



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: May 2019)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+credits) program. For more detail on the NSHE program approval process, see the last page of this form.

DATE SUBMITTED: July 16, 2019

INSTITUTION: University of Nevada, Las Vegas

REQUEST TYPE: ☐ New Degree
☒ New Major or Primary Field of Study
☐ New Emphasis (BAS only)

Date of AAC Approval:

9-4-2019

Date of Board Approval:

DEGREE: Check applicable box

- | | |
|--|--|
| <input type="checkbox"/> Certificate: 30+ Credits | <input type="checkbox"/> Associate of Arts (AA) |
| <input type="checkbox"/> Associate of Science (AS) | <input type="checkbox"/> AA/AS |
| <input type="checkbox"/> Associate of Applied Science (AAS) | <input type="checkbox"/> Bachelor of Applied Science (BAS) |
| <input type="checkbox"/> Bachelor of Arts (BA) | <input type="checkbox"/> Bachelor of Science (BS) |
| <input type="checkbox"/> Master of Science (MS) | <input type="checkbox"/> Master of Arts (MA) |
| <input checked="" type="checkbox"/> Doctor of Philosophy (Ph.D.) | <input type="checkbox"/> Other or Named Degree: _____ |

MAJOR OR PRIMARY FIELD OF STUDY (i.e. Animal Science): School Psychology

INCLUDED IN LAST NSHE PLANNING REPORT: ☒ Yes ☐ No

(Website for NSHE Planning Reports: <https://www.nevada.edu/ir/page.php?p=planning>)

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 122

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Fall 2020

Action requested (specify full program title):

Approval of new Doctor of Philosophy (Ph.D.) in School Psychology in the College of Education.

A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.

The Ph.D. in School Psychology is rooted in training that emphasizes cultural diversity, a systems perspective, and the integration of science and practice. Doctoral students are trained to be health service psychologists (HSPs), with a specialization in school psychology, who address psychological concerns through both scholarly research and the application of psychological knowledge and skills in practice. The Ph.D. in School Psychology trains students to be licensed school psychologists in schools, HSPs licensed for independent practice, and researchers who are able to become faculty in

academia. Doctoral students train in schools, The PRACTICE, a community mental health center located in the College of Education (COE), and other community settings. Training is sequenced and rigorous adhering to training standards espoused by the American Psychological Association (APA), the Nevada Board of Psychological Examiners (NBPE), the National Association of School Psychologists (NASP), and the Nevada Department of Education (NDOE).

B. Provide a list and description of institutionally approved expected student learning outcomes

The School Psychology Ph.D. program's high-level goals (or objectives) include the following:

Goal 1: Train leaders in the field who promote the science of psychology and advocate for the well-being of diverse children and youth through their scholarship and research; and,

Goal 2: Train health service psychologists to deliver school psychological services and advocate for the well-being of diverse children and youth through their services.

Specifically, successful School Psychology Ph.D. program graduates will learn the knowledge, skills, and dispositions to:

1. Identify as health service psychologists with a specialty in school psychology who are leader-advocates for children's well being and rights;
2. Provide effective and ethical psychological services from a culturally responsive theoretical perspective that promotes the well-being of diverse children and youth in various community settings; and,
3. Critically consume, disseminate, and produce scholarship and research that informs culturally responsive school psychology practice.

C. Provide an institutionally approved plan for assessing student learning outcomes

UNLV-Approved Assessment Plan:

Student Learning Outcomes (SLOs):

The successful School Psychology Ph.D. program graduate will learn the knowledge, skills, and dispositions to:

1. Identify as health service psychologists with a specialty in school psychology who are leader-advocates for children's well-being and rights;
2. Provide effective and ethical psychological services from a cultural ecological framework that promote the well-being of diverse children and youth in various community settings; and,
3. Critically consume, disseminate, and produce scholarship and research that informs cultural ecological school psychology practice.

****** It is important to note that the graduate program requirements (GPRs) from the UNLV Office of Assessment are consistent with the SLOs as illustrated here:

- GPR 1: student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice (SLO 1 & 3)
 - GPR 2: activities requiring originality, critical analysis and expertise (SLO 1 & 2)
 - GPR 3: the development of extensive knowledge in the field under study (SLO 1, 2, & 3)
- Therefore, all GPRs are assessed concurrently with their associated SLOs and meet the requirement of being assessed annually.

Curriculum Map:

B = SLO introduced in beginning of development, such as in introductory course.

M = SLO covered in-depth or in upper level course.

A = SLO Advance or Mastered such as field based courses internships

Core Courses in Program	SLO 1 (Professional identity)	SLO 2 (Professional psychology)	SLO 3 (Research)
EPY 702	M	M	M
EPP 710	B	B/M	M
EPY 786	M	B	M
EPP 761	M	B/M	M
EPP 715	B	M	B
EPP 786		M	
EPP 730	M	M	M
EPP 735	M	M	M
EPY 712		M	B
EPP 770		M	M
EPP 760	M/A	M/A	M
EPP 762	M/A	M	M/A
EPP 745		M	M
EPP 735	M	M	M
ESP 733	A	M/A	M
EPP 764	A	M	M
EPP 769	M/A	A	A
EPP 766	A	A	A
CED 727		M	
EPY 722			M
EPY 732			M
EPY 723			M
ESP 788			M
Advanced Research elective			A
EPP 723		M	
EPP 767		M	
Diversity elective		M	
PSY 701		B	
EPP 784			A
EPP 794		A	
EPP 799			A
EPP 771			A
EPP 772			A
EPP 773			M
EPP 774		A	

EPP 775		M	
Annual Reviews of Students	M	M	M
Benchmark Review 1			M
Prelim Exam Review II	M	M	M
Prospectus			A
Dissertation			A
EPortfolio	A	A	M

Assessment Timeline:

<u>SLO Assessed</u>	<u>Year 1 (2020-2021)</u>	<u>Year 2 (2021-2022)</u>	<u>Year 3 (2022-2023)</u>
SLO 1	X		
SLO 2		X	
SLO 3			X

*Assessment cycle to be repeated every 3-years

Assessment Plan of SLOs:

Assessment Instrument	Learning outcome(s) assessed (list by #)	Person responsible for instrument & data collection	When and where will data be collected	Expected Measures (results that would indicate success)
Annual Reviews of Students	SLO 1, 2, 3	Program Coordinator and faculty	Data collected annually.	A minimum grade of B- on all course work attempted. A minimum faculty rating of satisfactory on all but one scale item on Professionalism Rating Scale.
Benchmark Review I Scholarly Paper	SLO 3	Student's academic advisor	After the completion of the first year of training (or 36 credits). Data will be saved for review every 3 years per assessment timeline.	Quality of the product will be assessed based on the comments of the external reviewers who accepted or rejected the product for publication or presentation at the annual conference of a national (or international) organization.
Prelim Exam: Comprehensive exam 3 and written exam.	SLO 1, 2, & 3	Part A: Praxis II (School Psychology), which serves as examination for the Nationally Certified School Psychologist (NCSP) Credential Part B: Program faculty member will administer the written comprehensive examination. All program faculty members will evaluate the responses.	Part A & B: Program director coordinates the required competency test that is evaluated by ETS and scores submitted to program director. Data collected after completion of majority of required courses (e.g., 3 years), during summer. Data pertaining to SLO3 will be saved for review every 3 years per assessment timeline.	Part A: 100 % pass rate of all students in recent two graduating classes 80% passing rate required for program National Full Approval by NASP and NCATE/CAEP, this is a requirement for the national credential. Part B: The expected results will be a pass score based on a rubric of Outstanding, Pass, and Fail (does not meet expectation).

Assessment Instrument	Learning outcome(s) assessed (list by #)	Person responsible for instrument & data collection	When and where will data be collected	Expected Measures (results that would indicate success)
Prospectus: Dissertation proposal.	SLO 3	Student's dissertation chair or academic advisor	After completing Review I and II, or committee approval. Data will be saved for review every 3 years per assessment timeline.	Dissertation committee will determine the quality of the product and come to consensus regarding its success.
Dissertation	SLO 3	Student's dissertation chair	After completing Prospectus, typically by end of year 4 of program, summer, or year 5.	Dissertation committee will determine the quality of the product and come to consensus regarding its success.
School psychology ePortfolio Internship Assessment Form and products from course work. Assessment is performance based.	SLO 1, 2, & 3	University Internship Supervisor will aggregate the data. Site supervisor psychologist will perform the actual intern evaluation.	Data collected at end of first and second semesters of internship. Data represents intern performance in professional setting. Data pertaining to SLO3 will be saved for review every 3 years per assessment timeline.	Ratings of independence by supervisor based on a rubric scoring system scale noted by scores of 1 – 5, or Needs improvement to Outstanding-independence.

Analysis of Assessment and Dissemination:

Sharing Assessment Results: Data is shared with all faculty and stakeholders, i.e., cooperating school based psychology administrators and site supervisors, at the beginning of academic school year. The data and report are submitted to the APA Approval Board periodically, and to the Council for the Accreditation of Educator Preparation (CAEP) where appropriate for program accreditation review.

Closing the Loop: Data is discussed during faculty meetings for possible programmatic changes to better meet outcomes and/or as indicated by other important stakeholders such as local schools who employ our graduates.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

The School Psychology Ph.D. program addresses the NSHE Strategic Planning goal of “Access” by eliminating and reducing mental health barriers to post-secondary education. Doctoral graduates will become HSPs who deliver psychological services, supervise other helping professionals, and research new solutions to promote access to education for all students in Nevada including those with disabilities.

b. Success – *Increase student success*

The School Psychology Ph.D. program addresses the NSHE Strategic Planning goal of “Success” by producing doctoral graduates, thereby contributing to the Top Tier mission of UNLV. Additionally, doctoral graduates of this program may work in community colleges and colleges, and research new solutions to support student success in these settings.

c. Close the Achievement Gap – *Close the achievement gap among underserved populations*

The School Psychology Ph.D. program addresses the NSHE Strategic Planning goal of “Close the Achievement Gap” by eliminating and reducing mental health barriers to learning and achievement among underserved populations from pre-K to college. The program has an orientation that emphasizes cultural diversity and 75% of the program faculty are racially/ethnically diverse. Doctoral graduates will become HSPs who deliver psychological services, supervise other helping professionals, and research new solutions to close the achievement gap among underserved populations in Nevada.

d. Workforce – *Collaboratively address the challenges of the workforce and industry education needs of Nevada*

The School Psychology Ph.D. program addresses the NSHE Strategic Planning goal of “Workforce” by producing professionals who will work in health and medical sciences as HSPs and special education and related services as school psychologists. Health and medical sciences is the third industry sector targeted for growth by the NSHE Industry Sector Mapping Academic Programs report (2012) and there is a critical shortage of mental health providers in Nevada. Special education and related services has been identified as an area with personnel shortages in Nevada (Nevada's Coalition to Address Personnel Shortages in Special Education and Related Services).

e. Research – *Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile*

The School Psychology Ph.D. program's emphasis on research will contribute to the current NSHE Master Plan (i.e., the 2019-2023 Planning Report lists the Ph.D. in School Psychology) and the current the 2018-2021 NSHE Strategic Planning Goal of Research: Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile. As a specialty within the discipline of psychology, graduates will address the critical educational and mental health needs of children and youth in Nevada through original research. Doctoral students will also support the productivity of research faculty in the program.

ii. Institutional mission and core themes

UNLV has achieved R1 Carnegie Classification status. The Top Tier mission of UNLV is as follows: "UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve." The School Psychology Ph.D. program agrees with, and contributes towards, the institution's mission. As a specialty within the field of psychology, graduates will address the educational and mental health needs of all children and youth in Nevada through research, psychological service delivery, and training future researchers and HSPs.

Department Mission and College Strategic Plan:

The mission of the Department of Counselor Education, School Psychology, and Human Services (CSH) is to prepare graduates to apply clinically and educationally-innovative models of professional practice and research to positively impact the lives and opportunities of individuals, families, schools, and communities. One of the stated goals of the department was to develop a Ph.D. in School Psychology program and achieve APA Accreditation. Obtaining accreditation is critical to recruit top students from around the country including top research faculty, which is supportive of Top Tier goals. Moreover, the Ph.D. in School Psychology program addresses the research goal of the department's mission, as it will be the department's only doctoral program.

The mission of UNLV's College of Education (COE) is to achieve prominence locally, nationally, and internationally as a leading source of significant knowledge and innovative models to inform and affect policy, practice, and research. The College of Education's strategic plan therefore emphasizes building national and international prominence, while serving the needs of Nevada. The Ph.D. in School Psychology program would help move the COE towards these goals through research productivity and help grow the reputation of the college nationally and internationally. In addition, this program relates to the College of Education's initiative in terms of building positive community relations with local schools and the local school district. The College of Education is already actively engaged with Clark County School District in four distinct areas: Growing the Teacher Pipeline, Professional Development Programs, K-12 Student Services, and Program Evaluation and Intervention. Along the same vein, the Ph.D. program in School Psychology will add a much needed School Psychology Pipeline with licensure of HSPs with a specialty in school psychology who are highly vested in improving students' well being by addressing educational and mental health needs of all children and youth. Doctoral students will train in The PRACTICE, a community mental health center located in the COE, which is an important professional service to the larger Las Vegas community.

iii. Campus strategic plan and/or academic master plan

One of UNLV's central strategic objectives is to increase research and scholarly productivity and remain a nationally recognized research university. The expansion of doctoral programs is critical to this mission. The Ph.D. in School Psychology will produce future researchers and faculty nationally and internationally, and support faculty scholarly productivity thereby contributing to this university strategic objective. Moreover, this doctoral program will contribute towards a strong workforce in the state by producing HSPs who will address the educational and mental health needs of children and youth. The Ph.D. in School Psychology will also contribute to the diversity of the student body by recruiting diverse students to Nevada. See recruitment plan under section "E-ii Student Population to be served" below.

iv. Other programs in the institution

There is a Ph.D. in Educational Psychology with a School Psychology strand in the Department of Educational Psychology and Higher Education (EPHE), College of Education (COE). The Ph.D. in Educational Psychology is a research-only degree that does not train graduates to practice professional psychology (i.e., ineligible to become HSPs). The program faculty in school psychology moved to the new Counselor Education, School Psychology, and Human Services department (CSH) in January, 2018. This proposal is in response to this transition to begin a stand alone Ph.D. in School Psychology program within the new CSH department in which the program faculty are located currently. Ultimately, the strand in EPHE will be transitioned out and existing students will have the option of transferring into the new/proposed Ph.D. program in CSH, or staying in their existing strand program within EPHE.

There is an Educational Specialist (Ed.S.) program in School Psychology offered in CSH. This proposed Ph.D. program will complement the Ed.S. program in School Psychology by allowing students the option of continuing their studies to be researchers, licensed HSPs, and academicians. Students in the Ed.S. degree, a non-doctoral level of training in school psychology, are eligible to practice in schools only (i.e., they are ineligible to be HSPs and cannot practice independently outside of schools). Furthermore, they are not trained to conduct scholarly research.

For clarification, it is important to note that there are other specialties within psychology that are often confused with School Psychology such as Clinical Psychology housed in the College of Liberal Arts or research psychology degrees (e.g., social or developmental psychology); but, specialties are distinct from one another based on a specified problems that are addressed, populations served, and requisite advanced knowledge and skills. It is important to clearly articulate

the program name as "School Psychology" to appropriately indicate the specialty of professional psychology for accreditation purposes according to current APA Council of Accreditation Standards.

v. Other related programs in the System

There are no other programs in School Psychology in NSHE.

E. Evaluation of need for the program

i. The need for the program and the data that provides evidence of that need

It is well known that Nevada currently ranks lowest in the nation for "access to care" regarding mental health (Kaiser Family Foundation, 2015) and that there is a shortage of mental health providers to meet the mental health needs of the state. More specifically, Nevada has a shortage of HSPs with a specialty in school psychology and school psychologists who work in schools. Indeed, the U.S. Department of Health and Human Services reported a notable shortage of psychologists in Nevada (approximately only 500) with shortages only predicted to rise if current state patterns of labor supply and service demand remain unchanged according to the "2018 State-Level Projections of Supply and Demand for Behavioral Health Occupations" report. Also, the Nevada Association of School Psychologists (NVASP) reported that Nevada's ratio of students to school psychologists is 2000 to 1, which is four times the recommended ratio of 500 to 1 by the National Association of School Psychologists (NASP). The Ph.D. School Psychology program at UNLV is the only training program in professional psychology with a school psychology specialization in Nevada. At a national level, as well, there is a critical shortage of HSPs with a specialty in school psychology, school psychologists who work in schools, and school psychology faculty, which also contributes to the shortage.

The PhD program will train HSPs with a specialty in school psychology who: (a) will conduct research to solve the mental health crisis, (b) will work as faculty in academia training the next generation of professionals, and (c) will practice directly in various settings that provide mental health services. As a consequence, the PhD program will address the shortage of mental health providers in Nevada and nationally. This is an integral part of the preparation of educational professionals for changing educational contexts that is part of the mission of the College of Education.

ii. Student population to be served

Students from two main groups will be served: (1) individuals with an earned bachelor's degree in psychology, human services, or other related discipline seeking licensure as a school psychologist, licensure as a HSP, and to be researchers/scholars; and, (2) individuals with an earned specialist degree (Ed.S.) in school psychology who are practicing in schools but who are seeking the additional licensure as an HSP and to be researchers/scholars. Students will be recruited from NSHE institutions (e.g., UNR, UNLV, CSN) and nationally. The plan for recruitment includes several best practice strategies for graduate students: prospective students will be emailed through the UNLV Graduate College's Marketing Cloud; prospective student lists will be obtained from testing services to include a broad and diverse range; relationships will be developed with deans of colleges of education and arts and sciences with diverse student populations (Minority Serving Institutions, Hispanic Serving Institutions, and Historically Black Colleges); marketing materials will be sent to several information sessions will be hosted that include campus tours; a request for information (RFI) form will be added to the program webpage; and an international presentation will be hosted virtually via CollegeWeekLive (CWL). Additionally, new faculty hires with diverse research specialties that are needed in Las Vegas will be prioritized such as bilingual services.

iii. Procedures used in arriving at the decision to offer the program

1. School Psychology program faculty decision to offer the Ph.D. in the new CSH Department.
2. Department discussion and agreement to offer the program based on that there are no other Ph.D. School Psychology programs in Nevada and student feedback requesting an APA Accredited Ph.D. program. In the 2019 admissions cycle, several Ph.D. applicants who were very interested in coming to UNLV chose to go elsewhere (e.g., UC Berkeley) due to not having APA Accreditation.
3. Discussion with the Dean of College of Education and agreement to offer the program.
4. This proposed degree program was included in the CSH Department proposal that was collaboratively developed by the CSH faculty. The CSH Department approved the program on 10/26/17.

iv. Organizational arrangements required within the institution to accommodate the program

No new organizational arrangements are needed because the program infrastructure already exists through the Ed.S. Program in the CSH Department. The influx of new doctoral students would be manageable in the first two years of the proposal with current resources and infrastructure. After two years, the influx of new doctoral students would also be manageable with the additional faculty resources in the proposed budget, i.e., new hires in 2022 and 2024.

v. The timetable, with dates, for implementation steps

1. Summer 2020 - existing Ph.D. students may apply to new PhD program (pending Board of Regents approval)
2. Summer 2020 - begin to market new Ph.D. program for 2020 admissions cycle
3. Fall 2020 - begin new Ph.D. program

vi. If this or a similar program already exists within the System, what is the justification for this addition

There is an Ed.S. program in School Psychology offered in CSH. This Ph.D. program will complement the Ed.S. program in School Psychology by allowing students the option of continuing their studies to be researchers, licensed HSPs, and academicians. Graduates of the Ed.S. program are licensed to practice in schools only and are ineligible to be HSPs. There is no other Ph.D. in School Psychology in the NSHE system.

vii. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System

(https://www.nevada.edu/ir/strategic_plan.php?metric=spm4&mid=workforce_demand), including the supply/demand reports at <http://npwr.nv.gov/reports/student-completion-and-workforce-part-ii/>.

Employment opportunities of graduates of the Ph.D. in School Psychology program are excellent because they have several options: (a) academic faculty, (b) HSP, and/or (c) school psychologist who works in schools. The median salary for a new Assistant Professor in psychology is \$61,000 for 2016-2017 according to the APA's "2016-17: Psychology Faculty Salaries" report; and, the starting salary at the UNLV COE is \$75,000. The median annual salary for an HSP is \$70,580 according to the 2018-19 Occupational Outlook Handbook by the U.S. Bureau of Labor Statistics (BLS) and \$113,803 in Nevada according to Salary.com. The average salary for school psychologists is \$81,330 according to the U.S. News and World Report, while in Nevada the average salary is \$78,619 according to the Economic Research Institute.

At a national level, the profession of school psychology was one of the five fastest growing doctoral-level occupations through 2012 and HSP employment is expected to grow 12% from

2012-2022 (U.S. Department of Labor). A greater number of job openings for school psychologists are needed due to growth in the population of school-age children and an increasing number of public and private K-12 education institutions recognizing students' special needs according to a 2014 APA article "Postgrad growth area: School psychology." U.S. News & World Report ranks the field of School Psychology the #1 Best Social Service Job in 2017 (and has been in the top 5 for past several years).

According to the NSHE Industry Sector Mapping Academic Programs report (2012), health and medical sciences is the third industry sector targeted for growth of which psychology --and school psychology--is part. Indeed, the Nevada's Coalition to Address Personnel Shortages in Special Education and Related Services projects 12% growth over the next ten years. The estimated total employment in Nevada was 490 in 2016 (Bureau of Labor Statistics, 2017). According to the Nevada P-20 Workforce Research Data System, "Clinical, Counseling, and School Psychologists" has 29 total annual openings (2014-15).

As the demand for HSPs with a specialty in school psychology grows, so does the need for faculty to train them. There has been a shortage of school psychology faculty nationally, as 79% of school psychology programs reported in a national survey that there were one or more openings in the three most recent academic years, with more than one in four of the positions going unfilled (Clopton & Haselhuhn, 2009).

F. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

The Ph.D. in School Psychology requires 122 credits over 5 years including a calendar-year internship in the final year of the program (i.e., beginning of Year 5). Students will take up to 14 credits a semester in the first two years of the program including summer terms, which is consistent with the Ed.S. program course load. The high credit requirement (122) is needed because of licensing and accreditation requirements and having a bachelors-to-PhD track. The 122 credit requirement is lower than other peer programs at R1 universities: 135 credits at the University of California, Berkeley, 130 credits at the University of Wisconsin, Madison, and 129 credits at the University of California, Riverside.

Course	Title	Credits
Year 1 (Fall, Spring, & Summer)		
EPP 771	School Psychology Research (6 credits total)	1
CED 727	Counseling Process and Procedure	3
EPP 710	Assessment of Intelligence	3
EPP 786	School Psychology First Year Practicum	1
EPP 761	Role & Function of the School Psychologist	3
EPP 771	School Psychology Research (6 credits total)	1
EPP 715	Projective, Personality, & Behavioral Assessment	3
EPP 786	School Psychology First Year Practicum	1
EPP 763	Psychoeducational Academic/Diagnostic Assessment	3
EPP 760	Cultural Ecological Model in School Psychology	3
EPY 721	Descriptive and Inferential Statistics: An Introduction	3
EPP 772	Doctoral Seminar in Psychological Science	3

EPP 771	School Psychology Research (6 credits total)	1
EPP 730	Consultation Theory and Skills	3
EPY 702	Methods of Research	3
Year 2 (Fall, Spring, & Summer)		
EPP 771	School Psychology Research (6 credits total)	1
EPP 745	Legal Clinic	3
EPP 762	School Psychology Intermediate Practicum	3
EPP 765	Families and Collaboration in School Psychology	3
EPY 723	Theory and Practice of Human Measurement I	3
EPP 735	Evidence Based Interventions to Promote Mental Health	3
EPY 722	Inferential Statistics and Experimental Design	3
EPP 762	School Psychology Intermediate Practicum	3
EPP 771	School Psychology Research (6 credits total)	1
EPP 767	School-based Neuropsychology	3
EPP 771	School Psychology Research (6 credits total)	1
EPP 770	Systems Change, Leadership, & Advocacy in Schools	3
ESP 788	Single Subject Methods in Special Education	3
EPP 775	Crisis Prevention and Intervention in Schools	3
Year 3 (Fall, Spring, & Summer)		
EPP 723	Diagnostic/Prescriptive Strategies - Psychopathology	3
EPY 732	Multiple Regression and Path Analysis	3
EPP 784	Advanced Doctoral Practicum	3
EPP 774	Evidence-Based Child & Youth Psychotherapy	3
PSY 701	Biological Bases of Behavior	3
EPP 772	Doctoral Seminar in Psychological Science	3
EPP 784	Advanced Doctoral Practicum	3
EPP 784	Supervision & Teaching Practicum	3
Year 4 (Fall, Spring, & Summer)		
EPY XXX	Elective in Advanced Research	3
EPP 773	School Psychology Research Development	3
EPP XXX	Elective in Diversity, Multiculturalism, and Social Justice	3
EPP 799*	Dissertation	6
EPP 799*	Dissertation	6
Year 5 (Fall & Spring)		
EPP 794*	EPP 794 Doctoral Internship	3
EPP 794*	EPP 794 Doctoral Internship	3
<i>* Asterisk denotes course to be developed or modified.</i>		

ii. Program entrance requirements

Admission to the School Psychology Ph.D. program and Post-EdS Track will be limited to the most qualified applicants based on a combination of the following:

1. A bachelor's degree with an undergraduate grade point average of 3.00 or above
2. If graduate course work has been completed, a graduate grade point average of 3.00 or above
3. Preference given to scores that relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE). The GRE is optional for students who have earned a graduate degree.
4. A minimum score determined by the current Graduate Catalog (<https://catalog.unlv.edu/content.php?catoid=20&navoid=3586&hl=>) on the Test of English as a Foreign Language (TOEFL) is also required for students who do not speak English as their first language
5. Three letters of reference from university faculty or other individuals qualified to judge the applicant's academic potential and professionalism
6. The applicant's personal statement of professional interests, career goals, and research interests
7. A current CV or resume
8. A scholarly or professional writing sample
9. The Graduate College application is available online. Applications for admission will be considered once a year. The deadline for the receipt of applications is December 20th with notification of interviews by early- to mid-January

Post-Ed.S. Track:

Students admitted for this Track have completed their Ed.S. degree (or specialist level of training) from a NASP-approved program that is consistent with the Cultural Ecological model of training provided at UNLV. Students who have not met these standards: (a) graduation from NASP-approved Ed.S. program and (b) graduation from a program consistent with a Cultural Ecological model, are still considered for Conditional Admission with the understanding that their programs of study will include additional course work from our Ed.S. program. An evaluation by the faculty of the candidate's transcript and relevant syllabi will be conducted to determine if the competencies of the Ed.S. program have been met to determine a student's admission status. See current UNLV Graduate Catalog for details about Conditional Admission:

<https://catalog.unlv.edu/content.php?catoid=20&navoid=3586&hl=%22admission%22&returnto=search>

Students who have earned a master's degree in a related field (or completed some graduate coursework) may also be admitted in the Post-Ed.S. Track under Conditional Admission with the understanding that their programs of study will include additional coursework from the Ed.S. program, which may be significant depending on the type of master's degree earned. An evaluation by the faculty of the candidate's transcript and relevant syllabi will be conducted to determine if the competencies of the Ed.S. program have been met to determine a student's admission status. See current UNLV Graduate Catalog for details about Conditional Admission:

<https://catalog.unlv.edu/content.php?catoid=20&navoid=3586&hl=%22admission%22&returnto=search>

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

1. Students must successfully complete a minimum of 122 credit hours (or 72 credit hours for Post-Ed.S. Track) while earning a grade of B or better in all course work.

2. Of the 122 credits, 41 are school psychology specialization courses equivalent to the specialist level of training (Ed.S. degree). Students in the Post-Ed.S. Track will take the courses that are deemed necessary after review of their transcript, relevant syllabi, and discussion with faculty.

3. Of the 122 credits, 81 are health service psychology courses in the areas of research, scientific psychology, and advanced delivery of school psychology services, which are shared with other graduate programs in the department, college, and university. Students in the Post-Ed.S. Track will take the courses that are deemed necessary after review of their transcript, corresponding syllabi indicating content of coursework, and discussion with faculty.

4. In consultation with their advisor, a student will organize a dissertation committee of at least three departmental members. A fourth member from outside the department, known as the Graduate College Representative, must be appointed. A fifth committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines

5. Specific specialization courses in research are determined by the student in consultation with their committee. While an advisor is assigned to the student upon gaining admission based on stated research interests, the student may change advisors at any time.

iv. Accreditation consideration (organization [if any] which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

Accreditation by the American Psychological Association (APA) will be sought once the program has sufficient data for a self study, which is about two years after the implementation of the program. The application process cannot begin until after this proposed program is implemented, as this program has been designed to meet all criteria for APA Accreditation in terms of curriculum. Therefore, the budget includes the following APA Accreditation application costs across the first five years: \$7,000 in Y1, \$14,500 in Y3, and \$3,750 in Y5. These funds will be supported by the COE and CSH department.

v. For certificates only: Name of any state, national and/or industry recognized certification(s) or licensing examination(s) for which certificate prepares the student, if applicable

N/A

G. Method of Delivery (for the purpose of state authorization [NC-SARA])

**i. How will this academic program be delivered when the program begins?
(mark all that apply)**

☐ 100% face-to-face courses

☒ Hybrid (some online courses, some face-to-face courses)

☐ 100% online courses

ii. Learning Placements

Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada*?

☒ Yes

☐ No.

H. Institutional Review Process

i. Date of Faculty Review (may include additional information, as needed)

This proposed degree program was included in the CSH Department proposal that was collaboratively developed by the CSH faculty. The CSH Department approved the program on 10/26/17.

ii. Describe the process for review and approval by the appropriate academic policy body of the institution

Please note that this proposal was initiated and approved prior to the implementation of Curriculog.

The Graduate College approved this program on 1/16/18.

Vice Provost for Academic Affairs approved the Pre-proposal on 3/29/18.

The College of Education Curriculum Committee approved this program on 4/26/18.

The UNLV Graduate Programs Committee approved this program on 5/8/18.

Executive Vice President and Provost approved this program on 8/21/19.

I. Readiness to begin program

i. List the educational and professional qualifications of the faculty relative to their individual teaching assignments

There are four existing faculty (three tenured/tenure track faculty and one Faculty in Residence [FIR]) in the School Psychology program. Each of the tenured/tenure track faculty members will be assigned .33 FTE to the program (which adds up to one in the cost estimate). The program faculty are highly-qualified to support the success of the Ph.D. program. They all trained at R1 universities in the top school psychology programs in the country (e.g., three have been ranked in the top three by US News & World Report). Faculty A is an Associate Professor, has sixteen years of experience all of which have been at UNLV. He has served as the Program Coordinator, interim Department Chair, and the Graduate Coordinator. Faculty A's expertise is in psychoeducational assessment, reading interventions, and consultation. Faculty A teaches courses in assessment, practicum, consultation, advanced integrative psychology, and research. Faculty B, Associate Professor, has fourteen years of experience and currently serves as Program Coordinator and Graduate Coordinator. Faculty B's expertise is in school safety, school violence prevention, restorative school culture and climate, and social justice. Faculty B teaches courses in roles and functions of school psychologists, interventions, systems change, crisis intervention, advanced integrative psychology, and research. Faculty C, Assistant Professor, has four years of experience at UNLV and higher education. Faculty C's expertise is in culturally responsive practice, educational inequities, and school crisis. Faculty C teaches courses in diversity, crisis interventions, practicum and internship. Faculty D is an Assistant Professor in Residence and has expertise in neuropsychology, psychoeducational assessment, and consultation. Faculty D serves as the Field Experience Coordinator and teaches courses in practicum, internship, neuropsychology, families and school collaboration, and assessment.

The school psychology faculty are supported well by the larger department faculty. The department faculty specialize in research on numerous topics related to school psychology and mental health as well as academic factors (e.g., reading interventions, assessment, neuropsychology, violence prevention, restorative justice, school climate and school change, counseling, racism, social justice, career counseling, high school to college transition, and international adjustment issues). The faculty engage in grant writing with some success with grants currently under review and are highly cited in their publication efforts. In addition the faculty have garnered positions on international and national professional organizations such as the American Psychological Association and International School Psychology Association.

ii. List the anticipated sources or plans to secure qualified faculty and staff

The School Psychology Ed.S. program was revised last year in anticipation of this proposed doctoral program. Also, the school psychology program has successfully hired a new tenure-

track professor, Faculty C, who began Fall 2018 to support doctoral training. It is anticipated that two new tenure track faculty will be hired to begin in FY22 and 24. In 2022, the new hire will be the top priority for the COE.

- iii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university**
Many of our courses across the areas of Counselor Education, School Psychology, and Human Services are foundational courses that relate to and complement courses that would be required for a Master's and/or Doctoral program that includes licensure for school psychologists. The addition of a new doctoral program in School Psychology would fit well within the parameters of the current department offerings as we now prepare school counselors and mental health counselors. Doctoral students in school psychology may also contribute to the undergraduate Human Services program by offering teaching assistance. Doctoral students train in The PRACTICE, a community mental health center located in the COE, which is an important professional service to the larger Las Vegas community.

- iv. Recommendations from prior program review and/or accreditation review teams**
N/A

J. Resource Analysis

- i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)**

Below is a summary of the projected revenue per year (tuition and fees) for each student (see attached cost estimate for calculations):

Year 1 Registration Fee Revenue: \$18,727; seven students expected to transfer from an existing strand.

Year 3 Registration Fee Revenue: \$40,129; five new students, three students expected to transfer from an existing strand, and seven continuing students.

Year 5 Registration Fee Revenue: \$304,178; nine new students, five students expected to transfer, 15 continuing students.

One faculty line and six graduate assistant lines will be requested for the next biennium. The College of Education will provide the additional funds needed for the program, including the accreditation fees as shown in the cost estimate.

- ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

- a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.**

1st Fall semester 7

3rd Fall semester 15

5th Fall semester 29

All students are calculated as full time, i.e., nine credits in fall semesters. First year, seven students times nine credits equals 63 credits divided by nine equals seven FTE. The third and fifth years FTE was calculated in the same manner which is why the FTE and headcount are the same.

(2) Explain the methodology/assumptions used in determining projected FTE figures.

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester 7

3rd Fall semester 15

5th Fall semester 29

(2) Explain the methodology/assumptions used in determining projected headcount figures.

In 2020-2021 (Year 1), seven transfer students are anticipated for admission who are currently enrolled in the School Psychology strand of the Ph.D. in Educational Psychology. In 2022-2023 (Year 3), five new students, three existing students, plus the existing seven students will be in the program. In 2024-2025 (Year 5), nine new students, five students from other programs and 15 continuing students will be in the program.

iii. Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table.

See attached

K. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs
Existing resources will be used.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space
N/A

iii. Existing and additional equipment required
N/A

L. Describe the adequacy and availability of library and information resources

The library and information resources are adequate to support the program.

M. Student services

i. Describe the capacity of student support services to accommodate the program. Include a description of admissions, financial aid, advising, library, tutoring, and others specific to the program proposal

The new Ph.D. program will use existing student support services. No new services are required to support students. This program is already functioning as a strand within the EPHE Department in the COE and is adequately supported by existing resources.

ii. Describe the implications of the program for services to the rest of the student body

The Ph.D. degree in School Psychology curriculum offerings are of interest to, and would be available to, students in the Counseling program and Psychology Department, thus serving two colleges in the university. Doctoral students train in The PRACTICE, a community mental health center located in the COE, which is an important service to the larger Las Vegas community.

N. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used
NA

ii. Consultant’s summary comments and recommendations
NA

iii. Summary of proposer's response to consultants
NA

O. Articulation Agreements

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)
NA

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)
NA

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)
NA

P. Summary Statement

The Ph.D. in School Psychology program is a necessary program that will serve as the only School Psychology doctoral program in the State of Nevada; the Clark County School District relies on school psychologists produced from UNLV. The Ph.D. in Educational Psychology with a strand in School Psychology will be phased out, as the faculty have moved to a new department (CSH). The School Psychology Ph.D. program will help address critical shortages of psychologists who deliver school psychology services to children and youth in Clark County School District and the larger community.

NEW PROGRAM PROPOSALS:
PROCESS FOR APPROVAL BY ACADEMIC AFFAIRS COUNCIL AND, IF REQUIRED,
THE NEVADA BOARD OF REGENTS
(October 2017)

Pursuant to Title 4, Chapter 14, Sections 7 and 8 of the Board of Regents *Handbook* and Chapter 6, Section 12 of the *NSHE Procedures and Guidelines Manual*, a new program, as proposed on this form, must be submitted by the NSHE institution for approval by the NSHE Academic Affairs Council. In addition, certain items must also be approved by the Board of Regents. The required approvals are specified below:

Program Proposals Requiring NSHE Academic Affairs Council (AAC) Approval Only

- Certificates 30 credit hours or more;
- Certificates of at least 9 and less than 30 credit hours that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations; and
- Study abroad programs.

Program Proposals Requiring NSHE Academic Affairs Council AND Nevada Board of Regents Approval:

- Degree, major or primary field of study for baccalaureate, master's, and doctoral level programs (BA, BS, MA, MS, Ph.D, and named degrees);
- Emphases, major or primary field of study within the Bachelor of Applied Science (BAS);
- Primary field of study within an Associate of Arts, an Associate of Science, and an Associate of Business (AA, AS, and AB);
- Primary field of study within an Associate of Applied Science (AAS); and
- Emphasis, concentration, or options that are converted into a major.

Note to Institutions: Following the required approval by the AAC and/or Nevada Board of Regents, institutions should determine whether the item requires submission to/approval by its accrediting organization (NWCCU) and take any necessary next steps with the accrediting organization.

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

College/University: UNLV College of Education				Program: Ph.D. School Psychology			
I. PLANNED STUDENT ENROLLMENT							
Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).	FY 1: FY _20__		FY 3: FY 22__		FY 5: FY 24__		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments to the Institution			5	5	9	9	
B. Enrollments from Existing Programs (and continuing)	7	7	10	10	20	20	
II. REVENUE							
	FY 1: FY _20__		FY 3: FY 22__		FY 5: FY 24__		
	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request							
2. Institution Funds (increased FTE in EDUC programs, currently funded faculty FTE)	\$160,196		\$350,657		\$485,853		
3. Federal (e.g. grant, appropriation)							
4. New Tuition Revenues (registration fee) from Increased Enrollments*	\$18,727		\$40,129		\$77,582		
5. Other Student Fees (associated with the program)*							
6. Other (i.e., Gifts)							
Total Revenue	\$178,923	\$0	\$390,786	\$0	\$563,435	\$0	
Note: Total Revenue (Section I) should match Total Expenditures (Section III)							

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

III. EXPENDITURES		FY 1: FY __20__		FY 3: FY 22__		FY 5: FY ____24	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		3	0	8	0	0	0
	Faculty	1		2			
	Adjunct Faculty	NA					
	Grad Assts	2		6			
	Research Personnel	NA					
	Directors/Administrators	NA					
	Administrative Support Personnel	NA					
	Other: _____	NA					
Expenditures for personnel type below must reflect FTE levels in Section A.1.							
2. Faculty	3% COLA assumed for AY22 & 24 only	\$86,703		\$164,304		\$241,554	
3. Adjunct Faculty		NA					
4. Graduate Assistants		\$59,556		\$178,668		\$268,002	
5. Research Personnel		NA					
6. Directors/Administrators		NA					
7. Administrative Support Personnel		NA					
8. Fringe Benefits		\$25,664		\$33,314		\$50,129	
9. Other:		NA					
Total Personnel Costs		\$171,923	\$0	\$376,286	\$0	\$559,685	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

		FY 1: FY __20		FY 3: FY __22		FY 5: FY __24__	
		On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures							
1. Travel		NA					
2. Professional Services		NA					
3. Other Services		NA					
4. Communications		NA					
5. Materials and Supplies		NA					
6. Rentals		NA					
7. Marketing materials and Advertising		NA					
8. Miscellaneous (Accreditation)		NA	\$7,000		\$14,500	\$3,750	
Total Operating Expenditures		\$0	\$7,000	\$0	\$14,500	\$3,750	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

		FY 1: FY __20		FY 3: FY 22__		FY 5: FY 24__	
		On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay							
1. Library Resources		NA					
2. Equipment		NA					
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):		\$171,923	\$7,000	\$376,286	\$14,500	\$563,435	\$0
Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)							


Budget Notes (optional):

Tuition and state funds will be the primary sources. The department and college will cover the new costs for program accreditation. New tenure-track faculty (1.0 FTE) requested from state for FY22 and FY24. New GA resources requested from state for FY22 and FY24. In 2022, the new faculty hire will be the top priority for the college. Additional funds will be requested from the Graduate College for the next cycle FY 21-23 to support the new GAs.

MEMO

DATE: March 5, 2018

TO: Dr. Rainier Spencer and Ms. Gail Griffin, Office of Academic Affairs

FROM: Dr. Kim K. Metcalf, Dean- College of Education 

CC: Dr. Scott Loe, Chair- CSH
Dr. Danica G. Hays, Executive Associate Dean- College of Education

RE: Support for Pre-Proposal for PhD program in School Psychology

I support the proposal from the Department of Counselor Education, School Psychology, and Human Services to develop an independent PhD program in School Psychology.

The School Psychology program currently exists as a strand in a PhD program (Educational Psychology) in another department (Department of Educational Psychology and Higher Education- EPHE). With the development of this PhD program, the former strand in EPHE will be suspended once all current students enrolled in that strand complete the program.

In addition to the need to align the program with the new department structure, the new PhD program will be eligible to pursue accreditation from the American Psychology Association (APA). APA accreditation is a necessary aspect of school psychology doctoral programs to place graduates in academic positions across the nation. Thus, national placement of doctoral graduates is an important indicator of Top Tier programs. In addition to expanding job opportunities of doctoral graduates, the proposed PhD program will also allow practicing school psychologists (EdS) to enter the program to add coursework necessary for additional licensure and/or research/academic positions.

Thank you for your consideration of this organizational unit proposal.

Lola Brooks, President
Linda P. Cavazos, Vice President
Chris Garvey, Clerk
Irene A. Cepeda, Member
Danielle Ford, Member
Deanna L. Wright, Member
Dr. Linda E. Young, Member

Jesus F. Jara Ed.D., Superintendent

08/02/19

Dear Dr. Song,

It is my pleasure to write this letter in strong support of the UNLV School Psychology program's proposal for a new Ph.D. degree in School Psychology in the Department of Counselor Education, School Psychology, and Human Services. The proposed Ph.D. degree program will prepare leaders in the field who: (a) promote the science of psychology and advocate for the well-being of diverse children and youth through scholarship and research in school psychology, and (b) deliver psychological services in schools and the community. A strength of the new proposal is that it is rooted in training that emphasizes cultural diversity, a systems perspective, and the integration of science and practice.

The proposed Ph.D. program will help address the significant shortage of mental health providers in schools (i.e., school psychologists) and in the community (i.e., health service psychologists) in Las Vegas and Nevada. The research produced by graduates will also contribute to effective solutions to school success and mental health issues in schools. Additionally, program graduates will support the training needs in school psychology in Nevada. These issues are also at a national level as there continues to be a critical shortage of these professionals.

I hope that your proposal will be approved as soon as possible given these needs in Nevada.

Sincerely,



Robert C. Weires, Director
Psychological Services



**Nevada
Psychological
Association**

**Advocating for Psychologists in Nevada
Nevada Psychological Association**

**P.O. Box 400671
Las Vegas, NV 89140
888.654.0050 ph/fax
www.NVpsychology.org**

Samuel Song, Ph.D., N.C.S.P.
Associate Professor
Program Coordinator & Graduate Coordinator, School Psychology Programs
CSH (Counselor Education, School Psychology & Human Services)
University of Nevada Las Vegas
sam.song@unlv.edu
(702) 895-5794

August 12th, 2019

Dear Dr. Song,

It is my pleasure to write this letter in strong support of the UNLV School Psychology program's proposal for a new Ph.D. degree in School Psychology in the Department of Counselor Education, School Psychology, and Human Services. Nevada Psychological Association (NPA) recognizes the extreme need to channel more graduates of high-quality programs into the behavioral healthcare workforce pipeline of Nevada. Nevada ranks near the bottom on psychologists per capita, and we welcome a new program seeking APA-accreditation to fulfill that need. In particular, we are acutely aware that these behavioral healthcare workforce shortages disproportionately affect children. More school psychologists would help these children. Your program's dedication to social justice will produce licensed psychologists to serve Nevada's most vulnerable.

We trust that, once created, you will shepherd the program quickly through APA-accreditation. Your national-level contributions to the American Psychological Association's Division on School Psychology and Board of Educational Affairs will be reflected in a program in which students meet national standards for professional education and training. These graduates are the future of Nevada; they will help transform service delivery so that we are no longer 51st in the nation for access to behavioral care.

I hope that your proposal will be approved as soon as possible given these needs in Nevada.

Sincerely,

Dr. Noelle Lefforge
2019/2020 President
Nevada Psychological Association



Steve Sisolak
Governor

STATE OF NEVADA
BOARD OF PSYCHOLOGICAL EXAMINERS

4600 Kietzke Lane, Building B-116
Reno, Nevada 89502
Telephone 775 / 688-1268 • Fax 775 / 688-1060
nbop@govmail.state.nv.us
Psyexam.nv.gov

Whitney E. Koch-Owens, Psy.D.
President, Henderson

Anthony Papa, Ph.D.
Secretary/Treasurer, Reno

John H. Krogh, Ph.D.
Board Member, Reno

Stephanie Holland, Psy.D.
Board Member, Las Vegas

August 12, 2019

Dear Dr. Song,

The Nevada Board of Psychological Examiners (NBOPE) is tasked with caring about the mental and behavioral health of our clients, patients, and communities. The Board understands the risks associated with psychological practice and we work to hold our profession accountable to the public by establishing education, training and practice standards and providing our licensees with the guidance needed to practice according to the law, professional ethics, and clinical best practices.

With that said, our Board strongly supports any doctoral level program in psychology that will prepare leaders in the field who: (a) promote the science of psychology and advocate for the well-being of diverse children and youth through scholarship and research in psychology, and (b) deliver psychological services in schools and the community. In addition, we support all training that emphasizes cultural diversity, a systems perspective, and the integration of science and practice.

The NBOPE recognizes that there is a significant shortage of mental health providers in schools (i.e., school psychologists) and in the community (i.e., health service psychologists) in Las Vegas and Nevada. We support programs that will contribute to effective solutions to school success and mental health issues in schools.

We wish you best of luck in UNLV School Psychology Programs' proposal for a new Ph.D. degree in School Psychology in the Department of Counselor Education, School Psychology, and Human Services.

Sincerely,

A handwritten signature in dark ink, appearing to read "Whitney E. Koch-Owens", written over a horizontal line.

Whitney E. Koch-Owens, Psy.D.
Board President

The PRACTICE



A Community Mental Health Clinic

4505 S. Maryland Parkway • Box 453033 • Las Vegas, NV
89154-3033
Main: 702-895-1532 • Fax 702-895-1530
www.unlv.edu/thepractice

08/01/19

Dear Dr. Song,

As Director of the PRACTICE, a community-based mental health training clinic housed on the UNLV campus, it is my pleasure to write this letter in strong support of the UNLV School Psychology program's proposal for a new Ph.D. degree in School Psychology in the Department of Counselor Education, School Psychology, and Human Services. The proposed Ph.D. degree program will prepare leaders in the field who: (a) promote the science of psychology and advocate for the well-being of diverse children and youth through scholarship and research in school psychology, and (b) deliver psychological services in schools and the community. A strength of the new proposal is that it is rooted in training that emphasizes cultural diversity, a systems perspective, and the integration of science and practice.

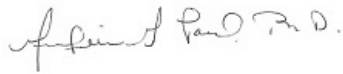
The proposed Ph.D. program will help address the significant shortage of mental health providers in schools (i.e., school psychologists) and in the community (i.e., health service psychologists) in Las Vegas and Nevada. The research produced by graduates will also contribute to effective solutions to school success and mental health issues in schools. Additionally, program graduates will support the training needs in school psychology in Nevada and at the national level.

Specific to Nevada, in 2014, the State Department of Health and Human Services Grants Management Unit conducted a formal needs assessment for our state seeking to identify the most pressing needs through a survey of 2,398 respondents and nine public forums. Mental health ranked as the highest need, outranking family support, food security, and education.ⁱ Indeed, more than half the population of Nevada lives in an area designated as having a mental health professional shortage, including the neighborhoods surrounding The PRACTICEⁱⁱ. Furthermore, according to Mental Health America's 2019 reporting, the state of Nevada ranks 51st among the states and the District of Columbia in overall access to care despite higher prevalence of mental illness. Nevada also ranks 51st with respect to combined the prevalence of mental illness and access to care for its children and adolescents.ⁱⁱⁱ The crisis in youth mental health care was highlighted in the Las Vegas Review Journal, May 8, 2015 edition^{iv}, wherein Dr. Jay Fisher, head of University Medical Center's pediatric emergency department, referred to children's mental health issues as "the polio of our era." Lastly, The U.S. Department of Health and Human Services reported a notable shortage of psychologists in our state (approximately only 500) with shortages

only predicted to rise if current state patterns of labor supply and service demand remain unchanged.^v The mental health crisis in Nevada only became more acute in the wake of the October 1, mass shooting. As highlighted in the Washington Post articles, “Who will take care of Nevada’s wounded psyche?” and “Invisible wounds of Las Vegas shooting could affect tens of thousands”, the mental health work force in Nevada will be taxed for the foreseeable future.^{vi}

In sum, the need for continued commitment to support mental and behavioral health access and work force development has never been greater, particularly for our youth. Further, the PRACTICE looks forward to continued partnership with the School Psychology program providing opportunities for interdisciplinary training to build a mental and behavioral health work force together. I hope that your proposal will be approved as soon as possible to serve the great mental health needs in Nevada.

Sincerely,



Michelle G. Paul, Ph.D.
Clinic Director
Professor In Residence

ⁱ Department of Health and Human Services Grants Management Unit (2014). Statewide Community Needs Assessment. Source location:

http://dhhs.nv.gov/uploadedFiles/dhhsnv.gov/content/Programs/Grants/Reports/2014-Needs-Assessment-Results-GMAC-GMU_052814.pdf

ⁱⁱ U.S. Department of Health and Human Services, Health Resources and Services Administration. Find Shortage Areas. Data as of October 26, 2017. <http://hpsafind.hrsa.gov/HPSASearch.asp>.

ⁱⁱⁱ <https://www.mentalhealthamerica.net/issues/ranking-states>

^{iv} <http://www.reviewjournal.com/news/las-vegas/lack-children-s-mental-health-services-impacts-hospital-ers>

^v <https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projections/state-level-estimates-report-2018.pdf>

^{vi} https://www.washingtonpost.com/news/to-your-health/wp/2017/10/03/who-will-take-care-of-nevadas-wounded-psyche/?tid=a_inl&utm_term=.1c8f2d61a41b and https://www.washingtonpost.com/politics/invisible-wounds-of-las-vegas-shooting-could-affect-tens-of-thousands/2017/10/06/d5770016-aa9f-11e7-850e-2bdd1236be5d_story.html?undefined=&utm_term=.9e618bed430d&wpisrc=nl_headlines&wpmm=1

Tammy A. Malich, Assistant Superintendent

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Danielle Ford, Member
Deanna L. Wright Member
Dr. Linda E. Young, Member

August 14, 2019

Jesus F. Jara Ed.D., Superintendent

Samuel Song, Ph.D., NCSP
Program Coordinator & Graduate Coordinator
School Psychology Program, UNLV
3505 S. Maryland Parkway
Las Vegas, NV 89154

Dear Dr. Song,

It is my sincere pleasure to write this letter in strong support of the UNLV School Psychology program's proposal for a new Ph.D. degree in School Psychology in the Department of Counselor Education, School Psychology, and Human Services. The proposed Ph.D. degree program will prepare leaders in the field who: (a) promote the science of psychology and advocate for the well-being of diverse children and youth through scholarship and research in school psychology, and (b) deliver psychological services in schools and the community. A strength of the new proposal is that it is rooted in training that emphasizes cultural diversity, a systems perspective, and the integration of science and practice.

The proposed Ph.D. program will help address the significant shortage of mental health providers in schools (i.e., school psychologists), including the Education Services Division in the Clark County School District and in the community (i.e., health service psychologists). The research produced by graduates will also contribute to effective solutions to address school success and safety, crisis, and other mental health issues in schools.

Of particular relevance to the Education Services Division and the Clark County School District is the training orientation of the program that focuses on cultural responsiveness and equity in educational outcomes. There is a critical need for the continued dissemination of such work and this Ph.D. program will help address this need locally, as program graduates support our existing programs in these areas such as the HOPE2 programs and restorative practices initiative.

I hope that your proposal is approved as soon as possible given our needs in the Clark County School District and within the Las Vegas community. Our youth are depending on solution based programs to meet their needs and ensure their success in school, in the community and in life. If you have any further questions or comments, please feel free to contact me by email at malicta@nv.ccsd.net or by telephone at 702-467-9176.

Respectfully,



Dr. Tammy Malich
Assistant Superintendent
Education Services Division

UNLV | MENTAL AND BEHAVIORAL HEALTH COALITION

August 9, 2019

Dear Dr. Song,

As Director of the UNLV Mental and Behavioral Health Training Coalition, it is my pleasure to write this letter in strong support of the UNLV School Psychology program's proposal for a new Ph.D. degree in School Psychology in the Department of Counselor Education, School Psychology, and Human Services. The proposed Ph.D. degree program will prepare leaders in the field who: (a) promote the science of psychology and advocate for the well-being of diverse children and youth through scholarship and research in school psychology, and (b) deliver psychological services in schools and the community. A strength of the new proposal is that it is rooted in training that emphasizes cultural diversity, a systems perspective, and the integration of science and practice.

The Coalition at UNLV is a multi-disciplinary faculty work group that is dedicated to improving the mental health workforce in Nevada. Specifically, we work on recruiting students into mental health training programs as well as encouraging retention of our UNLV graduates to stay in Nevada to serve our diverse communities. The proposed Ph.D. program will help address the significant shortage of mental health providers in schools (i.e., school psychologists) and in the community (i.e., health service psychologists) in Las Vegas and Nevada. This is particularly vital as the majority of the state, including all of Clark County, is designated as a HRSA mental health professional shortage area.

The research produced by graduates will also contribute to effective solutions to school success and mental health issues in schools. Given the focus of Nevada's last legislative session on increasing awareness and training in schools on suicide and crisis intervention, the contributions of your program and your students will be very beneficial for our youth, families, and schools. Additionally, program graduates will support the training needs in school psychology in Nevada.

We look forward to the approval of your program given these needs in Nevada. The Coalition welcomes the participation of faculty from the School Psychology program in our work as well.

Sincerely,



Sara Hunt, PhD
sara.hunt@unlv.edu
702-929-3460



August 13, 2019

Samuel Song, Ph.D., NCSP
Program Coordinator & Graduate Coordinator
School Psychology Program, UNLV
3505 S. Maryland Parkway
Las Vegas, NV 89154

Dear Dr. Song:

It is our pleasure to write this letter in strong support of the UNLV School Psychology program's proposal for a new Ph.D. degree in School Psychology in the Department of Counselor Education, School Psychology, and Human Services. The proposed Ph.D. degree program will prepare leaders in the field who: (a) promote the science of psychology and advocate for the well-being of diverse children and youth through scholarship and research in school psychology, and (b) deliver psychological services in schools and the community. A strength of the new proposal is that it will be rooted in training that emphasizes cultural diversity, a systems perspective and the integration of science and practice.

The proposed Ph.D. program will help address the significant shortage of mental health providers in schools (i.e., school psychologists) and in the community (i.e., health service psychologists) in Las Vegas. The research produced by graduates will also contribute to effective solutions to address school success and safety, crisis and other mental health issues in schools.

Of particular relevance to the Las Vegas My Brother's Keeper Alliance (MBK) is the training orientation of the program that focuses on cultural responsiveness and equity in educational outcomes. There is a critical need for the continued dissemination of such work in Las Vegas. MBK sees this Ph.D. program as a way to help address this need locally, as program graduates support our existing initiatives in these areas.

I hope that your proposal will be approved as soon as possible given these pressing needs throughout our community and statewide.

Sincerely,

Dr. Tammy Malich, Clark County School District and MBK Educational Equity Co-Chair
Dr. Michael Maxwell, City of Las Vegas and MBK Educational Equity Co-Chair

7/29/2019

Samuel Song, Ph.D., NCSP
Program Coordinator & Graduate Coordinator
School Psychology Program, UNLV
3505 S. Maryland Parkway
Las Vegas, NV 89154

Dear Dr. Song,

It is my pleasure to write this letter in **strong support** of the UNLV School Psychology program's proposal for a new Ph.D. degree in School Psychology in the Department of Counselor Education, School Psychology, and Human Services. The proposed Ph.D. degree program will prepare leaders in the field who: (a) promote the science of psychology and advocate for the well-being of diverse children and youth through scholarship and research in school psychology, and (b) deliver psychological services in schools and the community. A strength of the new proposal is that it is rooted in training that emphasizes cultural diversity, a systems perspective, social justice, and the integration of science and practice into the broad role of school psychologists.

The proposed Ph.D. program will help address the significant shortage of mental health providers in schools (i.e., school psychologists) and in the community (i.e., health service psychologists) in Las Vegas and Nevada. The research produced by graduates will also contribute to effective solutions to promote student safety and success, as well as mental health issues in schools. Additionally, program graduates will support the training needs in school psychology in Nevada. These issues are also at a national level.

I hope that your proposal will be approved as soon as possible given these significant needs in Nevada.

Sincerely, on behalf of the Board,



Emma Dickinson, Ed.S., NCSP
President
Nevada Association of School Psychologists
emma.dickinson.nvasp@gmail.com