



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

New Program Report

Date Submitted:

02/04/2021

Institution

University of Missouri-St. Louis

Site Information

Implementation Date:

6/1/2021 12:00:00 AM

Added Site(s):

Selected Site(s):

University of Missouri-St. Louis, 1 University Blvd, St. Louis, MO, 63121-4400

CIP Information

CIP Code:

422813

CIP Description:

A program that focuses on the application of psychological theories and methods to real-world settings and problems, such as business and industry, government, education, military, and community settings. Includes instruction in applications of psychology, industrial/organizational psychology, developmental psychology, social psychology, cognitive psychology, counseling, human factors, research methods and statistics, and program evaluation.

CIP Program Title:

Applied Psychology

Institution Program Title:

Applied Psychology of Child Advocacy Studies

Degree Level/Type

Degree Level:

Bachelor's Degree

Degree Type:

Bachelor of Arts

Options Added:

Collaborative Program:

N

Mode of Delivery

Current Mode of Delivery

Classroom

Hybrid

Online

Student Preparation



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Special Admissions Procedure or Student Qualifications required:

AP-CAST students will be required to meet the same admission standards as all UMSL students. While no special qualifications are required for the program, due to the sensitive nature of the material covered in AP-CAST courses, students must have a high level of emotional awareness and tolerance for difficult content.

Specific Population Characteristics to be served:

Given the specialized skills focus of the AP-CAST degree, we will target new markets of students who may not have considered higher education as an option previously.

Faculty Characteristics

Special Requirements for Assignment of Teaching for this Degree/Certificate:

Director of the Center, will be responsible for implementing and monitoring the program's success. Dorothy Haskell, MSW, LCSW who currently serves as the part-time Project Director for the CAST certificate and minor programs will continue in this role. Other faculty include Assistant Teaching Professor, Dana Klar, J.D., LCSW and Clinical Professor, Matthew Kliethermes, Ph.D. We recently added a full-time non-tenure track faculty member, Amanda Whitworth-Bequette, Ph.D., in Fall 2020.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:

Depending on enrollment numbers, approximately 20% of AP-CAST courses will be taught by qualified adjunct instructors with applicable experience.

Expectations for professional activities, special student contact, teaching/learning innovation:

Faculty support the UMSL Child Advocacy Center, which has earned a state and national reputation as experts in the field of child traumatic stress. Faculty teach courses with popular and innovative course designs that include instruction through problem-based learning simulations and exercises within the program's 'Mock House' simulation lab utilizing actors as standardized clients; thus affording students authentic opportunities to hone their skills.

Student Enrollment Projections Year One-Five

Year 1	Full Time: 3	Part Time: 1	
Year 2	Full Time: 17	Part Time: 4	
Year 3	Full Time: 32	Part Time: 8	Number of Graduates: 4
Year 4	Full Time: 52	Part Time: 13	
Year 5	Full Time: 77	Part Time: 19	Number of Graduates: 12

Percentage Statement:

100.00

Program Accreditation

Institutional Plans for Accreditation:

The AP-CAST degree will maintain its status as an "Approved" CAST program by meeting the national standards set forth by Zero Abuse Project, the entity with oversight for CAST programs nationwide (See Appendix AE for CAST Approval Status Notification). An application and site visit are required to be awarded this credential.

Program Structure



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Total Credits:

120

Residency Requirements:

UMSL requires 30 out of the last 36 hours to be earned in residency, and at least 15 major hours in residency.

General Education Total Credits:

46

Major Requirements Total Credits:

47

Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
CAST 4598	3	
PSYCH 1003	3	
	3	Developmental Course
	3	Cultural Diversity Course
PSYCH 2201	3	
CAST 1000	3	
CAST 4700	1	
CAST 4698	3	
	13	Language requirements
CAST 4498	3	
PSYCH 2211	3	
CAST 2200	3	
CAST 2100	3	
	3	Ethics Course
PSYCH 2219	3	
PSYCH 2245	3	
CAST 4398	3	

Free Elective Credits:

27

Internship or other Capstone Experience:

CAST 4698: Internship in Child Advocacy Studies will place students into a child-serving organization, individualized for their professional goals, for a minimum of 150 hours. CAST 4700: Internship Seminar in Child Advocacy Studies, a companion course, will support reflective learning in relationship to their field experience. For remote students, this requirement will be facilitated and evaluated by a local praxis coordinator.

Assurances

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus, CBHE-approved service region or CBHE-approved off-site location.



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I certify that the program will not unnecessarily duplicate an existing program within the geographically applicable area.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

Contact Information

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CHAFFIN

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Curriculum Alignment Map: BA in Applied Psychology of Child Advocacy Studies

Program Objectives

Program Courses	Psychological Sciences Knowledge Base	Scientific Inquiry and Critical Thinking	Communication		Ethical and Social Responsibility		Professional Development and Workforce Readiness	
	Apply empirical and conceptual knowledge of traumatic stress in their professional roles.	Use and respect critical and creative thinking, skeptical inquiry, and scientific approaches to respond to childhood traumatic stress.	Interact effectively with professionals across multiple disciplines.	Produce written and verbal communication consistent with discipline standards.	Demonstrate professional ethics and values in the context of child advocacy.	Advocate for trauma-informed policy changes that promote the healthy development of all children, including the prevention of child abuse.	Create trauma-informed relationships with diverse consumers.	Address risks and signs of Secondary Traumatic Stress.
Intro to CAST	I		I		I	I	I	I
Communication in CAST		I	D	I	D		I	
Psych Statistics	I							
Research Methods	I	I			I			
Intro to Bio Psych	D						I	
Abnormal Psych	D	I					I	
Policy and Global Issues	D	I	D	D	D	D	I	I
Developmental Option	I	I				I	I	
Ethics Option			D		D			D
Culture Option	D				D	D	D	
Traumatic Stress...	D	D		I		D	I	D
Child Maltreatment...	D	D	D	D	D	D	D	D
Forensic Investigation...	M	M	M	M	D	D	D	D
Assessment and Intervention	M	M	D	M	D	M	M	M
Internship/Seminar	M	M	M	M	M	M	M	M

3

Year 3: Fall

Course Number	Course Name	Credits	Milestone Course	Notes	Placeholder
ENGL 3100	Junior-Level Writing	3			
PSYCH 2211	Introduction to Biological Psychology	3			
CAST 3290	Traumatic Stress in Childhood and Adolescence	3			
EXPLORE	Humanities and Fine Arts	3			
EXPLORE	Math & Life/Natural Sciences	3			

Total credits: 15

Year 3: Winter Intersession

Course Number	Course Name	Credits	Milestone Course	Notes	Placeholder

Total credits: 0

Year 3: Spring

Course Number	Course Name	Credits	Milestone Course	Notes	Placeholder
CAST 4398	Child Maltreatment: A Multidisciplinary Approach	3			
CAST 2XXX	Ethics and Values in Child Advocacy	3		or other ethics elective	
EXPLORE	Math & Life/Natural Sciences	3			
EXPLORE	Humanities and Fine Arts	3			
XXXX	Elective	3			

Total credits: 15

Year 3: Summer

Course Number	Course Name	Credits	Milestone Course	Notes	Placeholder

Total credits: 0

Total credits for the year: 30

4

Year 4: Fall

Course Number	Course Name	Credits	Milestone Course	Notes	Placeholder
CAST 4498	Forensic Investigation of Child Abuse	3			
XXXX	Elective	3			
XXXX	Elective	3			
XXXX	Elective	3			
XXXX	Elective	3			

Total credits: 15

Year 4: Winter Intersession

Course Number	Course Name	Credits	Milestone Course	Notes	Placeholder

Total credits: 0

Year 4: Spring

Course Number	Course Name	Credits	Milestone Course	Notes	Placeholder
CAST 4598	Assessment and Intervention in Child Abuse and Neglect	3			
CAST 4698	Internship in Child Advocacy Studies	3			
CAST 4700	Internship Seminar in Child Advocacy Studies	1			
XXXX	Elective	2			
XXXX	Elective	3			

Total credits: 12

Year 4: Summer

Course Number	Course Name	Credits	Milestone Course	Notes	Placeholder

Total credits: 0

Total credits for the year: 27

Total credits for degree: 120

Degree Complete!

Executive Summary

B.A. in Applied Psychology of Child Advocacy Studies (AP-CAST)

The Bachelor of Arts in Applied Psychology of Child Advocacy Studies (AP-CAST) is an applicable, innovative, and accessible new degree that prepares graduates to move into a variety of child serving sectors. With its academic home and foundation within the Department of Psychological Sciences, AP-CAST is built with a strong interdisciplinary focus enhanced by hands-on skill development, immersive learning experiences and mentoring from professionals in the workforce. This innovative degree will be one of only three known majors of its kind in the country. AP-CAST graduates will be vital additions to a broad array of service industries including child welfare, primary and behavioral healthcare, juvenile justice, education, child care, public policy, and law enforcement.

The AP-CAST degree charts a path to sustainable implementation of the University's primary commitment to serve all of the citizens of Missouri. During the last decade, and especially in the context of the current pandemic, exposure to trauma, particularly "ACES" or adverse childhood experiences, has been increasingly recognized as a significant and costly public health issue. Experts anticipate that interest in the field of trauma studies will grow "unabated" given the public's level of awareness of this prevalent challenge. However, significant concerns have been noted in the scope, consistency and timeliness of training for child serving professionals. AP-CAST will leverage its unique advantage of allowing student access to a university embedded, highly functioning Child Advocacy Center whose faculty and staff have earned a state and national reputation as experts in the field of child traumatic stress. The popular and innovative course designs include instruction through problem-based learning simulations and exercises within the program's 'Mock House' simulation lab utilizing actors as standardized clients; thus affording students authentic opportunities to hone their skills.

A steady and increasing demand for Child Advocacy Studies (CAST) courses justifies offering the proposed AP-CAST degree. Since approval of the certificate and minor in Fall 2014, CAST experienced a 246% increase in student enrollment growth with 51 CAST certificates and 66 CAST minors having been conferred to UMSL students. Currently, CAST courses enroll between 150 to 200 students and generate between 450 to 600 student credit hours each semester. Survey data collected for this proposal showed a strong interest in the major as evidenced by over 50% of the entire sample, and 74% of current CAST students and CAST alumni, indicating that they would have been 'extremely likely' or 'very likely' to consider enrolling in the AP-CAST degree, had it been available. Strong employer demand also justifies expanding the CAST program to include a baccalaureate degree. Projected growth in AP-CAST related fields is "High" in St. Louis, the state of Missouri and nationwide over the next eight years with an urgent need to fill open positions in rural communities. AP-CAST's commitment to offering the degree in a fully online format will help bridge this educational gap by increasing accessibility. Investments made by UM-St. Louis administrators have committed the financial resources needed to generate the momentum necessary to achieve the program's outcomes and reach a positive revenue threshold by the end of its second year.

No. 1

Recommended Action – B.A. Applied Psychology of Child Advocacy Studies – UMSL

It was recommended by Sr. Associate Vice President Steve Graham, endorsed by President of the University of Missouri Mun Choi, recommended by the Academic, Student Affairs and Research & Economic Development Committee, moved by Curator _____, seconded by Curator _____ that the following action be approved:

that the University of Missouri – St. Louis be authorized to submit the attached proposal for a Bachelor of Arts in Applied Psychology of Child Advocacy Studies to the Coordinating Board for Higher Education for approval.

Roll call vote of the Committee:	YES	NO
Curator Wenneker		
Curator Hoberock		
Curator Layman		
Curator Snowden		
The motion _____.		

Roll call vote of Board:	YES	NO
Curator Brncic		
Curator Chatman		
Curator Graham		
Curator Hoberock		
Curator Layman		
Curator Snowden		
Curator Steelman		
Curator Wenneker		
Curator Williams		
The motion _____.		

New Degree Program Proposal:

**Bachelor of Arts in
Applied Psychology of Child Advocacy Studies**

University of Missouri – St. Louis

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(Some appendices are excluded from these materials for length and clarity and are available upon request.)

Executive Summary

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1. Introduction

Academic components and career paths. The Bachelor of Arts in Applied Psychology of Child Advocacy Studies (AP-CAST) is a proposed new degree at UMSL designed for students moving into the wide variety of employment sectors that serve children, youth and families. The decision to propose this program as an Applied Psychology degree within the Department of Psychological Sciences is both intentional and strategic. The AP-CAST degree at UMSL shares all the features that prompted the American Psychological Association to renew its commitment to Applied Psychology degree programs in 2019 (e.g. interdisciplinary faculty, skill mastery, real world issue focus) and complements the existing BA and BS degrees currently being offered within the Department of Psychological Sciences. The AP-CAST degree, like the BA and BS, is built on a strong foundation of psychological theories and principles but is differentiated by interdisciplinary, hands on skill building. Whereas existing degrees in Psychology and Social Work provide solid options for students seeking a versatile, generalist preparation, AP-CAST is an alternative for learners seeking a child specialty outside of traditional Education degrees. AP-CAST will appeal to students looking for immediate workforce readiness, immersive learning experiences, and mentoring from professionals.

AP-CAST graduates will possess the knowledge, skills and expertise to analytically think through and solve the real-world challenges facing today's child serving industries, including the stressors associated with the COVID-19 crisis. Upon graduation, these students will transition seamlessly into the workforce as child protection specialists, case managers, applied behavior analysts, educators, clinical intake specialists, childcare workers, nurses, family advocates, medical support staff, policy analysts, residential and detention staff and law enforcement officers. For those who choose to continue their education, the AP-CAST degree will prepare them for graduate studies in counselling, psychology, criminal justice, and social work, and allow their entry into professions involving mental health, law, healthcare, non-profit administration, and public policy.

Evolution of the program and reason for proposal. In 1997, UMSL's administration made the bold decision to build and support a Child Advocacy Center on our campus. With funding from philanthropist Kathy J. Weinman-Steve, Children's Advocacy Services of Greater St. Louis (CASGSL) soon reached national accreditation status and began coordinating the multidisciplinary teams that responded to child abuse and neglect allegations throughout the St. Louis metropolitan area. Each year CASGSL staff conduct approximately 650 forensic interviews for child protection and law enforcement and 8,000 sessions of counseling for victims of child abuse, neglect or other traumatic events.

While maintaining its commitment to direct service to the community and training for graduate students in psychology, social work and counseling, in 2010, CASGSL

made the decision to better align the Center with the University's core undergraduate teaching mission. In the summer of 2011, a team from CASGSL made site visits to two Child Advocacy Studies (CAST) programs offered by Winona State University and Montclair State University. From these visits grew the five CAST courses, the CAST minor, and the CAST certificate now routinely offered to UMSL students. Demand for CAST courses, grew sharply and feedback began to accumulate--from students who expressed that they "wished I had known about CAST sooner," from CAST alumni remarking about how well the CAST courses prepared them for the field, as well as employers' requests for "more CAST students." Conversations with community partners throughout rural Missouri were punctuated by comments focusing on the great need to educate more students who would build and sustain a rural workforce. Through this dialogue, the potential for establishing AP-CAST and considering it for the University System's eLearning initiative was soon recognized.

Preliminary steps toward the degree. In Fall 2014, the UMSL Faculty Senate approved an undergraduate certificate (19 hours) and minor (15 hours) in Child Advocacy Studies (CAST). All current CAST courses are offered at the 3000 and 4000 level and include:

- CAST 3290: Traumatic Stress in Childhood and Adolescence
- CAST 4398: Child Maltreatment: A Multidisciplinary Approach
- CAST 4498: Forensic Investigations in Child Abuse
- CAST 4598: Assessment and Intervention in Child Abuse and Neglect
- CAST 4698: Internship in Child Advocacy Studies
- CAST 4700: Internship Seminar in Child Advocacy Studies

In less than six years since approval, 51 CAST certificates and 66 CAST minors have been conferred to UMSL students indicating that it is a well-established program within the University. Over the last two years, CAST faculty committed to offering the certificate and minor in an online format. The COVID-19 crisis accelerated our ability to accomplish this goal. Today, all of the current CAST courses have successfully been transitioned into an online format and are offered at least once a year in either an online or blended/hybrid platform.

The proposed new curriculum will be developed through lower division courses designed to support and complement the existing CAST courses. Coupled with a strong core in the psychological sciences, these new courses will provide a broader theoretical and methodological foundation for AP-CAST graduates in diversity, policy, ethics and industry specific communication. These additional courses will allow the existing upper division courses to focus more on the mastery of skills and expertise distinctively expected within Applied Psychology degree programs.

UMSL's current CAST faculty stand ready to steer the program through this expansion; evaluation of additional faculty lines in the future will be solely contingent on program growth.

Persons responsible for the success of the program. Jerry Dunn, Ph.D., Clinical Professor of Psychological Sciences, and the Executive Director of the Center, will be responsible for implementing and monitoring the program's outcomes. The AP- CAST program will be housed within the College of Arts and Sciences Department of Psychological Sciences. Dorothy Haskell, MSW, LCSW will continue to serve as the part-time CAST Project Director.

2. Fit with University Mission and Other Academic Programs

2.A. Alignment with Mission and Goals

As the state's only land grant University, the UM System's mission is clear: "Scholarship and teaching are daily driven by a commitment to public service—the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world". The AP-CAST degree outlined in the following pages follows this path. Even more literally, the AP- CAST degree aligns directly with the mission of the UMSL campus: "We transform lives." By delivering educational experiences that "inform, prepare, challenge and inspire" the AP-CAST curriculum helps transform students who go on to transform the lives of some of our region's most vulnerable children, youth, and families, empowering them to overcome adversity. The proposal has received strong support from the university administration, including the Chancellor of UMSL and the UMSL Provost and Executive Vice Chancellor for Academic Affairs. Chancellor Sobolik details how this program aligns with our "anchor mission by preparing our students in an area that is in high demand not only in St. Louis but also across the state of Missouri where rural communities often have understaffed social service agencies." Provost Mora sees the strength of how the proposal is "building on the strong reputation of UMSL's accredited Child Advocacy Center and [will be] one of only three programs of its kind in the world." This proposal also supports a number of specific goals outlined in the 2018-2023 UMSL Strategic Plan, including:

Goal 1: Increase the number of educated citizens in the St. Louis region.

Given the specialized skills focus of the AP-CAST degree, we will target new markets of students who may not have considered higher education as an option previously.

Goal 3: Increase flexible pathways to degree completion.

Even before COVID-19, CAST courses had already shifted to support online, blended, and evening formats. The course additions proposed to round out the new AP-CAST major will be simultaneously rolled out in the classroom, online and in hybrid formats to attract traditional four year as well as transfer students.

Goal 6: Enhance academic quality and learning experiences.

Several CAST courses utilize the program's simulation lab, known as our "Mock House," allowing the closest to real life experience possible for practicing skills. The highly popular, interactive Problem Based Learning Simulations embedded in the CAST classes have been recently modified and piloted to make them fully accessible within a virtual, online format.

Goal 8: Expand and enhance student employment and internships.

The CAST Certificate requires a child focused internship in the student's home discipline and our students are placed in a variety of social service settings throughout the St. Louis metropolitan area each semester. The proposed AP-CAST degree will extend that requirement to all AP-CAST majors, thus increasing the overall number of internships available to UMSL students.

Goal 9: Decrease debt at graduation and loan default rates.

Virtually all CAST courses use open/affordable educational resources, relying primarily on scholarly articles available through the library system at no charge to students. Offering online/hybrid sections allows students flexibility to complete degrees while accommodating employment responsibilities, thus reducing the need to secure additional student loans.

Recognition of the innovative curriculum as well as the substantial and sustained growth of the CAST program over the past five years has garnered the attention of administrators across the UMSL campus. The Department of Psychological Sciences, noting the unique attributes and advantages of creating a major in Applied Psychology which would appeal to its diverse student population, have fully embraced the AP-CAST proposal. Appreciating the anticipated growth and innovation inherent in the program, both the Office of the Provost and Office of the Dean of the College of Arts and Sciences have championed the AP-CAST degree, have made it a priority on our campus, and have committed the resources necessary to launch the program.

2.B. Duplication and Collaboration Within Campus and Across System

No Applied Psychology degrees were found to be available to UM students nor were they listed as offerings at other major universities in Missouri. Thus, there is no duplication within the UM System. In fact, AP-CAST will be one of three known Child Advocacy Studies majors of its kind in the country (Montclair State University; Florida Tech Online). The skill based, applied nature of the proposed degree, is not replicated elsewhere, making approval of the AP-CAST degree innovative and progressive. No other major, minor or certificate CAST program that we are aware of has access to a University embedded, nationally accredited Child Advocacy Center whose faculty help operate and work in direct service capacities within the organization. UMSL AP-

CAST students have the opportunity to learn, first hand, from the community based multidisciplinary team of professionals in law enforcement, child protection, medicine, family advocacy and mental health who serve as mentors and guest speakers in UMSL CAST courses. UMSL's CAST program enjoys a long history of collaborating with programs on our campus that complement our efforts. Through the existing CAST certificate and minor programs, we have developed strong working relationships with colleagues in social work, criminal justice, sociology, education and nursing. Classes are cross-listed and the Center offers practicum opportunities for students from different majors.

3. Business-Related Criteria and Justification

3.A. Market Analysis

3.A.1. Need for Program

Every day, almost 1.5 million Missouri children interact with professionals in their schools, childcare settings, healthcare facilities and social service agencies. A substantial portion of those children are vulnerable and interface with Missouri's systems responsible for child protection, behavioral health, foster care, juvenile justice, and residential treatment. In 2018, Missouri's child protection system identified 13,567 children in need of services, and in 2017, Missouri processed 48,777 referrals through its juvenile justice system due to reports of law violations, status offenses, and child abuse and neglect allegations. Equipping the workforce to effectively advocate for these children who need, and deserve, higher levels of care represents a pressing public health issue as well as a broad and extensive market base across multiple service sectors. Given that Missouri's workforce will be expected to confront issues and implications of a nature and scope unlike any of their predecessors due to the COVID -19 pandemic, it is crucial to immediately begin preparing those future graduates to face those challenges through degree programs such as AP-CAST.

With the population of children and youth in Missouri expected to grow at a rate of 2.5% every five years through 2030, it is imperative that the workforce be agile enough to respond. The full impact remains to be seen of the recent passage of Missouri's Medicaid Expansion bill, but it is likely that, at minimum, the expansion will require adding new members of the workforce, members who must be equipped to serve the vulnerable, high need Medicaid eligible population. The proposed AP-CAST major is an important first step toward increasing the prowess and agility of the workforce to meet those needs.

Given their breadth of training, AP-CAST graduates are prepared to move into and through a number of career paths. A Burning Glass data search, drawn from the Bureau of Labor Statistics, targeted several CIP codes and occupational groups,

primarily in the social service sectors, in an effort to estimate employment demand for future AP-CAST graduates. For the year ending 5/30/2019, these data indicated that 613 job openings relevant to child advocacy fields were advertised in the St. Louis region primarily within the Healthcare and Social Assistance (57%) and Education Setting (17%) categories. Burning Glass characterized the projected growth in these fields as "High" in St. Louis, the state of Missouri, and nationwide over the next eight years. Trends with sharp and sustained increases in need are documented in a variety of occupational areas including Youth and Career Counseling (12.8%), Human Services (15.9%), and Mental and Behavioral Health (22.7%). Geographically, these high levels of demand are present across Missouri and Illinois with larger employers such as BJC Healthcare, the State of Illinois, Chestnut Health Systems and Compass Health Network posting positions

One driver of employment demand in these fields is the urgent need to fill open positions in rural communities. Over 40% of Missouri children live in rural counties where social service agencies are chronically understaffed leaving children and families underserved. Compared to metropolitan counties, more than five times as many rural countries are without a workforce who can attend to the behavioral health needs of their citizens. The shortage is so significant in rural Missouri that it prompted one of our survey respondents to note:

[AP-CAST] would provide much needed professionals in an area of extreme need.

The accessibility of the AP-CAST degree in its online format will help bridge this concerning educational gap. Moreover, this format will increase its accessibility during times of COVID-19 when in-person meetings have been more limited.

Regardless of the format they choose to pursue their degree, AP-CAST emerging graduates will enter a workforce where over 55% of the relevant jobs in these fields require a bachelor's degree in a related field. As an Applied Psychology degree with the unique and specific emphasis area related to children, the AP-CAST program will appeal to discerning students looking for a degree that will facilitate rapid entry into the career path they wish to pursue. Consider this survey respondent's comment:

As a manager at a Behavioral Health agency, we are hiring more bachelor level applicants even for counseling/therapy positions. There is a workforce shortage in our field at the current time. Adding more options for individuals to get into the field is a good thing.

The new AP-CAST degree will meet the market demand, preparing graduates to enter jobs ready for them. We asked supervisors and senior leaders of social service agencies in metropolitan and rural areas of Missouri and Illinois to respond to a survey asking about their hiring preferences (See Appendix A). Results from the survey indicate a highly favorable hiring climate for future AP-CAST graduates. After outlining the basics of the proposed degree, 89% of the respondents indicated that a

new hire with an AP- CAST degree would be 'extremely helpful' (61%) or 'very helpful' (28%) to their agency when considered in relation to other undergraduate degrees in Psychology, Social Work and Criminal Justice.

Meeting academic needs in Missouri. The recently released report to the Missouri Department of Social Services from the Taskforce on Child Safety (2019) noted significant concerns in the scope, consistency and timeliness of training for child welfare workers in Missouri as well as the multidisciplinary team members with whom they collaborate (e.g. law enforcement officers; court personnel; medical and behavioral health professionals). Recommendations from the Taskforce included developing and implementing an "enhanced curriculum" of topics and skills. The top five recommended skills included: identifying harm and safety concerns, documentation, critical thinking, interview skills and, corroboration and scene investigations. Notably, all of these skills are introduced, developed and mastered throughout the proposed AP-CAST curriculum. AP-CAST intentionally prepares students in the top specialized skills for these fields as identified by Burning Glass: building effective relationships, written communication, teamwork/collaboration, problem solving, organization and planning. When we surveyed several groups of stakeholders to better understand what was needed in the field, they reported a significant short supply of applicable, skill-based training opportunities for their workforce. This represents an untapped market for undergraduate education with significant revenue potential.

Meeting economic demands in Missouri. The proposed AP-CAST degree will contribute economic viability for both individual citizens and the state as a whole. The average living wage in metropolitan St. Louis area of Missouri and Illinois is \$29,016. Data drawn from Burning Glass research indicates that the average salary for the fields future AP-CAST graduates will be entering is considerably higher at \$38,321. Thus, these graduates have a viable and stable economic future.

A broad array of stakeholders was approached for feedback about the proposed AP-CAST degree including current UMSL students, CAST students and alumni, and supervisors and leaders in community-based organizations. (See Appendices A, B, C, D, and E for surveys and results). A substantial majority of the feedback about the degree was positive and saw a great deal of value in the degree. Below are some selected quotes from survey participants:

I think it would be great to have a more specialized major for folks who specifically want to move on to child advocacy after graduation and would hopefully improve overall care and services for children in our state.

Seems like a fantastic idea with great application immediately following graduation.

Stakeholders at the national and state level have also offered support for the AP- CAST degree. The Executive Director of Zero Abuse Project, the organization responsible for evaluating and approving CAST programs across the country noted (See Appendix F):

This leading-edge degree offering will only be the second four-year CAST major offered in the country and will serve a growing market of discerning students looking for programming that teaches the collaboration, critical thinking, and competency-based skills so vital to employers in child service sectors.

Elana Newman, Ph.D. one of the national experts instrumental in calling for trauma competency-based curricula in behavioral health fields wrote (See Appendix G):

As outlined your AP-CAST degree has the potential to change the landscape by preparing emerging professionals more completely and more concretely than ever before.

David Kurt, the Director of Missouri Children's Division, the statewide child protection unit within the Department of Social Services, wrote (See Appendix H):

Exposure to internship opportunities and [the ability] to apply classroom learning in real life settings prior to graduation is key to the success of equipping students for the workforce. It is the understanding of this proposal that the teaching might be done remotely which allows for a larger pool of students across Missouri. As such, the Children's Division is interested in opportunities to partner with the University of Missouri-St. Louis to provide internships across the state.

Also, at the state level, Joy Oesterly, the Executive Director of Missouri Kids First, the organization which coordinates multiple child focused initiatives and advocacy efforts said (See Appendix I):

...the AP-CAST degree will be an unprecedented opportunity to prepare a trauma informed workforce to serve these children and promote their resiliency.

Likewise, Rachel Jones, the Manager of Trauma Informed Treatment for the Missouri Department of Mental Health lent her support by writing (See Appendix J):

I am in full support of the CAST major. I anticipate institutions across the state will be motivated to hire graduates of your degree program given its experiential, skill-based curriculum and interdisciplinary focus. Hiring your CAST graduates will give agencies confidence that recruiting and onboarding costs are good investments because your program will prepare their new employees before they enter the field.

This support coupled with the support on the UMSL campus from the Office of the Provost, the Deans of Arts and Sciences and Social Work, as well as the then-Vice

Provost of Enrollment Management and Pre-Health Advisor, indicates that the proposed AP-CAST degree will have the champions, resources and collaboration necessary to make it a success (See Appendices L, M, N and O for Letters of Support).

3.A.2. Student Demand for the Program

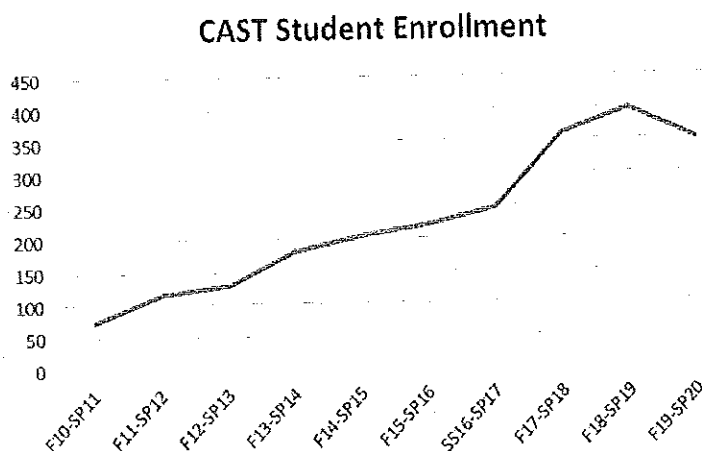


Figure 1: CAST Student Enrollment FS2010 to SP2020

Based on the success of the current CAST programming, significant demand exists for expanding the program. Since approval of the certificate and minor in Fall 2014, CAST experienced a 246% increase in growth of student enrollment with minimal resources and no marketing (See Figure 1). To date, the CAST program has conferred 51 certificates and 66 minors. Currently, CAST courses enroll between 150 to 200 students generating 450 to 600 student credit hours each semester.

This enrollment growth, in large part, can be attributed to word-of-mouth recommendations by students. This may be due to the unique opportunities students receive as UMSL CAST students. These opportunities include:

- Connection to a fully-functioning, accredited Child Advocacy Center embedded within a university for 23 years.
- Well established coordination of the St. Louis area multidisciplinary network of professionals in child protection, healthcare, mental health, civil and criminal court systems, law enforcement and school systems who serve as guest lecturers and create internship and practicum opportunities.
- Staff experts in trauma focused counseling, forensic interviewing and family advocacy who can serve as mentors.
- Existing simulation lab ("Mock House" property) that creates high-impact learning experiences for students.

In order to gauge interest in expanding the CAST program to include a bachelor's degree, surveys were distributed to students and professionals in the field. (See

Appendices B, C, D and E for surveys and results). A total of 159 students and professionals responded to the surveys. Respondents were asked, "If UMSL had offered the Bachelor of Arts in Applied Psychology of Child Advocacy Studies degree (AP-CAST) at the time you began your undergraduate study, how likely would you have been to consider enrolling in an AP-CAST major?"

Table 1

Consider enrolling	Extremely Likely	Very Likely	Likely	Somewhat likely	Not likely
Current CAST students (N=24)	37.5% (9)	33.3% (8)	4.17%(1)	12.5% (3)	12.5%(3)
CAST alumni with Cert./minor (N=15)	40.0%(6)	40.0%(6)	6.67%(1)	13.3% (2)	0% (0)
Current Psychology students (N=58)	29.31%(17)	17.24%(10)	22.41%(13)	15.52%(9)	15.52%(9)
Community Professionals(N=59)	22.03%(13)	16.95%(10)	13.56%(8)	27.1%(16)	20.3%(12)
Total N=156	28.8% (45)	21.7%(34)	14.7% (23)	19.2%(30)	15.3%(24)

Table 1 shows strong interest in the major as evidenced by over 50% of the entire sample indicating that they would have been 'extremely likely' or 'very likely' to consider enrolling in the AP-CAST degree, had it been available. Even more striking were the responses of those who had taken CAST classes and thus, were familiar with the existing curriculum; 74.3% of current CAST students and CAST alumni indicated they would have been 'extremely likely' or 'very likely' to consider enrolling in the bachelors in AP-CAST. Similar high interest was documented when UMSL participants were asked to respond to a question about the likelihood of considering enrolling in a double major of AP-CAST and a related major (e.g. Social Work, Criminal Justice, and Education). Table 2 on the following page shows that just over 50% of the sample indicated they would have been 'extremely likely' or 'very likely' to enroll as an AP-CAST double major.

Finally, respondents were asked to indicate their interest in obtaining an AP-CAST degree in an online format if it had been available. Table 3 shows that 39.1% of the overall sample reported they would be 'extremely likely' or 'very likely' to consider enrolling in an online AP-CAST degree. This data portends well for AP-CAST's potential as an eLearning option for the UM System.

Table 2

Consider double major	Extremely Likely	Very Likely	Likely	Somewhat likely	Not likely
Current CAST students (N=24)	37.5%(9)	33.3%(8)	4.1%(1)	12.5% (3)	12.5%(3)
CAST alumni with Cert./minor(N=15)	46.6%(7)	26.6%(4)	13.3%(2)	6.67% (1)	6.67% (1)
Current Psychology students (N=58)	27.5%(16)	17.2%(10)	13.7%(8)	22.4%(13)	22.4%(13)
Community Professionals	-----	-----	-----	-----	-----
Total N=97	32.9%(32)	22.6%(22)	11/3%(11)	17.5%(17)	17.5%(17)

Table 3

Consider online degree	Extremely Likely	Very Likely	Likely	Somewhat likely	Not likely
Current CAST students (N=24)	29.1%(7)	20.8%(5)	12.5%(3)	12.5%(3)	25.0%(6)
CAST alumni with Cert./minor(N=15)	46.6%(7)	13.3%(2)	6.6%(1)	20.0%(3)	13.3%(2)
Current Psychology students (N=58)	27.5%(16)	17.2%(10)	15.5%(9)	17.2%(10)	22.4%(13)
Community Professionals (N=59)	15.25%(9)	8.47%(5)	13.56%(8)	27.1%(16)	35.59%(21)
Total N=156	25.0%(39)	14.1%(22)	13.4%(21)	20.5%(32)	26.9%(42)

Taken together this quantitative data, and the qualitative data in the quotes from respondents below, indicate that AP-CAST's strong fiscal and academic viability in the near term will be achieved and sustained.

I wish UMSL had offered an AP-CAST major when I was an undergraduate. I believe an AP-CAST major would be extremely appealing to a lot of undergraduate students who are interested in working with children. I was elated to discover the CAST minor and certificate existed at UMSL; it's very likely I would have chosen the AP-CAST major over a Psychology major, had one been available.

I have a B.S. and M.A. in Criminology and neither prepared me to work in the field the way my CAST certificate did. Now that I'm in a position of supervision, which includes hiring and training new employees, I look forward to the opportunity to bring other CAST graduates into the fold.

Table 4a. Student Enrollment Projections (anticipated total number of students enrolled in program during the fall semester of given year).

Year	1	2	3	4	5
Full-Time	3	17	32	52	77
Part-Time	1	4	8	13	19
Total	4	21	40	65	96

These enrollment projections are modest and manageable given available resources. They are justified by the sustained growth of the current CAST certificate and minor program. These programs have seen significant increases in enrollment without the benefit of a marketing campaign. These estimates are further justified by the student survey data which indicates a strong likelihood that new students will consider enrolling in the AP-CAST degree.

Table 4b. Student Enrollment Projections (anticipated number of students enrolled during the fall semester of given year who were new to campus).

Year	1	2	3	4	5
Full-Time	3	15	29	48	73
Part-Time	1	4	7	12	18
Total	4	19	36	60	91

These estimates are based on marketing strategies that will focus on building awareness of the on campus and online degree completion formats. These estimates also assume that building strong relationships with community college advisors will promote new students entering UMSL with the intention of majoring in the AP-CAST degree.

Table 4c. Projected Number of Degrees Awarded

Year	1	2	3	4	5	6	7	8	9	10
# of Degrees Awarded	0	1	3	3	5	14	18	25	31	37

3.B. Financial Projections

3.B.1. Expenses - Additional Resources Needed

Program faculty resources needed. UMSL is well-poised to offer the proposed BA in Applied Psychology of Child Advocacy Studies degree. Six CAST courses are currently being offered, including blended or online sections of each course at least once per year. Recently, the CAST certificate and minor have generated approximately 1,000 or more student credit hours each year. This means CAST is currently generating surplus revenue annually of approximately \$50,000 to \$150,000 after accounting for existing faculty salaries. The CAST certificate and minor are supported by four non-tenure track faculty and one staff instructor whose appointments also include responsibilities to the Center and the Department. Fiscal resources currently supporting CAST faculty will be maintained to ensure the sustainability of the revenue generated by the CAST certificate and minor programs. These faculty currently support approximately 150-190 students per semester through their teaching assignments ranging from one to four courses per semester and represent an approximate cumulative FTE of 2.5 each semester (not including program coordination).

Over the course of the next four years, AP-CAST enrollment will be closely monitored. Contingent upon student demand and meeting enrollment projections, an additional faculty hire may be requested to fulfill and sustain the anticipated need for campus based and online AP-CAST courses. This position will only be requested in year 4 following the approval of the AP-CAST major and will be contingent on meeting enrollment projections. As enrollment justifies it, staff from CASGSL will lend their expertise to the AP-CAST program and serve as adjunct faculty if needed.

Program support needed. CASGSL is a self-sustaining center whose grant supported funding streams are restricted to providing direct client services to children and families. Thus, the existing CAST program has no dedicated staff support to sustain a degree program (e.g. scheduling, procurement, HR functions, recruiting, advising). A new Program Coordinator staff position is budgeted to support the expanded AP-CAST program. This position will provide broad programmatic support by assisting with set up for the problem-based learning simulations (e.g. setting up the "mock house" investigations; scheduling, contracting and orienting actors to serve as standardized clients), responding to student inquiries, organizing recruitment efforts, coordinating the advisory board and CAST club events, and providing faculty assistance as needed. Annual anticipated salary and benefit costs for this position are approximately \$52,000-\$55,000.

Currently, the CAST program functions with a part-time Project Director for CAST, Dorothy Haskell, MSW, LCSW. In addition to her instructional duties, the Project Director role allows her to coordinate programmatic changes, support online teaching efforts, schedule courses, maintain relationships with placement sites and

lead the CAST internship seminar. This role will need to be expanded to a full time Project Director position to accommodate the anticipated growth of the program, oversee marketing and recruitment efforts to engage potential online and campus-based students, and expand the infrastructure of the internship program to facilitate placements for the AP-CAST students. Annual anticipated salary and benefit costs for this position are approximately \$90,000 - \$95,000.

Other resources needed. While traditional research start-up costs will not be needed to support this program, nominal funds are budgeted to scaffold the experiential nature of the AP-CAST degree such as supplies for the program's "mock house." This lab is used several times each semester to simulate child abuse and neglect investigation scenes and home visits. Funds are also budgeted to construct a modular "mock courtroom" designed to give students opportunities to hone their skills in as realistic a courtroom setting as possible. Local semi-professional actors are recruited as "standardized clients" and paid to portray the roles of family members involved in the simulations. Funds are budgeted to cover the hourly rate for the actors' preparation and performance time. Another component of the AP-CAST curriculum is an emphasis on service learning. Faculty plan to expand service learning opportunities for future AP-CAST students and have budgeted funds to help cover costs associated with transportation, lodging, fees and honoraria. Funds for marketing materials such as informational brochures, recruiting displays and website revision are included in the budget. Other funds budgeted include E & E costs typically associated with maintaining a degree program such as computers, copies, office supplies, professional association dues, site visit and accreditation fees, and conference travel for faculty to maintain their professional development.

The Dean of the College of Arts and Sciences has committed to underwriting the first year expenses of the program by reprogramming existing funds. This leads to new net costs to the University and the UM-System of zero.

3.B.2. Revenue

The primary source of revenue for the AP-CAST program will be generated by tuition and fees associated with the student credit hours in CAST courses. Additional revenue, not captured in the budget Proforma, will be generated by the out-of-state tuition fees paid by online AP-CAST students outside of the University's residency boundaries. The CAST certificate and minor programs will be sustained and conservatively would generate approximately \$70,000 per year with 10 students enrolled in four CAST courses to satisfy the certificate program and 10 students enrolled in three CAST courses to meet the requirements of the CAST minor. This revenue is shown as "Other Income" in the budget Proforma. Although not yet approved by the Board of Curators, we will request a special \$10/SCH fee to be charged to students in CAST courses. These fees will help cover expenses associated with set up and maintenance of the mock house and mock courtroom, as well as the

costs of paying actors to serve as “standardized clients” for simulations, building internship infrastructure and covering service learning costs.

3.B.3. Net Revenue

Table 5 shows that even with conservative enrollment estimation, the program will be able to generate net revenue starting from the first year. By Year 3 (FY2023) the program has clearly established its ability to cover these expenses. Calculations indicate an internal rate of return for this expansion of 415% over eight years. Even if enrollment projections are not met, the -50% Sensitivity Analysis indicates financial solvency is maintained from Year 3 forward with a 216% internal rate of return.

Table 5. Financial Projections for Proposed Program for Years 1 Through 5

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Expenses per year					
A. One-time					
<i>New/Renovated Space</i>					
<i>Equipment</i>	\$0	\$5,000	\$0	\$0	\$0
<i>Library</i>	\$0	\$0	\$0	\$0	\$0
<i>Consultants</i>	\$0	\$0	\$0	\$0	\$0
<i>Other</i>	\$0	\$6,000	\$3,000	\$6,000	\$3,000
Total one-time	\$0	\$11,000	\$3,000	\$6,000	\$3,000
B. Recurring					
<i>Faculty</i>					\$70,000
<i>Staff</i>	\$19,000	\$78,000	\$79,560	\$81,151	\$82,774
<i>Benefits</i>	\$6,768	\$27,784	\$28,339	\$28,906	\$54,418
<i>Equipment</i>		\$0	\$0	\$0	\$0
<i>Library</i>		\$0	\$0	\$0	\$0
<i>Other</i>	\$29,500	\$37,750	\$43,905	\$48,318	\$50,184
Total recurring	\$55,268	\$143,534	\$151,804	\$158,375	\$257,376
Total expenses (A+B)	\$55,268	\$154,534	\$154,804	\$164,375	\$260,376
2. Revenue per year					
<i>Tuition/Fees</i>	\$37,408	\$196,391	\$374,077	\$607,876	\$897,786
<i>Institutional Resources</i>					
<i>State Aid</i>					
<i>Other</i>	\$0	\$70,000	\$70,000	\$70,000	\$70,000
Total revenue	\$37,408	\$266,391	\$444,077	\$677,876	\$967,786
3. Net revenue (loss) per year	(\$23,692)	\$64,343	\$197,161	\$376,490	\$525,201
4. Cumulative revenue (loss)	(\$23,692)	\$40,651	\$237,812	\$614,303	\$1,139,504

3.B.4. Financial and Academic Viability

At the end of Year 5 (FY25), in order to achieve the financial viability threshold of sustained revenue generation that exceeds annual expenses covers university overhead costs, the program will need to maintain a minimum total enrollment for approximately 65 students. If enrollment numbers necessitate a decision to hire an additional faculty

member in Year 4, annual expenses will increase to approximately \$298,000 while campus overhead will remain stable. These additional expenses would require maintaining an enrollment of approximately 82 students. Alternatively, if enrollment lags in Year 5, we will solicit feedback from students and employers and re-evaluate the curriculum and marketing efforts in an effort to increase enrollment. If after seven years projections are not met, the University may decide to discontinue the major and refocus its priority on sustaining the popular CAST certificate and minor. In order to maintain a vibrant active learning community, AP-CAST anticipates needing to maintain enrollments for approximately 65 students (i.e. approximately 20 Seniors, 20 Juniors, 15 Sophomores and 10 Freshman).

Table 6: Enrollment (Year 5) needed for Financial and Academic Viability

Viability	Minimum Enrollment
Financial	65
Academic	65

Table 7: Enrollment (Year 5) needed for Financial and Academic Viability

Enrollment Status	Full-Time	Part-Time	Total
Number of Students	52	13	65

3.C. Business and Marketing Plan: Recruiting and Retaining Students

Recruiting students. We consulted with Judith Kaplan, Senior Director of Marketing for UMSL's Marketing and Communications Office regarding how best to launch the AP-CAST program. Ms. Kaplan recommended a mix of marketing strategies including using digital prospecting and retargeting ads (general, Facebook and Instagram), paid search engine marketing, internet video advertising and collateral materials. Although a robust marketing budget in the initial years of the program would be ideal to raise awareness of the degree, that is not realistic given the current budget situation facing UMSL and the UM System. Alternative marketing strategies will be employed to recruit students. Broadly, CASGSL will alert our state and national partners to the new AP-CAST degree and promote inquiries. (See Appendix F for letter of support). A new website dedicated to the AP-CAST program will be launched and reworking the existing CASGSL and Psychological Sciences websites to update information and links about AP-CAST will be a key priority.

Differentiated strategies will be deployed to promote outreach and engagement to targeted markets such as Generation Z, the generation who have recently or will

soon enter college, who mobilize around social causes. AP-CAST marketing materials will capitalize on how it offers the skills and knowledge to impact social change and influence the future of vulnerable children and families. Relationships with high school counselors and students will be an important tool in this endeavor. Outreach to AP Psychology and Child Development classes with AP-CAST materials will target potential majors. The key to funneling transfer students into the AP- CAST major will be building strong relationships with UMSL transfer advisors as well as advisors in community colleges. An important transfer student market is individuals who have graduated with an Associate's degree but need a Bachelors level credential to advance their career. Several community colleges in rural and metropolitan areas now offer an Associate of Applied Science degree in Behavioral Health. Kim Yeagle of the Missouri Coalition for Behavioral Health, who helped develop and promote this AAS degree, provided a letter of support for the AP-CAST major indicating it would provide a "bridge" for these graduates (See Appendix K):

The skill-based curriculum in your AP-CAST major would provide a viable, accessible and attainable path to a four year degree for these successful community college graduates who wish to further their education. The attainment of a four-year degree would open up innumerable higher level career paths and economic opportunities for these students.

Once approved, the AP-CAST major will be under consideration for the UM System's eLearning initiative as it aligns well with that program's goals and objectives. The key to successful marketing for online degrees is differentiating the degree from online competitors. Thus, we will work with UMSL's Marketing and Communications team to design a campaign that highlights the comparative advantages of the AP- CAST degree such as the experiential instruction that will ready them for the field and targets appropriate audiences (e.g. rural students, behavioral health care workers with AAS degrees, working professionals).

Retaining students. AP-CAST faculty will continue to develop and integrate our high impact instructional experiences such as simulations and service learning opportunities throughout the new courses and in online formats. Recognizing that educating within a virtual space has its own specific set of challenges, AP-CAST majors will have access to UMSL's Online Mentoring Program which offers a comprehensive set of strategies aimed at helping online students set goals and be successful. One critical component of the program is having Online Course Mentors (OCM) available to online students. AP-CAST advising will be active and targeted toward setting and completing goals. Taking advantage of internship, mentorship and networking opportunities with professionals in the field will also promote retention efforts for AP-CAST students.

4. Institutional Capacity

Expanding the existing CAST program to include the AP- CAST classroom, hybrid, and online bachelor's degree is well within the capacity of UMSL. The required Psychological Science and CAST core courses are well established and are routinely taught. Of the five proposed new CAST courses *Culture and Child Advocacy* and *Introduction to Child Advocacy* have been or are ready to be piloted. Thus, only three courses: *Communication in Child Advocacy*; *Child Advocacy Global and Policy Issues* and *Ethics and Values in Child Advocacy* will require development. All courses required for the AP-CAST degree have been adapted to an online format. Five years of enrollment trends and anticipated interest in the AP- CAST degree as documented by student feedback and surveys indicate more than sufficient student demand to initiate the AP-CAST degree without compromising existing programming. University administration is collaborating to make the investment needed to launch the program including the human capital to fill the staff positions justified above.

5. Program Characteristics

5.A. Program Outcomes

AP-CAST students are introduced to and given opportunities to develop and master Trauma Informed Experiential and Reasoning Skills (TIERS) which align with the existing program outcomes of the Psychological Sciences department including: (See Appendix P for TIERS).

- Apply empirical and conceptual knowledge of traumatic stress
- Use and respect critical and creative thinking, skeptical inquiry, and scientific approaches to respond to childhood traumatic stress
- Interact effectively with professionals across multiple disciplines
- Produce written and verbal communication consistent with discipline
- Demonstrate professional ethics and values in the context of child advocacy
- Advocate for trauma-informed policy changes that promote the healthy development of all children, including the prevention of child abuse
- Create trauma-informed relationships with diverse consumers
- Address risks and signs of secondary traumatic stress

5.B. Structure

AP-CAST majors will satisfy the university and college General Education curricular requirements, core course requirements in Psychological Sciences, as well as foreign language requirements for the BA. Selected courses in Psychological Sciences and Child Advocacy Studies may be used to meet General Education, Social, and Behavioral Sciences requirements.

Required Courses (50 hours):

AP-CAST Core (50 Hrs):

1. CAST 1000 Introduction to Child Advocacy Studies (3 hours)-NEW COURSE
2. PSYCH 1003 General Psychology (3 hours)
3. CAST 2100 Communication in Child Advocacy (3 hours)-NEW COURSE
4. PSYCH 2201 Psychological Statistics (4 hours)
5. PSYCH 2219 Research Methods (3 hours)
6. PSYCH 2211 Introduction to Biological Psychology (3 hours)
7. PSYCH 2245 Abnormal Psychology (3 hours)
8. CAST 2200 Child Advocacy Policy and Global Issues (3 hours)-NEW COURSE
9. CAST 3290 Traumatic Stress in Childhood and Adolescence (3 hours)
10. CAST 4398 Child Maltreatment: A Multidisciplinary Approach (3 hours)
11. CAST 4498 Forensic Investigation of Child Abuse (3 hours)
12. CAST 4598 Assessment and Intervention in Child Abuse & Neglect (3 hours)
13. CAST 4698 Internship in Child Advocacy Studies (3 hours)
14. CAST 4700 Internship Seminar in Child Advocacy Studies (1 hour)

Development course: Choose one of the following (3 hours):

1. PSYCH 2268 Human Growth and Development
2. PSYCH 2270 Developmental Psychology: Infancy, Childhood and Adolescence ED
PSY 2212 Child and Adolescent Development

Ethics course: Choose one of the following (3 hours):

1. CAST 2300 Ethics and Values in Child Advocacy-NEW COURSE
2. PHIL 2256 Bioethics

Cultural diversity course: Choose one of the following (3 hours):

1. CAST 3650 Culture and Child Advocacy-NEW COURSE
2. COMM 3332 Intercultural Communication
3. GS 3700/SOCK WK 3700 Diversity and Social Justice
4. NURSE 1000 Cultural Diversity in Healthcare
5. PSYCH 3820 Cross Cultural Psychology

5.C. Program Design and Content

Curriculum Design Process. In 2018, CAST faculty began the process of defining the Program Learning Outcomes (PLO) for the CAST certificate and minor. Subsequently, CAST Faculty participated in the Curriculum Alignment Process at UMSL and mapped where each PLO was to be introduced, developed and mastered in each of the CAST courses (See Appendix Q-CAST Program Learning Outcomes). A secondary goal of that process was to explicitly identify the learning objectives of the problem-based learning simulations within the courses. The proposed major was presented to the Psychological Sciences faculty for review in Summer 2019 and approved by the

faculty in Fall 2019. The CAST faculty will come together annually for a retreat to review course enrollment, evaluation and outcome data.

Sequence of Courses. (See Appendices R and S for 4 year and 2-year Academic Maps) While initially focusing on building their solid foundation of general education credits AP-CAST students will be encouraged to enroll in the *Introduction and Communication* CAST courses early. Students will be advised to begin their quantitative sequence early because the courses cannot be taken concurrently. This sequence is initiated by completing their Math proficiency followed by Statistics and Research Methods. Students will round out their lower division coursework with options to satisfy the CAST requirements for *Policy, Development, and Ethics* as well as completing their lower division core *Biological* and *Abnormal* courses in Psychological Sciences. Upper division coursework begins with the CAST *Diversity* course options and concludes with the advanced CAST courses. *Traumatic Stress in Childhood and Adolescence* serves as a prerequisite for *Child Maltreatment: A Multidisciplinary Approach* which in turn serves as the prerequisite for the final CAST sequence of *Forensic Investigation of Child Abuse; Assessment and Intervention in Child Abuse and Neglect*, and the capstone courses of *Internship in Child Advocacy Studies* and *Internship Seminar in Child Advocacy Studies*. AP-CAST students will be allowed to enroll in some upper division courses concurrently.

Course Descriptions and Syllabi. See Appendix T- Appendix AC for Syllabi for proposed and existing CAST courses.

5.D. Program Goals and Assessment

Formative and summative course assessments (e.g. classroom exercises, quizzes, exams, papers) are created to determine how well students have met the learning objectives within the corresponding modules. As students move through the CAST curriculum, assessments become more competency based and include assignments that require critical thinking and demonstration of skills. Some examples of these competency based assessments include observations of students' decisions and behaviors during simulations, written case studies, audiotaped interviews, oral case presentations and written reports (e.g. developmental history, safety and risk assessment, mental health screening). Upon completion of the AP-CAST degree, all graduates will have met the requirements for a national certificate recognizing their achievement from the national approving body of CAST programs, Zero Abuse Project.

According to the CAST alumni survey disseminated for this proposal, 80% of CAST graduates are employed, with the majority (73%) of those employees working in a CAST related field (See Appendix E for survey and results). Several CAST certificate graduates reported that they were hired at a higher level and pay than their coworkers without the certificate (i.e. Children's Service Worker II vs. Children's Service Worker I).

5.E. Student Preparation

AP-CAST students will be required to meet the same admission standards as all UMSL students. While no special qualifications are required for the program, due to the sensitive nature of the material covered in AP-CAST courses, students must have a high level of emotional awareness and tolerance for difficult content.

5.F. Faculty and Administration

Clinical Professor Jerry Dunn, Ph.D., the Executive Director of the Center, will be responsible for implementing and monitoring the program's success. Dorothy Haskell, MSW, LCSW who currently serves as the part-time Project Director for the CAST certificate and minor programs will continue in this role. Other faculty include Assistant Teaching Professor, Dana Klar, J.D., LCSW and Clinical Professor, Matthew Kliethermes, Ph.D. We recently added a full-time non-tenure track faculty member, Amanda Whitworth-Bequette, Ph.D., in Fall 2020. Depending on enrollment numbers, approximately 20% of AP-CAST courses will be taught by qualified adjunct instructors with applicable experience.

5.G. Alumni and Employer Survey

CAST students complete a survey immediately prior to graduation. A parallel survey will be administered annually via permanent email addresses of alumni (See Appendix AD for survey). Once the AP-CAST degree is approved, we will form an advisory board within six months, comprised in large part by common employers for our graduates. Feedback from these partners will be solicited at annual meetings offset by semi-annual surveys. Faculty will incorporate the advisory board members' ideas into discussions for curricular change.

5.H. Program Accreditation

The AP-CAST degree will maintain its status as an "Approved" CAST program by meeting the national standards set forth by Zero Abuse Project, the entity with oversight for CAST programs nationwide (See Appendix AE for CAST Approval Status Notification). An application and site visit are required to be awarded this credential.

PROGRAM STRUCTURE

1. Total credits required for graduation: 120 hours
2. Residency requirements, if any: *UMSL requires 30 out of the last 36 hours to be earned in residency, and at least 15 major hours in residency.*
3. General education: *Total credits for general education courses: 46 (Includes Junior Level Writing)*

Courses (specific course or distribution area and credit hours):

Course	Hrs	Course	Hrs	Course	Hrs
First year writing	3	US History/Govt	3	PSYCH 1003	3
CAST 2100(Com. Proficiency)	3	Humanities and Fine Arts	9	(Social Science)	
Mathematics Proficiency	3	PSYCH 2211 (Social Science)	3	Math & Life Sciences	9
PSYCH 2201 (Information Literacy)	4	PSYCH 2245 (Social Science)	3	Jr. Writing	3

4. Major Requirements

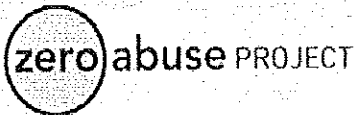
Total credits specific to degree: 47 (includes language)

Courses (specific course or distribution area and credit hours):

Course	Hrs	Course	Hrs	Course	Hrs
CAST 1000	3	PSYCH 2245	GE	CAST 4398	3
PSYCH 1003	GE	CAST 2200	3	CAST 4498	3
CAST 2100	GE	Development Course	3	CAST 4598	3
PSYCH 2201	GE	Ethics Course	3	CAST 4698	3
PSYCH 2219	3	Cultural Diversity	3	CAST 4700	1
PSYCH 2211	GE			Language	13

5. Free Elective Credits: 27

6. Requirements for thesis, internship or other capstone experience: *CAST 4698: Internship in Child Advocacy Studies will place students into a child-serving organization, individualized for their goals, for a minimum of 150 hours. CAST 4700: Internship Seminar in Child Advocacy Studies will support reflective learning in relationship to their field experience. For remote students, this requirement will be facilitated and evaluated by a local praxis coordinator.*
7. Any unique features such as interdepartmental cooperation: *Child Advocacy Studies is an interdisciplinary field. Course requirements can be met from a range of departments. The current certificate and minor include electives from six different departments.*



Jeffrey R Dion CEO

BOARD OF DIRECTORS

- Scott Joseph Barnhart
- Debbie Casper
- Dr. Nancy Henderson
- Noah Krutoff
- Ann Bahayane Macy

Dear Dr. Dunn,

As the entity which facilitates the implementation, evaluation and formal approval of Child Advocacy Studies (CAST) programs across the United States, Zero Abuse Project (ZAP) has established rigorous standards associated with our approval process. Based on my recent site visit and evaluation of your CAST programming, I can say with confidence that your program at University of Missouri-St. Louis exceeds those standards set forth to demonstrate excellence and leadership as a championing institution of the CAST model. Consequently, I am writing to offer my fervent support to UM-St. Louis and its efforts to launch a Bachelors of Applied Psychology of Child Advocacy Studies (AP-CAST). This leading edge degree offering will only be the second four-year CAST major offered in the country and will serve a growing market of discerning students looking for programming that teaches the collaboration, critical thinking, and competency-based skills so vital to employers in child service sectors. It is with these skills that UM-St. Louis CAST graduates will be more ably prepared to intervene in the lives of children suffering as a result of maltreatment.

The existing UM-St. Louis CAST Certificate program has numerous features that support its expansion into a Bachelors degree. These attributes include its co-location with a functioning Child Advocacy Center that can provide internship placements, a Mock House simulation lab that allows for experiential learning, a long-standing relationship with the local multidisciplinary team who can provide mentorship and faculty who dynamically engage with their students with active learning measures. Couple these advantages with your commitment to launching this degree in a fully online format solidifies your opportunity to capture an underserved niche of emerging professionals whose life circumstances limits them from pursuing a traditional campus-based degree program.

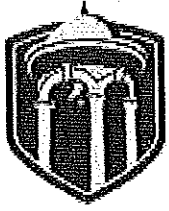
To support you in this important endeavor, ZAP commits to featuring the UM-St. Louis AP-CAST degree program prominently on our website, while also raising awareness about your program through ZAP and CAST events, trainings, and conferences; moreover, ZAP will direct student inquiries to your programmatic contact person and highlight accomplishments of the UM-St. Louis program within our ZAP Community of Practice.

Thank you for your continued efforts to create a new generation of child serving professionals better equipped to enter the field than any prior generations that have preceded them.

Respectfully,




Tyler Counsil, Ed.D. Director, Child Advocacy Studies (CAS) | Zero Abuse Project
 tyler@zeroabuseproject.org | zeroabuseproject.org



THE UNIVERSITY *of*
TULSA

Henry Kendall College of Arts & Sciences • Department of Psychology

October 7, 2019

Dear Dr. Dunn,

I am writing to express my support for the Bachelor of Applied Psychology in Child Advocacy Studies currently being proposed by you and your UM-St. Louis colleagues. An undergraduate degree program such as the one you have outlined will fill a significant gap in the workforce development of multiple human service industries that come in contact with children and families. One aspect of my work has been to help the field of Psychology identify what are the key competencies necessary to effectively address the impact of trauma on communities. Thus, I am acutely aware of this gap and the consequences of its unmet need.

Over the last decade, awareness of the prevalence of trauma exposures across the lifespan has increased significantly. We know now that a substantial segment of our communities' populations will experience a traumatic event in their lifetime. Many of those exposed will experience debilitating symptoms and significant impairments across domains of life functioning. Despite our increased level of awareness, which is likely to grow unabated for the foreseeable future, curriculum and training efforts to prepare a workforce ready to tackle these complex, multi-layered challenges have lagged behind. Very few degree programs, especially at the undergraduate level, focus on building the competencies necessary to meet the needs of children and families who become involved in child welfare, juvenile justice and behavioral health settings.

As outlined your AP-CAST degree has the potential to change the landscape by preparing emerging professionals more completely and more concretely than ever before. This change will be driven in part by integrating the Trauma Informed Experiential and Reasoning Skills (TIERS) model, created by the UM-St. Louis faculty, throughout the undergraduate CAST curriculum. While serving on the Expert Panel on Workforce Development and Retention sponsored by UM-St. Louis, I had the opportunity to review and comment on the TIERS model and I am impressed with the breadth and depth of skills AP-CAST majors will have mastered when they leave the University.

The field, students, and our communities, will benefit from this innovative approach to programming and I support your efforts to launch this degree. If you have any questions about this letter, feel free to contact me.

Sincerely,

Elana Newman, Ph.D.

McFarlin Professor of Psychology

October 25, 2019

Jerry Dunn, Ph.D.
Department of Psychological Sciences
Children's Advocacy Services of Greater St. Louis
One University Boulevard
St. Louis, Missouri 63121

Dear Dr. Dunn,

Equipping a strong public child welfare workforce is critical to the success of the children and families that are served. Too often these families have experience much trauma that often goes missed diagnosed or just missed all together. As the turnover rate continues to increase and the experience level of quality workers decreases the need to produce a competent and highly skilled employee is ever more necessary.

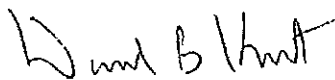
Preparing the student to be grounded in current research, evidence based practice, and trauma informed should produce a better equipped workforce. This educational opportunity will be able to equip the students to not only understand the trauma families experience but to handle secondary trauma often experienced by clinicians in the field.

Exposure to internship opportunities and to apply classroom learning in real life settings prior to graduation is key to the success of equipping students for the workforce. It is the understanding of this proposal that the teaching might be done remotely which allows for a larger pool of students across Missouri. As such, the Children's Division is interested in opportunities to partner with the University of Missouri-St. Louis to provide internships across the state.

To produce better outcomes for families there is a need to have a stable, qualified workforce that has a solid foundation of working with families that have experienced trauma. The more workers a family experiences during the life of a families case, negatively impacts the ability for a family to experience success and for there to be a timely resolution.

I have no doubt that this type of programing will sought after by future students and will positively impact the child welfare field. I am in full support of the University of Missouri-St. Louis to pursue the formation of a Bachelor of Arts in Applied Psychology of Child Advocacy Studies.

Sincerely,



David Kurt
Director



MISSOURI

KIDSFIRST

Ending Child Abuse Now

October 23, 2019

Jerry Dunn, Ph.D.
Department of Psychological Sciences
Children's Advocacy Services of Greater St. Louis
One University Boulevard
St. Louis, Missouri 63121

Dear Dr. Dunn,

The role of Missouri KidsFirst is broad and impacts a number of industries that work with children and families. We serve as the state chapter for Missouri's Network of Child Advocacy Centers, coordinate the SAFE-CARE network of child abuse medical professionals, train professionals to respond effectively to child abuse and neglect and promote policy changes that prioritize the safety and well-being of all children. On a day to day basis my staff and the agencies we support are confronted with the overwhelming needs of Missouri's most vulnerable children. Because of the work we do, it was difficult for me to contain my excitement when I first learned that University of Missouri-St. Louis was proposing to launch a Bachelors degree in Applied Psychology in Child Advocacy Studies (AP-CAST).

At Missouri KidsFirst, our goal is to empower adults to address and prevent child abuse and neglect and your proposed undergraduate degree will help us do just that. The axiom "the best defense is a good offense" is especially true when it comes to protecting children. Annually, nearly 9,000 of Missouri's children are referred to our network of Child Advocacy Centers following allegations of child abuse or neglect. In each of these cases, these children have been in contact with or will have contact with multiple professionals across many sectors. Countless educators, daycare providers, nurses, child protection workers, law enforcement officers, physicians, therapists, court personnel and staff at community based social service agencies work with these children before, during and after allegations emerge. Yet the majority of these professionals consistently report that they lack the training to effectively recognize and appropriately address the concerns inherent in these situations. These numbers do not account for the other thousands of Missouri children who are faced with non-abuse related traumas such as witnessing community violence, accidents, natural disasters and medical traumas. The need is great and these children and their families deserve the best prepared workforce possible.

As it is outlined, the AP-CAST degree will be an unprecedented opportunity to prepare a trauma informed workforce to serve these children and promote their resiliency. Your degree will not only provide undergraduate students with the knowledge base necessary to form a strong theoretical foundation for work in these fields, more importantly, it will allow students to hone the skills of critical thinking, consumer engagement and team collaboration that employers

Missouri KidsFirst is an Accredited Chapter of the National Children's Alliance
and the Missouri Chapter of Prevent Child Abuse America.

Our goal is for systems, institutions, and communities to prioritize the safety and well being of Missouri children.
The organization's core activities involve education, prevention and advocacy.

520 Dix Road, Suite C ■ Jefferson City, Missouri 65109 ■ Phone: (573) 632-4600 ■ Fax: (573) 632-4601

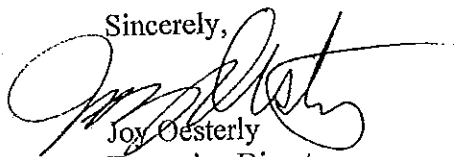
www.MissouriKidsFirst.org

February 4, 2021

across Missouri are seeking. I have no doubt that there will be a considerable demand for your AP-CAST graduates.

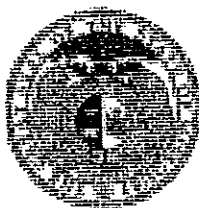
I am in full support of University of Missouri-St. Louis' efforts to launch this innovative and applicable degree and particularly applaud your decision to make it more accessible by offering it in an online format.

Sincerely,

A handwritten signature in black ink, appearing to read "Joy Oesterly", written in a cursive style.

Joy Oesterly
Executive Director

MICHAEL L. PARSON
GOVERNOR



MARK STRINGER
DIRECTOR

RICHARD N. GOWDY, PH.D.
DIRECTOR
DIVISION OF
BEHAVIORAL HEALTH
(573) 751-9499
(573) 751-7614 FAX

STATE OF MISSOURI
DEPARTMENT OF MENTAL HEALTH

1706 EAST ELM STREET
P.O. BOX 687
JEFFERSON CITY, MISSOURI 65102
(573) 751-4122
(573) 751-8224 FAX
www.dmh.mo.gov

October 22, 2019

Jerry H. Dunn, Ph.D.
Clinical Professor & Executive Director
Children's Advocacy Services of Greater St. Louis
University of Missouri-St. Louis
One University Boulevard
St Louis, Missouri 63121-4400

Re: AP-CAST Letter of Support

Dear Dr. Dunn,

I am pleased to write this letter of support for the proposed Bachelor of Arts in Applied Psychology in Child Advocacy Studies (AP-CAST). My role as the Manager of Trauma Informed Treatment for the Missouri Department of Mental Health (DMH), Division of Behavioral Health (DBH) affords me the unique opportunity to provide state-wide technical assistance on diverse projects which seek to implement trauma informed knowledge, practices and treatment in a wide variety of service settings. This work affords me a prominent awareness of the needs and concerns voiced in community based mental health centers, psychiatric and substance abuse rehabilitations centers, hospitals, outpatient therapy settings and schools. Consistently across settings, Missouri medical and behavioral healthcare providers acknowledge that they enter the workforce lacking in a number of skills that would make them more effective within their service settings and capable of collaborating across service systems. Based on my experience, the need is particularly acute in rural areas which make up an overwhelming 80% of Missouri's counties.

I am in full support of the CAST major. I anticipate institutions across the state will be motivated to hire graduates of your degree program given its experiential skill based curriculum and interdisciplinary focus. Hiring your CAST graduates will give agencies confidence that recruiting and onboarding costs are good investments because your program will prepare their new employees *before* they enter the field.

My support comes from knowledge of the need for this degree and familiarity with the existing CAST faculty and their colleagues in UMSL's Missouri Academy for Child Trauma Studies. I have great confidence these committed instructors will innovatively implement the curriculum. I am deeply encouraged by their commitment to offer this valuable degree in an online format. This accessibility will provide numerous opportunities for service agencies to identify, recruit and retain the trauma informed staff and providers needed in communities throughout our state.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rachel Jones".

Rachel Jones, LPC
Manager of Trauma Informed Treatment
Missouri Department of Mental Health, Division of Behavioral Health
RacheL.Jones@dmh.mo.gov | 573.751.9445

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An Equal Opportunity Employer, services provided on a nondiscriminatory basis.

February 4, 2021



CAST Letter of Support

Dear Dr. Dunn,

During my career I have held a number of roles within the behavioral healthcare industry including promoting evidence based practices, evaluating clinical measures and outcomes, developing program policy and monitoring population health management. In my current role as Clinical Program Manager for the Missouri Coalition for Community Behavioral Healthcare, I provide clinical assistance in developing healthcare homes and facilitating efforts toward integrated care in community settings. Previously I have had the opportunity to work with staff and consumers in inpatient psychiatric hospitals, outpatient therapy settings and adolescent offender programs. Consequently, I have a broad view of a wide variety of social service settings and I understand where opportunities for growth exist.

One area where improvement is solely needed involves applicable training and preparation for professionals entering the social service workforce especially for those who join medical and behavioral healthcare settings. Training programs and curriculum focusing on helping emerging professionals learn, develop and master the skills necessary to effectively engage and meet the needs of the vulnerable populations they will encounter are scarce on the higher education horizon. For this reason, I am in full support of the Bachelors of Arts in Applied Psychology of Child Advocacy Studies that the University of Missouri- St. Louis is proposing to launch.

My enthusiastic support for this proposed Bachelors level degree, particularly in its online version, comes from its ability to serve as a bridge for graduates of the Associate of Applied Science degree in Behavioral Health Support that I have helped develop in community colleges across Missouri including North Central Missouri College in Trenton; Three Rivers Community College in Popular Bluff; Moberly Area College, St. Louis Community College and St. Charles Community College. Demographically, these are students with lived experiences that prompt them to help others, but for whom a traditional four year college path was or would be challenging. These graduates move into entry level roles as community health workers in social service agencies and healthcare settings. The skill based curriculum in your AP-CAST major would provide a viable, accessible and attainable path to a four year degree for these successful community college graduates who wish to further their education. The attainment of a four year degree would open up innumerable higher level career paths and economic opportunities for these students. These opportunities would be particularly relevant to those students wishing to work with Missouri's vulnerable children, arguably the population who most deserve a trauma informed and highly competent workforce.

I am confident launching the AP-CAST degree will have multiple benefits and will be happy to raise awareness about it.

Respectfully,

A handwritten signature in cursive script that reads "Kim Yeagle".

Kim Yeagle, LCSW

Clinical Integration Manager



University of Missouri-St. Louis

401 Woods Hall
One University Boulevard
St. Louis, MO 63121, USA
1-314-516-5252
chancellor@umsl.edu

November 19, 2020

Dean Andrew Kersten
College of Arts and Sciences
University of Missouri – St. Louis
St. Louis, MO 63121

Re: Proposed BA in Applied Psychology of Child Advocacy Studies

Dear Dean Kersten,

I am writing to offer my enthusiastic support for the proposed B.A. in Applied Psychology of Child Advocacy Studies to be offered out of the College of Arts and Sciences here at the University of Missouri – St. Louis. I have been excited to see the student demand for this area grow from a minor and certificate in 2014 to a proposed full degree program in 2020. As indicated in the proposal this program will be one of only three programs of its kind in the world and help to fill immediate workforce shortages throughout Missouri.

This program aligns with our anchor mission by preparing our students in an area that is in high demand not only in St. Louis but also across the state of Missouri where rural communities often have understaffed social service agencies. This degree program also ties into our core mission of transforming the lives of not only our graduates but also positively impacting our most vulnerable children and helping their families overcome adversity that has only become more heightened and pronounced during this pandemic. I also appreciate the care taken during these difficult financial times to have your college underwrite the first-year expenses so there will no additional costs to UMSL or the UM-System and the program will be self-sustaining by its 3rd year.

I fully support this proposed B.A. in Applied Psychology of Child Advocacy Studies program, and I look forward to seeing the positive impact it has on our communities and children across the state.

Sincerely,

A handwritten signature in black ink that reads "Kristin Sobolik". The signature is written in a cursive style.

Kristin Sobolik
Chancellor

UMSL Academic Affairs
University of Missouri–St. Louis

Office of the Provost & Executive Vice
Chancellor for Academic Affairs

University of Missouri–St. Louis
One University Boulevard
426 Woods Hall
St. Louis, MO 63121-4499
Phone: 314-516-5371

November 18, 2020

Dean Andrew Kersten
College of Arts and Sciences
University of Missouri – St. Louis
St. Louis, MO 63121

Re: Proposed BA in Applied Psychology of Child Advocacy Studies

Dear Dean Kersten:

I am writing to offer my full support for the proposed B.A. in Applied Psychology of Child Advocacy Studies in the College of Arts and Sciences here at the University of Missouri – St. Louis (UMSL). Since the program launched as a successful minor and certificate program six years ago, there has been a 246% increase in growth of student enrollment. That, coupled with the high demand for graduates, makes expanding this program into a full undergraduate degree a clear choice for your college and a much-needed degree across the state and nation.

I noticed in the proposal one of this program's many strengths is its interdisciplinary nature with courses spanning not only child advocacy studies, but also psychology, philosophy, communication, and social work. This interdisciplinary focus is strengthened with skills-based, experiential learning using a simulation lab, and mock court experiences. I was also impressed by how the program draws from a network of professionals from areas including child protection services, healthcare, mental health, court systems, law enforcement, and school systems as guest lecturers and locations for internships and practicums so students are fully immersed in the settings in which they will find themselves upon graduation. I am excited to know this program will prepare our students for meaningful careers serving children and their families in times of crisis across our state.

Building on the strong reputation of UMSL's accredited Child Advocacy Center and being one of only three (3) programs of its kind in the world I strongly believe this program has abundant potential to be well-known throughout the St. Louis region, our state, and across the nation. In short, I put my full support behind this program in Applied Psychology of Child Advocacy Studies here at the University of Missouri – St. Louis.

Sincerely,





OFFICE OF THE DEAN
COLLEGE OF ARTS & SCIENCES
University of Missouri-St. Louis
One University Boulevard
303 Lucas Hall
St. Louis, MO 63121-4400
Phone: 314-516-5404
Fax: 314-516-5415

~~October 28, 2019~~ Updated October, 8, 2020

Jerry Dunn
Clinical Professor
211 Kathy J Weinman Bldg.

Dear Dr. Dunn,

I am writing to offer my full support for the Bachelor of Arts in Applied Psychology in Child Advocacy Studies (AP-CAST) being proposed by the Department of Psychological Sciences. I am convinced that this will be a successful program, following in the direct footsteps of the CAST certificate and minor.

This program is poised for incredible growth. It is highly applicable to the job market, and it offers mentorship and other connections with professionals working in the field. Additionally, it is highly flexibility in modality – including online, hybrid, and face to face course options. I think the AP-CAST will also be a very attractive option for community college graduates looking to transfer into a four-year institution to complete their undergraduate education. Finally, I believe strongly that AP-CAST will attract students from this region who are looking for a way to invest their energies into helping to make communities stronger.

I was impressed to learn that this AP-CAST degree will be one of only three programs like it in the country. With this degree, UMSL will take another step in its national leading role in a critical educational area.

I am in enthusiastic support of this innovative degree, and I pledge my support as it moves toward approval and implementation. I also commit to reallocating College of Arts and Sciences funds to underwrite the first year/start-up costs of this fantastic idea. Based on your financial projections, I expect this expense to be approximately \$23,000.

Thank you for all your hard work on this initiative!

Sincerely,

Andrew E. Kersten
Dean

UMSL | Social Work

10/10/2019

AP CAST Letter of Support

Dear Colleagues,

I am writing to support the new program proposal outlining a Bachelors in Applied Psychology of Child Advocacy Studies (AP-CAST) being put forward by our Child Advocacy Studies faculty colleagues in the Department of Psychological Sciences. Our School of Social Work has long enjoyed a mutually beneficial relationship with the CAST faculty and the staff of Children's Advocacy Services of Greater St. Louis. Since the introduction of the undergraduate CAST minor and certificate, many of our Bachelors of Social Work students have enrolled in several CAST courses including *Traumatic Stress in Childhood and Adolescence* and *Child Maltreatment: A Multidisciplinary Approach*. Likewise, our BSW students have benefited from the interdisciplinary mentorship of our CAST colleagues during their internship placements in child oriented settings. Consequently, we are aware of the innovative pedagogy interwoven throughout CAST classes. We are encouraged by the proposed curriculum for the AP-CAST degree and are confident that these course offerings will not only be engaging but also highly practical for undergraduates planning to move into fields which serve children.

Several strategic advantages will emerge when the proposed AP-CAST degree is launched. These include the prospect of our BSW students taking advantage of the opportunity to double major with an AP-CAST degree. Looking toward the future, as our School of Social Work takes the lead in offering the Bachelors of Social Work degree in the UM System's E-Learning initiative, it is easy to envision the possibility of online students who are focusing on child and family issues will also recognize the value of a dual major of Social Work and Applied Psychology in Child Advocacy Studies. With the combination of those degrees, graduates will be better prepared to move into the field or enter graduate training programs than any other cohort of human service professionals before.

We are in enthusiastic support of this proposed new degree and will help advance it in any way we can.

Sincerely,



Sharon Johnson, MSW, PhD.
Dean and Professor
School of Social Work



University of Missouri–St. Louis

October 30, 2019

Dear Dr. Dunn,

I am writing to offer my full support for the Bachelor of Arts in Applied Psychology in Child Advocacy Studies (AP-CAST) being proposed by UMSL's Department of Psychological Sciences.

Several aspects of the program will create a great deal of interest in this degree. The applicability to the field, the opportunity to engage in internships, the availability of mentorship from working professionals, the flexibility of online, hybrid, and face-to-face course options and the high levels of employment placement are all important factors in students' decision to enroll in a degree program. The proposed AP-CAST major has all these attributes and more.

Without doubt, this unique degree option will appeal to several populations which are the target of UMSL's recruiting efforts. The AP-CAST degree will offer a practical, skill-based alternative for those students looking to help children and families in meaningful ways. AP-CAST will also be a very attractive option for community college graduates looking to transfer into a four-year institution to complete their undergraduate education. Furthermore, the fact that the AP-CAST degree will be one of only three programs like it in the country will be leveraged to our advantage. The UMSL recruiters will appreciate having such an exclusive program available to offer to our prospective students.

This program has tremendous potential to bring in new students to our campus and enhance our reputation in our community and beyond. I am in enthusiastic support of this innovative degree and will use whatever opportunities that are available to raise awareness of AP-CAST in our recruiting efforts.

Sincerely,

A handwritten signature in cursive script that reads "Alan Byrd".

Alan Byrd
Vice Provost, Enrollment Management

Dear Dr. Dunn,

As the Pre-Health Academic Advisor for the College of Arts and Sciences, I was excited to learn about the Bachelors of Arts in Applied Psychology in Child Advocacy Studies (AP-CAST) that you are proposing. The CAST certificate and minor you currently offer are frequently asked about during advising appointments, especially with students interested in Occupational Therapy or Pediatric Medical Specialties. My experiences with students lead me to believe that this degree option will be as popular, if not more so, than your current offerings.

The AP-CAST degree with its emphasis on development and mastery of skills immediately relevant to the field will be very attractive to students looking to build careers in health related areas. Moreover, the inclusion of elective options from multiple fields (e.g. nursing, education) makes it easy to facilitate a change in degree path as students better define their strengths and career interests. This will allow for smoother transitions between majors and reduce students' degree completion time and lower the likelihood they will incur greater levels of debt. These factors are important drivers in student retention efforts.

I also appreciate your commitment to offering the courses in a variety of formats including online and hybrid options that will accommodate our student populations changing needs. These features will make it easy for students to strongly consider AP-CAST as a viable degree option for their future.

I am very supportive of this degree and will promote it with advisees in our office. I would be happy to work with your department to create a specific pre-health plan using this degree. Please let me know if there is anything else I can do to advance the proposal.

Regards,

Joe Southerland, M.Ed.
Pre-Professional Advisor & Program Coordinator
CAAHP Treasurer
Pre-Health Professions
Pre-Engineering
Facebook
Dr. Marcus Allen Advising Center
College of Arts & Sciences

University of Missouri – St. Louis | 303 Lucas Hall
southerlandj@umsl.edu
Office: (314) 516-6260 | Appointment: (314) 516-5501
Fax: (314) 516-5415

This message is for the designated recipient(s) only and may contain privileged or confidential information. If you received it in error, please notify the sender immediately and delete the original.
Style guide: I am not a doctor or a professor, so you don't need to use any honorifics. Mr. Southerland works fine. Joe works great. Also, please be sure to include previous emails when possible if you are referring to any past communication.