

BEd in Child Behavioral Health

General Information

Give a brief (1-2 paragraphs) overview of the proposed credential, including its disciplinary foundations and connections, its focus and learning objectives for students, and the specific degree (e.g. bachelors, masters, doctorate) and/or credentials (e.g. major, certificate, minor, concentrations) to be offered. This should be based largely on your descriptions in the following sections but it should be shorter than their combined length. Moreover, it should use language that is capable of communicating your ideas to audiences increasingly distant from your academic field as your proposal moves through the review process.

The child behavioral health BEd is a new program designed as a first of its kind with aspirations to set state and national standards for a new profession - the child behavioral health specialist. While this program strives to create a national model for children's behavioral health promotion, prevention, and care, it is being developed and administered in Oregon in close partnership with K12 schools in the Portland region, including Portland Public Schools and Parkrose School District. The child behavioral health degree has 6 learning objectives in the domains of early identification, promotion, intervention, risk and referral, culturally responsive and inclusive practices, and professionalism. Student learning is accomplished in traditional courses, through competency-based learning evaluations, and in supervised and applied practicum experiences in schools and other community settings.

Compared to the existing BA/BS pathway that is currently approved, the BEd in Child Behavioral Health offers an additional pathway for students pursuing the Child Behavioral Health major, providing greater flexibility for transfer students from related Associate of Applied Science (AAS) programs.

Primary Proposer

Maureen Zalewski, Director of Child Behavioral Health Training, The Ballmer Institute for Children's Behavioral Health

Email

zalewski@uoregon.edu

Is there a co-proposer for this proposal?

Yes

Co-proposer(s)

Name	Home Unit
Sarah Kate Bearman	Ballmer Institute

Home department for this program

Children's Behavioral Health

College

Ballmer Institute for Children's Behavioral Health

Additional Department Affiliations

Level

Undergraduate

Program Type

Bachelor's Degree

By default, the program will be approved for the Bachelor of Arts and Bachelor of Science. If you are only requesting one of these, please indicate below:

Other Bachelor's degree - select the degree type below

Degree Type

Bachelor of Education

Primary Location

UO Portland

Program Delivery Format

Traditional classroom/lab

Does the program represent a collaboration of two or more university academic units?

No

Proposed Identification

Full Title

Child Behavioral Health

Transcript Title

Child Behavioral Health

CIP Code

51.1599

What's your desired effective term?

Fall 2026

Fall term is the default term unless an alternative is specifically requested and approved.

Relationship to Institutional Mission and Statewide Goals

How is the program connected with the UO's mission, signature strengths and strategic priorities?

The child behavioral health BEd is a new program designed as a first of its kind with aspirations to set state and national standards for a new profession—the child behavioral health specialist. While this program strives to create a national model for children’s behavioral health promotion, prevention, and care, it is being developed and administered in Oregon in close partnership with K12 schools in the Portland region, including Portland Public Schools and Parkrose School District. The program is designed to enhance research and innovation through its training model where clinical faculty are working directly in schools and other health care settings training undergraduate students on our latest innovations and inspiring new research and discovery, ultimately transforming behavioral health in schools and other health care settings.

The BEd in Child Behavioral Health offers an additional pathway for students pursuing the Child Behavioral Health major, providing greater flexibility for transfer students from related Associate of Applied Science (AAS) programs. These programs include Portland Community College’s AAS in Family and Human Services, Mount Hood Community College’s AAS in Mental Health, Social Service, and Addiction Counseling, and Clackamas Community College’s AAS in Human Services, among others.

How will the proposal contribute to meeting UO and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities?

Offering the BEd as an additional pathway will:

- Support timely graduation for transfer students by minimizing excess credits beyond the 180-credit requirement.
- Strengthen career preparation by integrating students from applied associate-level programs, fostering growth in the behavioral health field, and advancing the recognition of child behavioral health specialists as a profession.
- Expand UO’s impact in the state by increasing the number of trained graduates who will directly contribute to improving youth behavioral and mental health.

Additionally, as part of the over \$425M gift from Connie and Steve Ballmer, there is a \$100M scholarship endowment that supports student scholarships. These scholarships will be awarded primarily to incoming Oregon residents with demonstrated financial need interested in pursuing careers in children’s behavior health. Scholarships are renewable for up to 3 additional years (total of 12 terms).

How will the proposal meet regional or statewide needs and enhance the state's capacity to:

- improve educational attainment in the region;
 - respond effectively to social, economic and environmental challenges and opportunities;
- and
- address civic and cultural demands of citizenship?

The BEd in Child Behavioral Health offers an additional pathway for students pursuing the Child Behavioral Health major, providing greater flexibility for transfer students from related Associate of Applied Science (AAS) programs. These programs include Portland Community College's AAS in Family and Human Services, Mount Hood Community College's AAS in Mental Health, Social Service, and Addiction Counseling, and Clackamas Community College's AAS in Human Services, among others.

These programs are part of a statewide pilot initiative led by the Oregon Health Authority in collaboration with the Mental Health and Addiction Certification Board of Oregon (MHACBO), educational institutions, and behavioral health organizations. The initiative aims to expand and diversify Oregon's behavioral health workforce by creating a streamlined pathway to a Qualified Mental Health Associate (QMHA) certification. This certification allows for behavioral health service delivery to children and adolescents.

Graduates of these associate-level programs are well prepared to continue their education at the Ballmer Institute at UO Portland given the extensive training in behavioral health they receive as part of their Associate's Degree. The BEd pathway ensures a smoother transfer process, minimizing excess credits beyond the 180-credit requirement through a degree type already offered by the UO. Minimizing excess credits is particularly important for students interested in the Child Behavioral Health major given the lack of core education and elective course offerings at the UO Portland campus.

Program Description

Is there a core set of required courses?

Yes

What is the core set of required courses and what is the rationale for giving these courses this prominent role? What are the central concepts and/or skills you expect students to take from the core?

Due to our aims of establishing a child behavioral health profession, there are limited opportunities for electives. As with most credential programs, students must complete the same academic core. This core is designed to ensure that students can ethically and responsibly fill the professional role of a child behavioral health specialist. The core is expected to meet the following program objectives:

COURSE OF STUDY

Foundational Skills and Professional Practice

(3) BEHT 320 Risk and Resilience

(4) BEHT 340 Clinical Decision Making

(4) BEHT 411 Foundational Skills for Behavioral Health

- (4) BEHT 412 Ethics and Professional Practice
- (4) BEHT 413 Youth Screening, Progress Monitoring, and Risk Assessment
- (6) BEHT 405 Professional Development and Wellness

Applied Practice Series: Behavioral Health Promotion

- (4) BEHT 421 Behavioral Health Promotion I
- (4) BEHT 423 Behavioral Health Promotion III

Applied Practices Series: Prevention and Intervention

- (4) BEHT 471 Child Behavioral Health Prevention and Intervention I
- (4) BEHT 472 Child Behavioral health prevention and intervention II
- (4) BEHT 473 Parenting Interventions
- (4) BEHT 476 Interprofessional Collaboration and Consultation

Culturally Responsive and Inclusive Practices

- (4) BEHT 350 Foundations of Culturally Responsive Practice
- (4) BEHT 324 Trauma Informed Supports
- (3) BEHT 352 Inclusive Practice I
- (3) BEHT 454 Inclusive Practice II

Applied Practice

- (6) BEHT 406 Supervised Practicum
- (21) BEHT 404 Integrated Practice

What is the relationship between upper-division courses and the lower-division curriculum? For example, are fundamental principles introduced in the lower division and then applied to increasingly complex problems at the upper-division? This vertical architecture is common in the sciences, but is by no means universal. In the humanities, a more horizontal structure is often appropriate. For example, students might read and analyze literature at each level (100-400), but do so with increasing sophistication and the capacity to draw on a widening array of literary forms and ideas.

All of the courses in the major are offered as upper-division. As a result of the structure of the program, across two campuses, the program is designed to allow students to complete core education at UO in Eugene or any community college.

Are there specific course-to-course prerequisites that help students extend or link ideas or are the intellectual connections among courses in your major more general?

Courses are sequenced intentionally to promote intellectual connections across courses and to promote the development of applied practices that build upon one another.

Are there tracks or concentrations within the credential? If so, do these start from a common core or are they differentiated from the beginning?

There are no tracks.

Course of Study

Programs are required to display their curriculum in grid format to meet degree guide specifications. Proposed curriculum should include course numbers, titles, and credit hours.

Course of Study

Child Behavioral Health **Major Requirements**

Course List		
Code	Title	Credits
Pre-Major Courses		
Psychology/Human Services: Choose One		
<u>PSY 202Z</u>	Introduction to Psychology II	4
or <u>FHS 215</u>	Exploring Family and Human Services	
or <u>FHS 213</u>	Issues for Children and Families	
or <u>PPPM 202</u>	Healthy Communities	
Human Development: Choose One		
<u>PSY 308</u>	Developmental Psychology	4
or <u>FHS 228</u>	Human Development in the Family Context	
Foundational Skills and Professional Practice		
<u>BEHT 320</u>	Youth Risk and Resilience	3
<u>BEHT 340</u>	Clinical Decision in Child Behavioral Health	4
<u>BEHT 411</u>	Foundational Skills for Behavioral Health	4
<u>BEHT 412</u>	Ethics and Professional Practice for CBHS	4
<u>BEHT 413</u>	Youth Screening and Risk Assessment	4
<u>BEHT 405</u>	Reading and Conference: [Topic] (Professional Development and Wellness) ¹	6
Applied Practice Series: Behavioral Health Promotion		
<u>BEHT 421</u>	Behavioral Health Promotion I	4
<u>BEHT 423</u>	Behavioral Health Promotion III	4

Course List		
Code	Title	Credits
Applied Practice Series: Prevention and Intervention		
<u>BEHT 471</u>	Child Behavioral Health Prevention and Intervention I	4
<u>BEHT 472</u>	Child Behavioral Health Prevention and Intervention II	4
<u>BEHT 473</u>	Parenting Interventions	4
<u>BEHT 476</u>	Interprofessional Collaboration and Consultation	4
Culturally Responsive & Inclusive Practices		
<u>BEHT 350</u>	Foundations of Culturally Responsive Practice	4
<u>BEHT 324</u>	Trauma Informed Supports	4
<u>BEHT 352</u>	Inclusive Practices I	3
<u>BEHT 454</u>	Inclusive Practices II	3
Supervised Practicum Experiences		
<u>BEHT 406</u>	Practicum: [Topic] (Supervised Practicum)	6
<u>BEHT 404</u>	Internship: [Topic] (Integrated Practice)	21
Total Credits		98

1

Students need to take one credit each term.

Expected Learning Outcomes for Students and Means of Assessment

Only one learning outcome should be listed per row. Additional fields are added once a row has been filled.

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this learning outcome introduced	Part of curriculum where this learning outcome developed	How student learning for this outcome will be assessed
Demonstrate knowledge of evidence-based approaches to early identification of behavioral health concerns and exhibit competence in administration, scoring,	BEHT 411 BEHT 413 BEHT 421	BEHT 406: Supervised Practicum BEHT 404: Integrated Practice	Course Assignments; Course Competency Evaluations; Supervised Practice Competency Evaluations; Integrated Practice Competency Evaluations

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this learning outcome introduced	Part of curriculum where this learning outcome developed	How student learning for this outcome will be assessed
and interpretation of behavioral health screening tools. Demonstrate knowledge of evidence-based behavioral health promotion supports and exhibit competence in delivering these supports to youth and families.	BEHT 324 BEHT 421 BEHT 423	BEHT 406: Supervised Practicum BEHT 404: Integrated Practice	Course Assignments; Course Competency Evaluations; Supervised Practice Competency Evaluations; Integrated Practice Competency Evaluations
Demonstrate knowledge of evidence-based strategies that address youth behavioral health challenges and exhibit competence in delivering these interventions to youth and families.	BEHT 320 BEHT 471 BEHT 472 BEHT 473 BEHT 476	BEHT 406: Supervised Practicum BEHT 404: Integrated Practice	Course Assignments; Course Competency Evaluations; Supervised Practice Competency Evaluations; Integrated Practice Competency Evaluations
Demonstrate ability to evaluate and respond to behavioral health risk, identify youth and families who require referral, and engage in appropriate consultation and referral practices.	BEHT 413 BEHT 340 BEHT 476	BEHT 406: Supervised Practicum BEHT 404: Integrated Practice	Course Assignments; Course Competency Evaluations; Supervised Practice Competency Evaluations; Integrated Practice Competency Evaluations
Demonstrate knowledge of behavioral health disparities and engage in culturally responsive and inclusive practices in delivering early identification,	BEHT 350 BEHT 352 BEHT 454 BEHT 324	BEHT 406: Supervised Practicum BEHT 404: Integrated Practice	Course Assignments; Course Competency Evaluations; Supervised Practice Competency Evaluations; Integrated Practice

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this learning outcome introduced	Part of curriculum where this learning outcome developed	How student learning for this outcome will be assessed
promotion, prevention, and intervention practices to youth and families, particularly those from historically underserved communities.			Competency Evaluations
Demonstrate professionalism across service settings, including understanding of professional ethics and ability to work with other professionals.	BEHT 411 BEHT 412 BEHT 405	BEHT 406: Supervised Practicum BEHT 404: Integrated Practice	Course Assignments; Course Competency Evaluations; Supervised Practice Competency Evaluations; Integrated Practice Competency Evaluations

Only one learning outcome should be listed per row. Click the green plus sign to add a row.

Expected Learning Outcomes (Will Appear in Catalog)

Learning Outcomes	
1	Demonstrate knowledge of evidence-based approaches to early identification of behavioral health concerns and exhibit competence in administration, scoring, and interpretation of behavioral health screening tools.
2	Demonstrate knowledge of evidence-based behavioral health promotion supports and exhibit competence in delivering these supports to youth and families.
3	Demonstrate knowledge of evidence-based strategies that address youth behavioral health challenges and exhibit competence in delivering these interventions to youth and families.
4	Demonstrate ability to evaluate and respond to behavioral health risk, identify youth and families who require referral, and engage in appropriate consultation and referral practices.
5	Demonstrate knowledge of behavioral health disparities and engage in culturally responsive and inclusive practices in delivering early identification, promotion, prevention, and intervention practices to youth and families, particularly those from historically underserved communities.
6	Demonstrate professionalism across service settings, including understanding of professional ethics and ability to work with other professionals.

Degree Plan

Degree Plan is required. Programs with multiple degree types (BA and BS) should have a four-year plan for each degree type. Programs with multiple concentrations should have a four-year plan for each concentration if a program does not have the same core requirements. Add your four-year plan as specifically as possible (e.g., Bachelor of Arts in General Social Science with Applied Economics, Business and Society Concentration). The total number of credits must be 180 except B.Arch (231) and B.I.Arch (225).

You may download the degree plan template, fill them out, and attached to the proposal instead of creating the degree plan in the box below.

https://uoregon-my.sharepoint.com/:x/g/personal/sladd_uoregon_edu/EWQAZeVLcHIPiD5g8u-x5uYBtHSabS38yKT19dcWHuCqug

Degree Plan Template

Degree Plan

Bachelor of Education in Child Behavioral Health

Degree Map		
First Year		
Fall		Milestones Credits
Cultural literacy course in global perspective		4
<u>PSY 202Z</u>	Introduction to Psychology II	
or		4
<u>FHS 215</u>	or Exploring Family and Human Services	
Core-education in arts and letters		4
Elective Course		3
Credits		15
Winter		
<u>WR 121Z</u>	Composition I	4
Core-education course in social science		4
Elective Course		4
Elective Course		3
Credits		15
Spring		
<u>WR 122Z</u>	Composition II	4
<u>FHS 228</u>	Human Development in the Family Context or Developmental Psychology	4

or		
<u>PSY 308</u>		
Core-education in science		4
Elective Course		3
Credits		15

Second Year

Fall

Core-education course in arts and letters		4
Core-education in science		4
Elective Course		4
Elective Course		3
Credits		15

Winter

Core-education course in social science		4
Core-education in social science		4
Elective Course		4
Elective Course		3
Credits		15

Spring

Core-education course in science		4
Core-education course in arts and letters		4
Elective Course		4
Elective Course		3
Credits		15

Third Year

Fall

<u>BEHT 350</u>	Foundations of Culturally Responsive Practice	4
<u>BEHT 411</u>	Foundational Skills for Behavioral Health	4
<u>BEHT 412</u>	Ethics and Professional Practice for CBHS	4
<u>BEHT 413</u>	Youth Screening and Risk Assessment	4
<u>BEHT 405</u>	Reading and Conference: [Topic] (Professional Wellness & Development)	1
Credits		17

Winter

<u>BEHT 320</u>	Youth Risk and Resilience	3
<u>BEHT 421</u>	Behavioral Health Promotion I	4
<u>BEHT 471</u>	Child Behavioral Health Prevention and Intervention I	4
<u>BEHT 406</u>	Practicum: [Topic] (Supervised Practicum I)	3
<u>BEHT 405</u>	Reading and Conference: [Topic] (Professional Wellness & Development)	1

	Credits	15
	Spring	
<u>BEHT 324</u>	Trauma Informed Supports	4
<u>BEHT 472</u>	Child Behavioral Health Prevention and Intervention II	4
<u>BEHT 476</u>	Interprofessional Collaboration and Consultation	4
<u>BEHT 406</u>	Practicum: [Topic] (Supervised Practicum II)	3
<u>BEHT 405</u>	Reading and Conference: [Topic] (Professional Wellness & Development)	1
	Credits	16
	Fourth Year	
	Fall	
<u>BEHT 473</u>	Parenting Interventions	4
<u>BEHT 404</u>	Internship: [Topic] (Integrated Practice I)	7
<u>BEHT 405</u>	Reading and Conference: [Topic] (Professional Wellness & Development)	1
	Credits	12
	Winter	
<u>BEHT 423</u>	Behavioral Health Promotion III	4
<u>BEHT 352</u>	Inclusive Practices I (Inclusive Practice I)	3
<u>BEHT 404</u>	Internship: [Topic] (Integrated Practice II)	7
<u>BEHT 405</u>	Reading and Conference: [Topic] (Professional Wellness & Development)	1
	Credits	15
	Spring	
<u>BEHT 340</u>	Clinical Decision in Child Behavioral Health	4
<u>BEHT 454</u>	Inclusive Practices II	3
<u>BEHT 404</u>	Internship: [Topic] (Integrated Practice III)	7
<u>BEHT 405</u>	Reading and Conference: [Topic] (Professional Wellness & Development)	1
	Credits	15
	Total Credits	180

Accreditation

Is or will the program be accredited?

No

Please explain why accreditation is not being sought:

There is no specialty accreditor for this undergraduate program.

Need for this Credential

What is the anticipated fall term headcount over each of the next five years?

Fall Term Headcount = number of students enrolled in the program as of Fall term.

Year 1	Year 2	Year 3	Year 4	Year 5
15	20	25	30	35

What are the expected degrees/certificates over the next five years.

Number of Degrees:

Year 1	Year 2	Year 3	Year 4	Year 5
0	15	20	25	30

How did you arrive at the above estimates? Please provide evidence. (e.g. surveys, focus groups, documented requests, occupational/ employment statistics and forecasts, etc.)

As an applied practice skill development program, we are constraining our enrollment to a maximum of 150 students in each year of the program. This will allow us to have an acceptable faculty supervisor to student supervisee ratio in applied practice classes at the UO Portland campus and in participating clinical sites.

The numbers in the table reflect only students we expect to choose the BEd pathway. The BEd in Child Behavioral Health offers an additional pathway for students pursuing the Child Behavioral Health major, providing greater flexibility for transfer students from related Associate of Applied Science (AAS) programs. These programs include Portland Community College's AAS in Family and Human Services, Mount Hood Community College's AAS in Mental Health, Social Service, and Addiction Counseling, and Clackamas Community College's AAS in Human Services, among others.

What are the characteristics of students you expect this program to attract (e.g., resident/out-of-state/international; traditional/nontraditional; full-time/part-time)? Will it appeal to students from particular backgrounds or with specific careers in mind?

The program is a traditional, full-time program. The BEd in Child Behavioral Health offers an additional pathway for students pursuing the Child Behavioral Health major, providing greater flexibility for transfer students from related Associate of Applied Science (AAS) programs. These programs include Portland Community College's AAS in Family and Human Services, Mount Hood Community College's AAS in Mental Health, Social Service, and Addiction Counseling, and Clackamas Community College's AAS in Human Services, among others.

These programs are part of a statewide pilot initiative led by the Oregon Health Authority in collaboration with the Mental Health and Addiction Certification Board of Oregon (MHACBO), educational institutions, and behavioral health organizations. The initiative aims to expand and diversify Oregon's behavioral health workforce by creating a streamlined pathway to a Qualified Mental Health Associate (QMHA) certification.

Graduates of these associate-level programs are well prepared to continue their education at the Ballmer Institute at UO Portland given the extensive training in behavioral health they receive as part of their Associate's Degree. The BEd pathway ensures a smoother transfer process, minimizing excess credits beyond the 180-credit requirement through a degree type already offered by the UO. Minimizing excess credits is particularly important for students interested in the Child Behavioral Health major given the lack of core education and elective course offerings at the UO Portland campus.

What are possible career paths for students who earn this credential? Describe and provide evidence (e.g. surveys, focus groups, documented requests, occupational/employment statistics and forecasts, etc.) for the prospects for success of graduates in terms of employment, graduate work, licensure, or other professional attainments, as appropriate.

Students pursuing the BEd pathway will receive the same preparation as those in our already approved BA/BS programs. Therefore, they will be prepared for the new professional role of a child behavioral health specialist. Although this role is new, similar roles currently exist in schools, healthcare, and community agencies.

Evidence provided with the initial approval included:

- (1) Labor Demand Hanover Report
- (2) Communication with colleagues in California working on a similar workforce program
- (3) Announcement of similar effort by University of Washington Psychiatry Dept, Behavioral Health Support Specialist
- (4) Northwest Portland Area Indian Health Board - Behavioral Health Aide Program
- (5) TSPC Licensure Pathway
- (6) Letter of Support from Oregon school/education service districts
- (7) Letter of Support from Oregon friends and neighbors

Describe the steps that have been taken to ensure that the proposed program(s) does not overlap other existing UO program(s) or compete for the same population of students. [Provide documentation that relevant departments or areas have been informed of the proposal and have voiced no objections.]

The CBH program is the only undergraduate behavioral health program available at the UO Portland campus. The student population interested in this major and transitioning to the UO Portland campus is largely distinct from that at UO Eugene. Additionally, advising teams from the College of Education, Department of Psychology, and Ballmer Institute work closely

with students who choose to stay in Eugene, with these pre-CBH students often selecting a major from one of these units. This is one of the reasons prerequisite course requirements are designed to be met by FHS or PSY courses.

Communication with departments was provided upon the initial approval of the BA/BS pathway.

Attach your communications showing due diligence in consulting with other UO departments or areas.

List any existing program(s) that are complemented or enhanced by the new major.

Program(s)
Family and Human Services
Psychology

Program Integration And Collaboration

Are there closely-related programs in other Oregon public or private universities?

Yes

List similar programs and indicate how the proposal complements them. Identify the potential for new collaboration.

Similar to the UO, the state programs are offered at the graduate level (e.g., psychology, social work, counseling). We anticipate that many of our graduates will be interested in pursuing advanced degrees in these disciplines. The training across these programs is distinctive.

There are few related undergraduate academic programs (e.g., psychology, social work, human services). These programs do not provide focused training on meeting the behavioral health needs of youth. The narrow focus of the child behavioral health major allows for a greater depth of training and expertise in children’s behavioral health. Although these related programs provide applied training, they do not provide two years (over 700 clock hours) of supervised training, nor do they provide a pathway to licensure for direct service with youth.

If applicable, explain why collaborating with institutions with existing similar programs would not take place.

Since we are creating a new professional role, there are not similar programs at the bachelor's level in Oregon. With that stated, we are working to increase access by building pathways for similar associate level programs at Oregon community colleges. We are

working closely with Portland Community College, Clackamas Community College, and Mount Hood Community College.

Describe the potential for impact on other institution’s programs.

We do not anticipate this program to impact enrollment at other institutions, namely due to its current lack of availability at other institutions and the relatively small, planned enrollment of the program. The practicum requirements are intensive and, therefore, we are only able to educate up to 150 students at each level of the program. When the program was first launched, we consulted with the most likely impacted schools, Portland State University and Oregon Health Sciences University. We are working closely with PSU on pathways into the CBH program as well as on pathways for CBH students into their master's level social work program.

Communication with other Oregon institutions was completed as part of the initial approval of the BA/BS pathway.

Document your due diligence in consulting with other Oregon institutions.

Please contact the Office of the Provost for instructions prior to contacting another institution about this program proposal.

If the program's location is shared with another similar Oregon public university program, provide externally validated evidence of need.

The Child Behavioral Health Program has been launched in Portland, Oregon since Fall 2024. The Bachelor of Education (BEEd) will offer an additional degree pathway for students, without increasing the total number of students enrolled in the program beyond the original proposal.

Attach Corroborating Documentation

Resources Required to Offer the Program or Move to New Location

List any faculty who will have a role in this this program, indicating those who have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), rank, and full-time or part-time.

Faculty Name	Faculty Classification and Rank	FTE	Role
Maureen Zalewski	Professor	.50	Director
Sarah Kate Bearman	Professor	1.0	Director
Atika Khurana	Professor	1.0	Faculty
Sunny Bai	Assistant Professor	1.0	Faculty
Ariel Williamson	Assistant Professor	1.0	Faculty
Evelyn Cho	Assistant Professor	1.0	Faculty

Faculty Name	Faculty Classification and Rank	FTE	Role
Miriam White-Pedueux	Other	1.0	Faculty
Cody Gion	Other	1.0	Faculty
Katia Duncan	Other	1.0	Faculty
Elizabeth Lefler	Other	1.0	Faculty
Patrick Bell	Other	1.0	Faculty
Alexis Merculief	Assistant Professor	1.0	Faculty
			Faculty

Please describe the adequacy and quality of the faculty delivering the program, including how the mix of tenure-track, career and pro tem faculty are strategically used to ensure effective delivery of the curriculum.

As of Spring 2025, we have 7 tenure-related faculty and 5 clinical faculty. Tenure-related faculty are expected to hold a doctoral degree in psychology, education, prevention science, public health, human development and family studies, or another related field and to have a program of research that includes addressing the needs of historically and/or persistently underserved groups/communities. Additionally, many tenure-related faculty are licensed mental health practitioners.

All clinical faculty are licensed mental health practitioners in the state of Oregon. Their expertise spans multiple disciplines, including school psychology, clinical psychology, social work, and occupational therapy. They are expected to have expertise in child behavioral health, with a particular focus on delivering evidence based intervention strategies to support children's behavioral health in schools or other community settings.

What is the nature and level of research and/or scholarly work expected of program faculty that will be indicators of success in those areas?

Program Faculty are expected to have an active, externally funded research program and contribute to science through professional publications and presentations; engage with community partners through the Ballmer Institute; contribute to department, college, and university governance in a manner consistent with the needs of an AAU research university; and contribute to emerging continuing education and distributed learning activities.

Describe how students will be advised in the new program.

Students will receive in-person advising on both the Eugene and Portland campuses. The program has employed academic advisors in both locations to ensure students have access to in-person advising across all four years of the program.

Describe the staff support for the proposed program, including existing staff and any additional staff support that will be needed.

Michele Morales, Interim Director of Advising and Student Services | Clinical Partnership Liaison

Adrian Sampedro Cruz, Assistant Director of Student Services and Academic and Career Advisor in Eugene

Kate Hollingshead, Academic and Career Advisor in Portland

Katelyn Lewis, Academic Program Coordinator

Are special facilities, equipment, or other resources required as a result of this proposal (e.g., unusual library resources, digital media support,

No, specialized resources are not required.

Attach your communication(s) showing due diligence in consulting with your department's discipline-specific library liaison and any other resource area affected by this proposal.

Other Program Characteristics

Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed program? If so, please list the courses and the requirements of each. Note: Although there is variation in detail, UO undergraduate majors typically require that most of the courses be taken for a letter grade (not “pass/no pass”) and that the grade be C- or better.

All upper division behavioral health courses must be taken graded and passed with a C- or better.

Master's programs require at least 24 credits to be taken for a letter grade, but individual programs may require a higher number. There are no specific graded credit policies for doctoral and certificate programs; each program should determine what is appropriate within their discipline.

How much course overlap will be allowed to count toward both this programs and some other credential a student might be earning (a minor, certificate, or another program)? If there are specific credentials with overlap limits, please list those and the limits. For Accelerated Master's Program proposals, include in this section the proposed credit allocation structure for graduate credits taken as an undergraduate, i.e., how many graduate credits may count only toward the master's degree and how many may be used to clear requirements for both the bachelor's and the master's.

Not applicable.

Does your proposal call for new courses, or conversion of experimental courses into permanent courses? If so, please list courses in the text box below and indicate when they will be submitted to UOCC for approval:

Yes - the following courses are new and have been submitted to UOCC.

BEHT 352 Inclusive Practices I

BEHT 476 - Interprofessional Collaboration and Consultation

Will admission to the program be limited?

Yes

Maximum enrollment:

150

Will students be required to apply for entry to this program?

Yes

What are the conditions for admission?

Students will be admitted through the typical university process used university-wide for new students (learn more here: <https://admissions.uoregon.edu/content/holistic-review>).

To advance into the major, students must meet the child behavioral admission criteria. The most up-to-date information is available on the program's website: <https://childrensbehavioralhealth.uoregon.edu/undergraduate-admissions>.

Please note. If your native language is not English, you must prove English proficiency prior to enrolling in the child behavioral health major.

Please describe admission procedures (Will Appear in Catalog)

Students interested in the Child Behavioral Health major should declare the pre-major in Child Behavioral Health.

To progress to the Child Behavioral Health major offered at UO Portland, students must apply. Each November, the admission application opens for the next cohort. Students who meet the priority deadline receive full consideration. Applications received after the priority deadline are accepted based on program capacity. More information about the admission process can be found here: <https://childrensbehavioralhealth.uoregon.edu/undergraduate-admissions>.

Program's 'Overview' page in the Catalog (Will Appear in Catalog)

The child behavioral health major provides students with knowledge and skills to improve the behavioral health and wellness of youth. Students will learn how to equitably deliver evidence-based interventions to promote wellness and prevent mental health problems from developing or worsening in children and adolescents. Training elements typically

present in graduate degree programs have been brought into this innovative undergraduate major. Students will receive training in applied skills such as relaxation, problem-solving, and flexible thinking; gain 700 hours of applied practice in community settings supervised by clinical faculty; and learn how to effectively work as part of a behavioral health team.

The major is designed as a 2 + 2 program with the first two years focused on the completion of core education requirements and pre-major core curriculum. The latter two years involve specialized coursework and applied practical experiences completed at the Ballmer Institute at the University of Oregon Portland.

Program Restrictions (Will Appear in Catalog)

N/A

Program restrictions includes:

** Biology major cannot minor in Biology minor.*

** Biochemistry major cannot minor in Chemistry minor.*

** A maximum of two courses can be overlapped with another majors and minors.*

Residency Requirements (Will Appear in Catalog)

The child behavioral health major is open to resident, non-resident, and international students.