USF SYSTEM
New Academic Degree Program Authorization Pre-Proposal Form

New Academic Program Pre-Proposal Process

New academic program pre-proposals are initiated and developed by the faculty. Approval of the pre-proposal must be obtained from department chairs and college deans or equivalent administrators before submission for USF System level review and consideration for inclusion in the USF Annual Work Plan. Details of the pre-proposal ***process and a timeline*** can be found on the Office of Institutional Effectiveness, Academic Program Planning and Review website.

Original copies of completed pre-proposals (including required signatures) must be submitted by ***October 1st*** to Kelly Bergquist, BEH 339. (For questions: kbergqui@usf.edu 4-2450)

Pre-proposal Application Form

PROGRAM PROPOSAL INFORMATON	TYPE/PRINT CLEARLY
USF Institution	USF Tampa
Degree Program Title (e.g. M.A. in Biology)	Ph.D. in Behavioral & Community Sciences
CIP Code	44.0000 Human Services
Proposed Mode of Delivery (% online if applicable)	Traditional classroom/research lab doctoral program
Enrollment Projections (FTE) : Year 1 and Year 5	Year 1: 5 Year 5: 20
Proposed Implementation Date (e.g. Fall 2012)	Fall, 2017

Please provide a succinct, thorough response to each of the following:

Program Summary: (*Briefly describe the proposed program*)

Please see next page

1. Briefly summarize the overall rationale for the new academic program. Include a consideration of any ways in which the proposed program is distinct from others already offered in the SUS (use the 4-digit CIP as a guide). Discuss how this program supports specific university and SUS missions. Consider collaborative opportunities with other SUS institutions as appropriate. (maximum length 250 words)

The Ph.D. in Behavioral & Community Sciences is a cross-departmental, interdisciplinary program to be offered by the College of Behavioral & Community Sciences (primarily Child and Family Studies, Mental Health Law & Policy, and Rehabilitation & Mental Health Counseling). Behavioral and community sciences involves the development and evaluation of interventions that promote resiliency and social well being across the lifespan for at-risk populations within the context of their families and communities. Research addressing behavioral and societal challenges (e.g., developmental disabilities, mental-health disorders, substance use disorders, poverty, and homelessness) is undertaken to improve behavioral health through approaches such as early intervention, positive behavior support, policy and systems change, and implementation science. This program is a research oriented, non-clinical program that will prepare researchers, educators, administrators, and policymakers in research design, program evaluation, outcome evaluation, policy development, and systems change.

This program will be the only doctoral program in the state offered within the Human Services CIP 44.0000. This non-clinical program is distinct from other SUS programs as it is interdisciplinary, focuses on behavioral health and welfare across people's lifespan, and emphasizes community-based research.

This program contributes to: (1) USF's Strategic Goal to conduct high-impact research to change lives, improve health, and foster positive societal change; (2) SUS goal of strengthening the quality and reputation of scholarship, research, and innovation; and (3) SUS priorities for workforce development by addressing behavioral health problems that directly or indirectly affect productivity in the workplace.

Student Demand*: (Describe the demand in the SUS for the proposed program)*

1. Briefly describe the demand for the proposed program and consider the following in your narrative:
   - Recognizing that programs at different levels may require different degrees of justification (e.g., greater duplication may be warranted at undergraduate and master's levels), indicate why duplicative programs should be warranted.
   - Consider the numbers of graduates and students enrolled at similar programs currently offered online or face-to face.
- Consider as applicable: place-bound learners, underserved populations in the field/profession, and professional credentials requirements. (maximum length 250 words)
- Resources: http://www.expertnet.org/index.cfm?fuseaction=programs.home

Significant demand for this program exists from students with degrees in behavioral health, psychology, mental health/rehabilitation counseling, and related fields, areas for which there are limited doctoral opportunities. In psychology alone, there were 89,158 applications for the 1,286 U.S. doctoral programs (2009-2010). Acceptance rates were: Clinical (7%); Counseling (8%); Health (16%); Developmental (20%); and Community (24%). The national pattern holds true in Florida universities as well, e.g., the USF Ph.D. clinical psychology program receives approximately 300 applications annually for 7-10 slots; the University of Florida program receives 350-400 applicants for 12-15 slots. The high selectivity of these programs results in unmet demand by a large pool of qualified applicants who could be interested in a research degree in a closely related field. A survey of USF behavioral healthcare majors indicated that 38% plan to go directly to graduate school following graduation and 26% plan to work a few years and then go to graduate school.

No Ph.D. program currently exists in the SUS with a focus described in this proposal. A national survey of Ph.D. programs revealed a small number of programs with a similar focus to the proposed program. These non-psychology Ph.D. programs typically receive 50-60 applications and enroll 4-8 new students annually. The proposed program would provide the plethora of strong Ph.D. applicants vying for the small number of slots with an opportunity to obtain a doctoral research degree specifically focused on behavioral and community sciences.

Workforce and Economic Development Needs: *(Describe how the proposed program meets workforce and economic development needs)*

2. Briefly describe how the proposed program meets workforce and economic development needs and consider the following in your narrative:
    - Impact of this program (local, state, national, international)
    - Impact of research funding
    - Changing professional credential requirements (maximum length 250 words)

    Resources: http://www.bls.gov/ooh/http://www.fldoe.org/fetpip/sus.asp

Employment predictions in social service, social science, education, and behavioral health occupations are among the highest growth sectors in the U.S. (U.S. Department of Labor, 2014). This growth is driven by a number of factors including: increasing numbers of older adults; increasing numbers of individuals with disabilities; changes in the insurance industry; behavioral health needs of returning veterans, military personnel, and their families; and increased emphasis on comparative-effectiveness-research and accountability for best practices within publicly supported programs. The health and social assistance sector is projected to grow at an annual rate of 2.6%, adding 5.0 million jobs between 2012 and 2022 (BLS, 2013). This accounts for nearly one-third of the total projected increase in jobs. The proposed Ph.D. will prepare program and policy makers, researchers, and program evaluators for jobs at the top echelons of this labor market. The *Chronicle of Higher Education* (September – October, 2014) included advertisements for several jobs related to this degree: 22 in social and behavioral sciences; over 50 in human services, public policy, and selected educational fields; and 24 behavioral health research positions. Employment opportunities are also possible as research and evaluation specialists and grant specialists at private, non-profit research organizations (e.g., Research Triangle Institute, the Rand Corporation, Johnson, Bassin & Shaw (JBS), ICF International, Abt Associates, and MACRO International), as well as quality improvement, research, and policy divisions of federal and state agencies.

3. **What program(s) will be eliminated to accommodate this new program if approved?** If the answer is 'None', how will resources (e.g., personnel and operating funds) be reallocated to offer the program? (Maximum 250 words)

No program will be eliminated.

The primary resource need for the doctoral program will be the provision of faculty mentors for doctoral students. The departments participating in this program employ more than 40 faculty with PhD degrees in disciplines related to behavioral and community sciences. Approximately half are expected to teach one doctoral course per year and supervise doctoral student research. Approximately 16 courses will be needed for the program and many of these courses are already taught by CBCS faculty for other academic programs at USF -- these courses will continue but with slightly larger enrollments. When faculty teach new courses for the Ph.D. program, Graduate Teaching Assistants (who have completed training in undergraduate teaching) will be assigned to teach or co-teach undergraduate courses previously taught by these faculty. Faculty resources will be reallocated to support the new program in such a manner that there will be no negative impact on existing academic programs in the college.

4. **How will the program be funded within existing departmental/programmatic funds?** (Maximum 250 words)

In addition to the faculty resources described in question 4, resources will be needed for graduate assistantship stipends and a part-time program coordinator (staff position). These funds will be provided by the university.

Institution Approval		
☐ **USF assumes responsibility for funding this program if approved.**		
Provost	**Signature**	**Date**
Dr. Ralph Wilcox		

References

O-Net Online. (2014). [Career Clusters]. Washington, DC: U.S. Department of Labor, Employment & Training Administration. Retrieved from http://www.onetonline.org

U.S. Census Bureau. (2014). *North American Industry Classification System*. Suitland, MD: The Bureau. Retrieved from http://www.census.gov/eos/www/naics/

U.S. Bureau of Labor Statistics. (2013, December 19). *Employment Projections: 2012-2022 Summary*. Washington, DC: U. S. Department of Labor. Retrieved from http://www.bls.gov/news.release/ecopro.nr0.htm

U.S. Bureau of Labor Statistics. (2104). *Occupational outlook handbook.* Washington, DC: U. S. Department of Labor. Retrieved from http://www.bls.gov/ooh/home.htm

USF Pre-proposal Supplemental Application Form (for internal USF use only)

PROGRAM PROPOSAL INFORMATON	TYPE/PRINT CLEARLY
College/ Division	College of Behavioral & Community Sciences
Department	Cross-departmental program involving several departments within the college
Are any other academic programs at USF offered under this CIP code? If yes, list them:	No
Target date for submission to USFBOT (Must be either May or October meeting)	May, 2015

Note to Reviewers: Only the first five questions are sent to the CAVP/BOG. Therefore, you will notice some duplication in the first section and the following section which is intended for USF internal review processes only.

5. How does this program support the institutional, USF System, and SUS Strategic Plans?

This program will contribute to USF's Strategic Plan is to conduct high-impact research to change lives, improve health, and foster positive societal change (Goal 2). It also supports the SUS goal of "strengthening the quality and reputation of scholarship, research, and innovation." Likewise, this program is consistent with the Board of Governors goal to focus the research agenda for Florida's universities by identifying the research strengths and priorities of each university.

The proposed doctoral program will take advantage of the unique, interdisciplinary research foundations of the faculty in several departments within the College of Behavioral and Community Sciences. These faculty conduct cutting-edge research in the field and obtain approximately $25 million in grants and contracts annually to support their research. The research programs of these departments will be augmented by the addition of Ph.D. students who can contribute to and expand upon the work of their faculty mentors. The proposed program will contribute to the research capacity of USF and the State by preparing future generations of researchers with expertise in behavioral and community sciences. Their ability to develop, identify, and implement evidence-based practices will help ensure that state resources are invested wisely in high quality services that produce cost-effective outcomes. Finally, the doctoral program will contribute to the SUS priorities for workforce development by preparing researchers who can apply new knowledge to enhance the performance of individuals with social, emotional, and behavioral disorders, increase worker productivity and reduce costs associated with absenteeism, disability, and health care coverage.

6. Does this program offer collaborative and/or interdisciplinary opportunities at other institutions in the USF and SUS systems? If so, what efforts have been made to initiate collaboration?

The programs in the College of Behavioral & Community Sciences programs are interdisciplinary in nature and therefore have collaborative partnerships with faculty from numerous departments within the USF and SUS systems. However, this program will be offered solely by faculty from the USF College of Behavioral & Community Sciences.

7. Provide information on the available resources and capacity for your program. In your response, include faculty availability and student support resources including the library. How will department/college resources be shifted to support the program?

Faculty

The primary resource need for the doctoral program will be the provision of research mentors for doctoral students. Doctoral students will have the opportunity to work with faculty who are active researchers. The departments participating in this program employ more than 40 faculty with Ph.D. degrees in disciplines related to behavioral and community sciences. Approximately half are expected to teach one doctoral course per year and supervise doctoral student research. Approximately 16 courses will be needed for the program and many of these courses are already taught by CBCS faculty for other academic programs at USF -- these courses will continue but with slightly larger enrollments. Faculty resources will be reallocated to support the new program in such a manner that there will be no negative impact on existing academic programs in the college. When faculty teach new courses for the Ph.D. program, Graduate Teaching Assistants (who have completed training on undergraduate teaching) will be assigned to teach or co-teach undergraduate courses previously taught by these faculty.

Technology and Research Support

The College of Behavioral and Community Sciences currently has access to sufficient physical space to schedule classes and seminars for the program. In addition to classroom and seminar space, the College has a computer lab with 32 computers that may be scheduled to support this program for teaching research classes with software such as SPSS, Qualtrics, and Atlas.ti. The building housing this program (MHC) hosts a Student Multidisciplinary Research Center designed to provide space for student groups to meet and collaborate on instructional and research projects.

Library Resources

Because of the interdisciplinary nature of behavioral health and community sciences, researchers with a particular focus on mental health−especially those with a strong emphasis in counseling, rehabilitation, and law and policy−and child and family studies may use databases in a range of disciplines including, but not limited to: Psychology, Rehabilitation and Mental Health Counseling, Social Work, Law, and Political Science, Public Administration. According to a review conducted by the USF Library, “the collections of the USF Tampa Library and affiliates are sufficient to support the development of a Ph.D. in Behavioral and Community Sciences” including 47,964 print titles and 11,791 electronic titles. The number of serials related to behavioral and community sciences is 1,619 (print form) and 2,042 (electronic form). Specific subject areas include: Adaptive Behavior, Aging; Behavioral Analysis, Modification and Research; Behavioral Sciences; Communication; Community Care; Criminology; demography; Developmental Disabilities; Family Studies; Geriatrics and Gerontology; Health Care Sciences and Services; Health Policy and Services; Law; Medical Ethics; Mental Health; Nursing; Psychiatry; Psychology (Applied); Public Administration; Public and Social Policy; Public Health; Rehabilitation; Social Sciences-Interdisciplinary; Social Work; Sociology; Special Education; and Substance Abuse. The Library also houses 86 electronic databases in behavioral health as well as a number of specialized datasets, government documents, and Center for Research Libraries (CRL) resources.

8. Please list the Student Learning Outcomes for the program (undergraduate programs must comply with BOG Regulation 8.016 “Academic Learning Compacts”).

Graduates of this program will demonstrate the ability to conduct research addressing social and behavioral challenges and to design and evaluate interventions and systems for at-risk populations within the context of their families and communities. Graduates will conduct projects that integrate behavioral, developmental, prevention, and implementation sciences. Graduates will demonstrate expertise in research design, program evaluation, policy development, and systems change. The application of knowledge and skills in these domains will be reflected by the following outcomes:

1. Students will develop a scholarly presentation representing their research, evaluation, or policy expertise and present it at a professional conference.

2. Students will complete and submit to a scholarly journal at least one of the following: a) position paper; b) review; or c) experimental, community-based research study.

3. Students will complete an original, substantive, and independent community-based dissertation research project.

4. Students will apply their knowledge and skills of community-based research, evaluation, and practice by teaching undergraduate courses or mentoring students in an undergraduate research project.