edu
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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>; Greg Wise <Greg.Wise@asu.edu>; Paul Miller <icpam@asu.edu>
Cc: Devina Wadhwa <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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P: 480-727-6513



[CISA](#) | [CSRD](#) | [FYS](#) | [AISSS](#) | [UASP](#)

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
New College of Interdisciplinary Arts and Sciences
Arizona State University
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