

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Arts/Bachelor of Science/Minor in Psychology

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) and a Minor in Psychology effective in fall 2017. The institutional Board of Trustees approved the degrees and minor on March 30, 2016.

Background

UVU currently offers a BA/BS in Behavioral Science with an emphasis in Psychology; the proposed BA/BS in Psychology would establish a full baccalaureate degree based on the five pillars of psychology described by the American Psychological Association, emphasizing skills desired by employers, and providing engaged learning experiences about current psychological topics. Furthermore, the proposed Minor in Psychology would benefit students from other academic majors related to human behavior (e.g., the arts, biology, business, communication, humanities, etc.). There are currently 10 full-time psychology faculty members in the UVU Department of Behavioral Science, representing all five core psychological areas, and student demand for psychology courses at the University is very high (44.8% growth in psychology student headcount from 2009 to 2015). At present, UVU is the only university in the Utah System of Higher Education that does not offer a baccalaureate degree in psychology.

The proposed BA/BS in Psychology is a 120-credit degree with 54 core and elective credits to be earned in the major; the proposed Minor in Psychology is comprised of 18 required credits related to the core areas of psychology and the study of human behavior. Due to extensive course offerings in psychology already in place at UVU, only six new courses would need to be developed to offer the proposed BA/BS. Due to the current popularity of psychology at UVU, more than 1,000 majors and more than 200 graduates per year are projected for the proposed degree. A BA/BS in Psychology would lead to graduate study for some in psychology, social work, medicine, or related disciplines, while other graduates with the BA/BS would be prepared to seek employment in human service and other fields. Essentially, the skills gained through a BA/BS in Psychology (e.g., data collection, problem-solving, analysis, scientific methodology and reasoning, understanding of human behavior, and application of knowledge) would serve graduates well in a wide range of fields where labor market demand and wages are (and are projected to remain) reasonably strong.

Policy Issues

The proposed degrees and minor have been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Utah Valley University's request to offer a BA/BS/Minor in Psychology. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Arts/Bachelor of Science and a Minor in Psychology.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Utah Valley University
Bachelor of Arts/Bachelor of Science/Minor in Psychology**

Section I: The Request

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) and a Minor in Psychology effective in fall 2017. The institutional Board of Trustees approved the degrees and minor on March 30, 2016.

Section II: Program Description

Complete Program Description

The BA/BS in Psychology is designed for students who desire a full bachelor's degree in psychology. The degree will prepare students for careers and further education in the Mountain West and nationwide by (a) creating a curriculum built around the five pillars of psychology; (b) emphasizing skills desired by employers (e.g., written communication, critical thinking, problem-solving, working in teams); and (c) providing engaged learning experiences similar to those found in the workplace, such as internships, laboratory work, and advanced learning about human behavior. The purpose of the Minor in Psychology is to provide an education about human behavior to students in other majors, which would provide non-psychology students with the skills needed to navigate careers that have a human or social component.

Purpose of Degree

Psychology is described as a "hub science"¹ because of its significant interconnections with fields such as the social sciences, natural sciences, medicine, law, education, and business, and is increasingly acknowledged as a STEM discipline. At UVU, other disciplines have relied on psychology courses as prerequisites within their majors or as foundational content for professional exams (e.g., MCAT). UVU needs a bachelor's degree in psychology to contribute to Utah's emphasis on STEM education, to better prepare students with a psychology education aligned with national standards, and to further UVU's core themes and mission.

A complete psychology major will strengthen the implementation of UVU's core themes, which center on student success: (a) engaged, (b) inclusive, and (c) serious. A psychology major will foster student success because it will provide an education aligned with national guidelines for a psychology major set forth by the American Psychological Association,² unlike the current program. Such standards will prepare students amply for meaningful post-baccalaureate employment as well as further education in the social sciences, if desired. The proposed psychology major will also be more engaged than the current program because it will mandate laboratory and research experiences for every student. The inclusivity core theme will be strengthened because of the demographics of psychology students (63% female) and the increasingly diverse UVU student body in the psychology program. Additionally, the program's increased emphasis on individual differences and group characteristics (e.g., in cross-cultural psychology) will foster an inclusive

¹ American Psychological Association, 2010; Cacioppo (2013)

² American Psychological Association. (2013). *APA Guidelines for the undergraduate psychology major: Version 2.0*. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

environment on campus and help students understand people from other cultural backgrounds after they leave UVU. Finally, a stand-alone psychology major will further demonstrate UVU's commitment to an academically serious education. The more academically rigorous major requirements will signal to students that the faculty members take their mission seriously to thoroughly and meaningfully educate UVU students.

Institutional Readiness

The new program will be offered through the currently-existing Behavioral Science department. It is not anticipated that any new organizational structures will be needed as a result of the creation of this program. The new program will strengthen the undergraduate social science and lower-division education in psychology because it will be a fully developed, stand-alone program of the central social science, which will strengthen the education of students in all of the social sciences and other allied fields (e.g., health science, business, the arts).

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	14	2	16
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured	9		
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	37		37
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	13		13
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	15		15
Total Headcount Faculty in the Department			
Full-time Tenured	14	2	16
Full-time Non-Tenured	9	0	9
Part-time Tenured	0		0

Part-time Non-Tenured	74	0	74
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	62.5	1.5	64.0

Staff

There are no additional staff needs associated with starting a new psychology major.

Library and Information Resources

The focus of the Utah Valley University Library is to support the educational programs on campus. Librarians actively solicit recommendations from faculty for new materials to ensure that collections meet program objectives and requirements. The library has already begun this recommendation process to support new psychology courses, including the Psychology Teaching Experience and Psychology Research Methods. Faculty teaching courses with a research component may schedule an instructional session with a librarian for their class, during which students learn the information literacy skills needed to effectively find and use information resources related to psychology. The library also has a Psychology 1010 Research Tutorial available online.

The library currently has 9,975 book and media titles with the subject heading of psychology, with 322 titles specifically related to developmental psychology, 1,506 titles related to mental health, 398 titles related to cognitive psychology, 2,206 titles related to social and personality psychology, and 55 titles related to biological psychology. The library's Films on Demand and Kanopy video streaming platforms both include psychology video collections. Psychology titles in the library are located at call numbers BF1-1389, BL51-65, GN502-517, R726.5-726.8, RA790-790.95, RC321-571, and RJ499-507.

Library databases useful for researching psychology topics include: PsycARTICLES, PsycINFO, Psychology & Behavioral Sciences Collection, Sage Online, ScienceDirect, JSTOR, and Project Muse. The library subscribes to roughly 917 journals related to psychology, including: *Annual Review of Psychology*, *Trends in Cognitive Sciences*, *Psychological Science in the Public Interest*, *American Psychologist*, *Psychological Bulletin*, *Personality and Social Psychology Review*, *Journal of Abnormal Psychology*, *Biological Psychology*, *Journal of Autism and Developmental Disorders*, and *Child Development*. The library provides access to 82% of the top 200 psychology journals, as ranked by impact factor in the Thomson Reuters 2014 Journal Citation Reports. Articles not available in full text or in the library's print holdings can be made available in approximately two working days through interlibrary loan. Off-campus access by proxy server is available for all databases.

Admission Requirements

This degree will have no additional admissions requirements besides the ones standard to entering UVU.

Student Advisement

The students in the BA/BS/Minor in Psychology will be advised through the advisors in the Department of Behavioral Science—as students in the current psychology emphasis are.

Justification for Graduation Standards and Number of Credits

Students will be required to complete 120 credits for the BA/BS in Psychology. This includes 54-57 psychology credits spread out across 19-20 courses. Nine courses will be required for all students in the major; ten to 11 will be from “menus” of courses for which students can choose one of three to four courses. Three courses (i.e., nine credits) will be psychology electives. 42-48 psychology credits must be upper division courses.

For the Minor in Psychology, students will be required to complete 18 credits from six required courses. These courses are General Psychology (PSY 1010), Human Development Life Span (PSY 1100), Introduction to Brain and Behavior (PSY 2710), Abnormal Psychology (PSY 3400), Cognitive Psychology (PSY 3420), and Social Psychology (PSY 3500).

External Review and Accreditation

There is no accreditation for undergraduate degrees in psychology.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	207	230	230	230	230
Total # of Declared Majors in Proposed Program	0	1,050	1,050	1,050	1,050	1,050
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (<i>as reported in Faculty table above</i>)	62.50	63.50	64.00	64.00	64.00	64.00
Total Department Student FTE (<i>Based on Fall Third Week</i>)	1,567	1,588	1,597	1,597	1,597	1,597
Student FTE per Faculty FTE (<i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i>)	25.07	25.00	24.95	24.95	24.95	24.95
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable.	N/A					

Expansion of Existing Program

This new major will replace the existing psychology emphasis within the behavioral science major. This proposed new program streamlines the current psychology program by eliminating almost all non-psychology course options and organizing the psychology curriculum around the American Psychological Association’s five pillars of psychology: biological, developmental, cognitive, social/personality, and mental

and physical health. Students will also have a capstone requirement. The result is a more agile program that adds academic depth and complexity compared to the current program.

Official fall enrollment (headcount /FTE) in the psychology emphasis for the past six years:

- 2010: 997 / 1002.2
- 2011: 1125 / 803.7
- 2012: 1167 / 782.5
- 2013: 1083 / 764.3
- 2014: 1108 / 709.8
- 2015: 1123 / 712.9

Section III: Need

Program Need

The need for a program comes from three different groups of UVU constituents: students, the UVU campus community (e.g., other departments), and the surrounding Utah and professional communities at large. Each of these groups will benefit more from a stand-alone psychology major compared to the current program of a psychology emphasis within a behavioral science degree. Students will be served with a major that better fits their needs and is potentially more clearly and effectively defended in a job interview or in admissions to graduate school. The UVU campus community will have a psychology program better equipped to meet general education and interdisciplinary education needs, and the professional community in Utah and beyond will benefit from a larger number of graduates with a high-quality psychology education. Additionally, the Minor in Psychology will be available to students who are not able to devote their energy primarily to the study of psychology. It is believed that the minor will be useful to students who wish to strengthen their career preparation in any field that relates to human behavior (e.g., biology, communications, business, the arts, humanities).

Labor Market Demand

According to the Utah Department of Workforce Services (DWS) and AllPsychology Careers (a publicly-traded corporation that operates marketing and media online business in the United States and internationally), market demand in Utah for jobs requiring a bachelor's degree in psychology is higher than the nationwide average; specifically, the demand is between 2.5% and 4.9% annual growth in jobs locally as compared with 1.1% to 3.1% growth nationwide.³ Moreover, all of the applicable job titles tracked individually by DWS are rated as being four or five star jobs, meaning that through 2022 it is anticipated that both wages and job growth will remain higher than the Utah average—indicating high market demand for people with degrees in psychology. While preparing some students for graduate work in psychology, social work, medicine, and related fields is important, most of these reported positions are not specific to the field of psychology. The variety of these jobs reflects the value of deepening a person's understanding of human functioning and increasing their ability to understand and work with others. According to these sources, psychology graduates can make meaningful contributions to many jobs in human service fields including child and family services, vocational rehabilitation, substance abuse counseling, social welfare,

³ Source: Utah DWS data.

education, health, and human services; they also contribute to private industry. Essential for this versatile job placement are the unique skill sets of data collection, problem-solving, analysis, scientific methodology and reasoning, an understanding of human behavior, and application of knowledge to a variety of situations.

The Classification of Instructional Programs (CIP) code for the proposed program is 42.0101, and the Standard Occupational Classification (SOC) code(s) for jobs related to the proposed program are:

- Survey Researchers: 19-3022
- Psychologists: 19-3030
- Clinical, Counseling, and School Psychologists: 19-3031
- Industrial-Organizational Psychologists: 19-3032
- Psychologists, All Other: 19-3039
- Counselors: 21-1010
- Substance Abuse and Behavioral Disorder Counselors: 21-1011
- Educational, Guidance, School, and Vocational Counselors: 21-1012
- Marriage and Family Therapists: 21-1013
- Mental Health Counselors: 21-1014
- Rehabilitation Counselors: 21-1015
- Counselors, All Others: 21-1019
- Social Workers: 21-1020
- Certified Children, Youth, and Family Social Workers: 21-1021
- Healthcare Social Workers: 21-1022
- Mental Health and Substance Abuse Social Workers: 21-1023
- Social Workers, All Other: 21-1029

Highlights from IRI's Burning Glass report on psychology include:

- p. 3: Of the 2,059 postings, only 719 specified educational requirements. Of those with educational requirements, 230 or 32% require a bachelor's degree and 374 or 52% require a graduate or professional degree.
- p. 5: The top four industry sectors hiring social workers in the past 12 months are (1) health care and social assistance, (2) educational services, (3) public administration, and (4) finance and insurance.
- p. 6: Only 30% of the job postings include salary ranges. Of the data available, the mean salary for these positions = \$48,785.

The UVU Gap Analysis Report: indicates that there is a surplus of 585 bachelor's degrees in psychology (median hourly wage of \$27.46), which is the third largest surplus mentioned in the report. However, it is important to recognize that a psychology degree is a liberal arts degree, and the skills in writing, logical reasoning, research, and analysis of human behavior are desired among employers outside of psychology. As Utah becomes a powerhouse of the information economy, these skills will continue to be in demand among a wide cross-section of employers.

Student Demand

Psychology is consistently in high demand among students at UVU. In 2014 there were 1,108 students who chose the psychology emphasis within the behavioral science major. This number represents 62.7% of all students in the behavioral science major and 3.5 % of all students at UVU. In a student survey of students enrolled in the psychology emphasis, 70% said that they would prefer a major dedicated to psychology rather than the current program option. Another 20 % said they would consider a psychology major but were not entirely sure it would be the best fit for them. An outside consultant, Dr. Eric Amsel of Weber State University, expects that a dedicated psychology major would experience robust growth as students become attracted to an academically rigorous social science program.

Similar Programs

Every four-year USHE institution offers a psychology degree, except UVU. The current program (of a behavioral science degree with a psychology emphasis) no longer serves the students' needs. The psychology faculty believe that UVU should be able to serve over 1,000 students with a degree that they want and need. The current program is different because it is multidisciplinary, yet students searching for jobs or planning to apply to graduate school need a degree that focuses on psychology.

Moreover, psychology is the central science of the social sciences. It provides (along with programs like English, visual arts, biology, chemistry, and the humanities) one of the foundational bodies of knowledge for a liberal arts education. A psychology degree will make UVU better at providing a well-rounded liberal arts education to its student body.

Although other USHE institutions offer psychology degrees, none do within UVU's service area (where approximately ¼ of Utahans live). The fact that UVU has more students enrolled in its psychology program than any other USHE institutions shows the great student demand the institution's students have for a psychology degree.

Currently existing psychology bachelor's degree programs within the Utah System of Higher Education:

- University of Utah (BA/BS), enrollment 805; 322 graduates per year
- Utah State University (BA/BS), enrollment 809; 113 graduates per year
- Weber State University (BS), enrollment unavailable; 72 graduates per year
- Southern Utah University (BA/BS), enrollment 278; 71 graduates per year
- Dixie State University (BA/BS), enrollment 446; 40 graduates per year

Collaboration with and Impact on Other USHE Institutions

As the Behavioral Science Department contemplated a new psychology degree, Dr. Eric Amsel, professor of psychology at Weber State University, was invited to analyze the proposal. He believed that the demand was sufficient at UVU to justify a psychology degree, and it would not interfere with the operations of psychology departments at other USHE institutions. Therefore, it is anticipated that a new psychology degree will have little impact on other USHE institutions. The current psychology emphasis seems to have had no impact on the enrollment numbers in other USHE institutions' programs. With UVU's current psychology program having an enrollment of 1100, it seems unlikely that a full-fledged psychology degree

will siphon enrollment from other USHE institutions. There are no firm plans for collaboration at this time, although there have been discussions with psychology faculty at Weber State and Salt Lake Community College.

Benefits

USHE will benefit from the presence of a psychology degree and minor because:

- Psychology is the central pillar of the social sciences, and having a psychology degree would give UVU a greater ability to meet the mandate to provide a well-rounded liberal arts education.
- Currently there are nearly 1100 students in the psychology emphasis, 3.5% of the total UVU student headcount. This makes psychology one of the most popular fields of study at UVU. Providing a stand-alone psychology major will help retain students by providing them with the major they prefer. Obviously, UVU would not want to deny a large percentage of students their own degree. In addition, this will not only relieve some of the pressure on enrollment at other USHE institutions, but it will provide a more convenient setting for the many interested individuals in UVU's service region.
- Based on prior information about the ratio of psychology majors to minors at other universities,⁴ the Department of Behavioral Science estimates that 300-500 students will be interested in declaring a Minor in Psychology. Adding a component of human behavior will enhance the education of hundreds of students at UVU. Statewide, the economy will benefit because of the growing services industry in Utah—many of which require dealing with people and human behavior.
- Other USHE institutions—especially SLCC, the University of Utah, and Utah State University—will benefit from another psychology degree in this state because it will provide them with another set of collaborators for research, teaching, advocacy, and administrative issues (such as transfer students and preparing students for graduate programs). The behavioral science faculty members at UVU believe that strengthening psychology at one USHE institution strengthens it at all USHE institutions.

Consistency with Institutional Mission

One of UVU's missions is increased access of education to underserved students. With the psychology student body being 63% female, having a major will increase access to the female students to higher education. Also, the increasingly diverse psychology faculty will indeed attract more diverse students. Offering the only available psychology degree in Central Utah will also support UVU's mission of providing access to higher education.

⁴ Stache, C., Perlman, B., McCann, L., & McFadden, S. (1994). A national survey of the academic minor and psychology. *Teaching of Psychology, 21*, 69-74. doi:10.1207/s15328023top2102_1

Section IV: Program and Student Assessment

Program Assessment

The goals of the new psychology major are to develop students' abilities to critically analyze quantitative data in order to draw empirically supported conclusions about human behaviors and engage in written scholarly communication.

Expected Standards of Performance

The first goal of analyzing quantitative data will be measured through:

- An in-house statistics final administered to every student in their BESC 3010 (Statistics for the Social Sciences) course. This test has been administered to all BESC 3010 students since summer 2012, and the department is able to track improvement in students' statistical reasoning over time. This test has been developed in accordance with professional standards and measures the quantitative reasoning needed to draw empirically supported conclusions.
- The final group project in PSY 3020 (Research Methods in Psychology) will be evaluated with a standardized rubric to determine whether students' inferences and conclusions about their quantitative data are supported by their statistical analyses.

The second goal will be measured through:

- An evaluation of short written assignments given to students at three critical points during their psychology education. The assignments will be evaluated with a standardized rubric focusing on the mechanics of basic writing, the conventions of professional writing (e.g., conforming to a publication style), and the coherence of student argument. These assignments will be administered in at least one of the introductory core courses, during one of the series of more advanced courses, and during the capstone course. Student improvement will be tracked across time.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$2,294,044	\$55,000	\$2,349,044	\$27,500	\$2,376,544	\$0	\$2,376,544
Benefits	\$832,725	\$30,759	\$863,484	\$15,380	\$878,864	\$0	\$878,864
Total Personnel Expense	\$3,126,769	\$85,759	\$3,212,528	\$42,880	\$3,255,408	\$0	\$3,255,408
Non-Personnel Expense							

Travel	\$19,350	\$1,000	\$20,350	\$0	\$20,350	\$0	\$20,350
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$41,185	\$4,000	\$45,185	\$4,000	\$49,185	\$0	\$49,185
Total Non-Personnel Expense	\$60,535	\$5,000	\$65,535	\$4,000	\$69,535	\$0	\$69,535
Total Expense (Personnel + Current)	\$3,187,304	\$90,759	\$3,278,063	\$46,880	\$3,324,943	\$0	\$3,324,943
Departmental Funding							
Appropriated Fund	\$3,187,304	\$90,759	\$3,278,063	\$46,880	\$3,324,943	\$0	\$3,324,943
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition							
Total Revenue	\$3,187,304	\$90,759	\$3,278,063	\$46,880	\$3,324,943	\$0	\$3,324,943
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$68	\$	\$69	\$	\$69	\$	\$69

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

With the exception of the new cognitive requirements and additional depth in biological psychology, all of the courses and the faculty to teach the courses exist. The additional tuition revenue from enrollment in the new courses will support any additional faculty needs.

Reallocation

No reallocation of funds is planned to support the new program.

Impact on Existing Budgets

To support the needed new program, increases in the Department of Behavioral Science budget will be needed. Most of these expenses are related to the hiring of two new faculty members. For details, see the Department Budget table above. It is not anticipated that any other departments' or programs' budgets will be adversely impacted.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold): BA/BS in Psychology

Course Prefix and Number	Title	Credit Hours
Psychology Core		
PSY 1100	Human Development Life Span	3
PSY 2710	Introduction to Brain and Behavior	3
PSY 3400	Abnormal Psychology	3
PSY 3420	Cognitive Psychology	3
PSY 350G	Social Psychology	3
Research Requirement		
BESC 3010	Statistics for the Behavioral Sciences	4
PSY 3030	Research Methods for Psychology	4
Biological Requirement: Complete one of the following		3
PSY 3430	Psychopharmacology (3)	
PSY 3450	Behavioral Neuroscience (4)	
PSY 3490	Sensation & Perception (4)	
Developmental Requirement: Complete one of the following		3
PSY 3200	Infancy and Childhood Development (3)	
PSY 3210	Adolescent Development (3)	
PSY 3220	Adult Development (3)	
Cognitive Requirement: Complete one of the following		3
PSY 3300	Motivation & Emotion (3)	
PSY 3480	Principles of Learning (4)	
PSY 4690	Human Intelligence (3)	
Social/Personality Requirement: Complete one of the following		3
ANTH 101G	Social/Cultural Anthropology (3)	
PSY 3100	Psychology of Gender (3)	
PSY 3460	Personality Theory (3)	

Course Prefix and Number	Title	Credit Hours
Mental & Physical Health Requirement: Complete one of the following		3
PSY 2800	Human Sexuality (3)	
PSY 3105	Health Psychology (3)	
PSY 4300	Introduction to Counseling and Psychotherapy (3)	
Laboratory Requirement: Complete one of the following (if not already fulfill in the Biological or Cognitive Requirement)		4
PSY 3450	Behavioral Neuroscience (4)	
PSY 3480	Principles of Learning (4)	
PSY 3490	Sensation & Perception (4)	
Capstone Requirement: Complete at least three credits from the following		3
PSY 4150	Tests and Measures (3)	
PSY 4500	History and Systems of Psychology (3)	
PSY 4850	Introduction to Pedagogy (3)	
PSY 488R	Advanced Research Experience in Psychology (3)	
BESC 481R & PSY 482R	Senior Internship (1-3) & Internship Seminar (1-3)	
Psychology Electives: Complete nine additional credits of Psychology coursework. Please see your academic advisor to make sure you will complete at least 40 credits of upper division coursework.		9
	Sub-Total	54
General Education Requirements		
Complete the following:		
ENGL 1010	Introduction to Writing	3
ENGL 2010	Intermediate Writing—Humanities/Social Sciences (3)	3
or ENGL 2020	Intermediate Writing—Science and Technology (3)	
MAT 1030	Quantitative Reasoning (3)	3
or MATH 1040	Introduction to Statistics (3)	
or MATH 1050	College Algebra (4)	
Complete one of the following options		3
HIST 1700	American Civilization (3)	
HIST 1740	US Economic History (3)	
POLS 1100	American National Government (3)	

Course Prefix and Number	Title	Credit Hours
HIST 2700 and 2710	US History to 1877 (3) and US History from 1877 (3)	
Complete the following:		
PHIL 2050	Ethics and Values (3)	3
HLTH1100	Personal Health and Wellness (2)	
or PES 1097	Fitness for Life (2)	2
Distribution course requirements		
Fine Arts Distribution	(3)	3
Biological Science Distribution	(3)	3
Physical Science Distribution	(3)	3
Third Science Distribution	(3)	3
Humanities Distribution	(Fulfilled in BA by Foreign Language 202G)	3-4
Social/Behavioral Science Distribution	PSY 1010 General Psychology	3
	Subtotal	35/36
Elective Requirements		30/31
For BA: Complete 12 credits of coursework from the same foreign language and 18 credits of 1000-level or higher coursework from any subject For BS: Complete 31 credits of 1000-level or higher coursework from any subject.		
Total Number of Credits		120

All Program Courses: Minor in Psychology

Course Prefix and Number	Title	Credit Hours
Required Courses		
PSY 1010	General Psychology	3.0
PSY 1100	Human Development Lifespan	3.0
PSY 2710	Introduction to Brain and Behavior	3.0
PSY 3400	Abnormal Psychology	3.0
PSY 3420	Cognitive Psychology	3.0
PSY 350G	Social Psychology	3.0
Total Number of Credits		18.0

Program Schedule: BA in Psychology

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
Elective	(MAT 1010 recommended here if needed)	4.0
PES 1097	Fitness for Life	2.0

Elective		3.0
Elective		3.0
	Semester total:	15.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1010	General Psychology	3.0
ENG 2010	Intermediate Writing—Humanities/Social Sciences	3.0
Mathematics GE		3.0
Biology GE		3.0
Fine Arts GE		3.0
	Semester total:	15.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1100	Human Development Life Span	3.0
BESC 3010	Statistics for the Behavioral Sciences	4.0
PHIL 2050	Ethics & Values	3.0
PSY 3420	Cognitive Psychology	3.0
Physical Science GE		3.0
	Semester total:	16.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 350G	Social Psychology	3.0
PSY 3030	Research Methods in Psychology	4.0
Additional Biology or Science GE		3.0
American Institutions GE		3.0
Elective		3.0
	Semester total:	16.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 2710	Introduction to Brain & Behavior	3.0
PSY 3400	Abnormal Psychology	3.0
Cognitive PSY Course		3.0
Language 1		4.0
	Semester total:	13.0
Spring of Third Year	Course Title	Credit

(Course Prefix and Number)		Hours
Developmental PSY course		3.0
Biological PSY course		3.0
Lab Requirement		4.0
Language 2		4.0
	Semester total:	14.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Mental/Physical Health PSY course		3.0
PSY elective		3.0
PSY elective		3.0
Language 3		4.0
Elective		3.0
	Semester total:	16.0
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Capstone course		3.0
PSY elective		3.0
Language 4	Humanities GE fulfilled by LANG 202G	4.0
Social/Personality PSY course		3.0
Elective		2.0
	Semester total:	15.0

Program Schedule: BS in Psychology

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
Elective	(MAT 1010 recommended here if needed)	4.0
PES 1097	Fitness for Life	2.0
Humanities GE		3.0
Elective		3.0
	Semester total:	15.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1010	General Psychology	3.0
ENG 2010	Intermediate Writing—Humanities/Social Sciences	3.0
Mathematics GE		3.0
Biology GE		3.0
Fine Arts GE		3.0
	Semester total:	15.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1100	Human Development Life Span	3.0
BESC 3010	Statistics for the Behavioral Sciences	4.0
PHIL 2050	Ethics & Values	3.0
Physical Science GE		3.0
Elective		3.0
	Semester total:	16.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 350G	Social Psychology	3.0
PSY 3030	Research Methods in Psychology	4.0
Science GE		3.0
American Institutions GE		3.0
Elective		3.0
	Semester total:	16.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours

Number)		
PSY 2710	Introduction to Brain & Behavior	3.0
PSY 3400	Abnormal Psychology	3.0
PSY 3420	Cognitive Psychology	3.0
Social/Personality PSY course		3.0
Elective		3.0
	Semester total:	15.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
Developmental PSY course		3.0
Biological PSY course		3.0
Cognitive PSY course		3.0
PSY elective		3.0
Elective		3.0
	Semester total:	15.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Mental/Physical Health PSY course		3.0
PSY elective		3.0
Elective		3.0
Elective		3.0
Elective		3.0
	Semester total:	15.0
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Capstone course		3.0
PSY elective		3.0
Lab Requirement		4.0
Elective		3.0
	Semester total:	13.0

Program Schedule: Minor in Psychology

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1010	General Psychology	3.0
	Semester total:	3.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1100	Human Development Lifespan Development	3.0
	Semester total:	3.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 2710	Introduction to Brain & Behavior	3.0
	Semester total:	3.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 3400	Abnormal Psychology	3.0
	Semester total:	3.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 3420	Cognitive Psychology	3.0
	Semester total:	3.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 350G	Social Psychology	3.0
	Semester total:	3.0

Section VII: Faculty

Full-time psychology faculty at UVU:

- Dr. Brett Breton (B.S., Psychology; M.S., Counseling and School Psychology; Ph.D., Theoretical, Philosophical, and Social Psychology)
- Dr. Matthew Draper (B.S., Psychology; M. A., Counseling; Ph.D., Counseling Psychology)
- Dr. Jessica C. Hill (B.S., Psychology; M. A., Visual Cognition and Human Performance; Ph.D., Developmental Psychology)
- Dr. Cameron John (B.S., Psychology; Ph.D. Educational Psychology)
- Dr. Claudia Lieberwirth (A.A., Liberal Arts; A.A., Early Childhood Development; B.S., Psychology; B.S., Biology; Ph.D., Neuroscience)
- Dr. Chris Anderson (B.S., Behavioral Science; B.A., Spanish; Ph.D., Clinical Psychology)
- Dr. Barton Poulson (B.S., Psychology; M.A., Psychology; Master of Philosophy, Social-Personality Psychology; PhD, Social-Personality Psychology)
- Dr. Leo Schlosnagle (A.S., Computer Science/E-Commerce; B.A., Psychology; Ph.D., Psychology)
- Dr. Anton Tolman (B.A., Psychology; M.A., Psychology; Ph.D., Clinical Psychology)
- Dr. Russell T. Warne (B.S., Psychology; Ph.D., Educational Psychology)

In accordance with information above (see “Departmental Faculty” section), another cognitive psychologist and another biological psychologist will be needed to make this new major a success. It is anticipated that the cognitive psychologist will be needed during Year One and the biological psychologist during Year Two.