



## **ACADEMIC PROGRAM PROPOSAL FORM**

(Revised: March 2022)

**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:** 02/02/2024

**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:**  
02-28-24

**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): Counselor Education and Supervision

**INCLUDED IN THE NSHE PLANNING REPORT:** ☒ Yes ☐ No

(Website for NSHE Planning Reports: <https://nshe.nevada.edu/administration/academic-student-affairs/reporting/planning/>)

**TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION:** 60

**PROPOSED SEMESTER/TERM OF IMPLEMENTATION:** Fall 2024

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**Action requested (specify full program title):**

The University of Nevada, Las Vegas requests approval of a Ph.D. Counselor Education and Supervision, to be housed in the College of Education.

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

There is a critical shortage of counselor education training programs in the western region of the United States. There is a shortage of both school counselors and clinical mental health counselors

nationally – and an acute shortage within the state of Nevada. The Bureau of Labor Statistics (BLS) projects that the mental health counselor profession will have a 22% growth in the next decade and Nevada will have a 26% growth (see <https://www.onetonline.org/link/localtrends/21-1014.00?st=NV>). Such growth will further compound the dire shortage of mental health professionals in Nevada – there are only 1.7 licensed mental health counselors per 100,000 people in the state of Nevada ([https://digitalscholarship.unlv.edu/co\\_educ\\_policy/10/](https://digitalscholarship.unlv.edu/co_educ_policy/10/)). This proposal seeks to create a Ph.D. in Counselor Education and Supervision, which will help to bridge the gap in mental health workforce development in the state of Nevada. Graduates of this doctoral program will be prepared to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.

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

The student learning outcomes are aligned with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. Specifically, graduates of the proposed Ph.D. in Counselor Education and Supervision (CES) program will be able to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. Students will gain knowledge in professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Increasing multicultural and social justice competency is an embedded goal within student learning outcomes across all core areas. Students entering this doctoral program are required to have a master's degree in a counseling-related field (e.g., clinical mental health counseling, school counseling).

Upon completion of the CES program, graduates will be able to:

- (a) apply advanced knowledge regarding counseling theories and culturally-informed and social justice practices to their professional work as well as that with counselors-in-training and supervisees;
- (b) serve as effective clinical supervisors across mental health, school, college, and other settings;
- (c) utilize skills and knowledge to become effective counselor educators in higher education settings;
- (d) demonstrate research competencies relevant to advancing the counselor education and supervision field; and
- (e) practice the scholar-practitioner-advocate model (Mallinckrodt, Miles, and Levy, 2014) by advancing counseling practice, professional leadership, and advocacy.

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

Please see attached for the institutionally approved plan for assessing student learning outcomes.

**D. Contribution and relationship of program objectives to**

**i. NSHE Master Plan / Strategic Goals**

The current academic programs in the Department of Counselor Education, School Psychology, & Human Services (CSH) at UNLV are highly culturally and linguistically diverse. The addition of a Ph.D. program in Counselor Education and Supervision (CES) will allow the program, department, college, and university to positively contribute to the research mission and continued accomplishments as a Minority Serving Institution (MSI), Hispanic Serving Institution (HSI), and Asian American and Native American Pacific Islander Serving Institution (AANAPISI) as well as

the NSHE strategic goals of 1) Access, 2) Success, 3) Close Achievement Gap, 4) Workforce Development, and 5) Research.

**a. Access – *Increase participation in postsecondary education***

In addition to expanding advanced educational opportunities for students in the CSH Department (i.e., human services undergraduate students, counseling graduate students), the CES Ph.D. program will contribute to increased postsecondary education by supporting existing UNLV programs. For example, Graduate Assistants (GAs) can contribute to additional course offerings at the undergraduate level and in dual enrollment courses. Moreover, as the GAs from the CES Ph.D. program will also teach entry level human services courses (e.g., CED 117), the program allows for expanded course offerings for both UNLV undergraduate students and local high school students (by increased course offerings of dual enrollment courses, CED 117, CED 200 & CED 300). Given a continual high demand from UNLV students for CED undergraduate courses such as CED 117, these additional Ph.D. students would allow for the greater expansion of course/section offerings.

**b. Success – *Increase student success***

In addition to teaching courses that foster undergraduate student wellness and academic success (e.g., CED 117), the CES Ph.D. program will contribute to increased student success by supporting existing UNLV programs such as university TRIO programs (<https://www.unlv.edu/caeo/highlights>), the ‘Let’s Talk Program’ at CAPs (<https://www.unlv.edu/event/lets-talk-about-it-coping-social-anxiety>), and Rebel Rebound (<https://www.unlv.edu/caeo/rebelrebound>). Departmental GAs have served in the College of Education’s Education Student Services Center (ESSC; i.e., an advising and career readiness center - <https://www.unlv.edu/education/essc>), UNLV PRACTICE (i.e., community outpatient mental health clinic - <https://www.unlv.edu/thepractice>), the UNLV Student Success Center (<https://www.unlv.edu/asc>), and other university programs assisted by graduate assistant positions and as well as through specialized department collaborations (i.e., summer school programming). A major component of the CES Ph.D. program is that doctoral students will have faculty supervised learning experiences (e.g., teaching assistant, clinical supervision) that directly contribute to student success. One example of this model is the clinical supervision experience. In this experience, faculty are the instructor of record, and oversee doctoral students (who hold a licensure level master’s degree) providing direct supervision to existing counselor education master’s programs during their school and mental health practicum and internships, increasing both doctoral and master’s student success. A critical component to counselor education and supervision Ph.D. program student success is this pedagogical hands-on learning component that is unique to this type of doctoral program. Students graduating from this program will leave with extensive teaching experience in counselor education and human services, which will prepare them to be counselor educators. As we continue to discuss in the following sections, this supervision is a critical need for the state of Nevada, growing the master’s level counseling program with the ability to have more potential internship sites to increase student success and community support.

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

At the student level, we will engage in strategic recruitment, retention, progression, and completion to grow and diversify our graduate student body and promote equitable outcomes. The CES Ph.D. program will join the existing academic programs in the department and share the common mission of addressing educational inequities in serving educationally vulnerable students and underserved populations. For example, the current counselor education master’s program trains school counselors to design and implement academic programs that work to close

the achievement gap between nonminority and minority student populations through direct student services in the school setting. The CES Ph.D. program contributes to the goal of closing the achievement gap in two ways: (1) Ph.D. students evaluate the efficacy of interventions/educational programs intended to ameliorate the achievement gap; for example, Ph.D. students will help the CSH department to evaluate educational programs and interventions intended to help educationally vulnerable student populations and (2) the CES Ph.D. program will contribute to producing more graduates in the human services (undergraduate) program, and both the school counseling and clinical mental health counseling graduate programs through increased potential engagement opportunities (e.g., undergraduate human services skills course supervision), as well as contributing to the training mission of all department academic programs – specifically training professionals to address educational disparities in PK-16 environments.

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

There is a shortage of both school counselors and clinical mental health counselors nationally – and an acute shortage within the state of Nevada. The Bureau of Labor Statistics (BLS) projects that the mental health counselor profession will have a 22% growth in the next decade and Nevada will have a 26% growth (see <https://www.onetonline.org/link/localtrends/21-1014.00?st=NV>). Such growth will further compound the dire shortage of mental health professionals in Nevada – there are only 1.7 licensed mental health counselors per 100,000 people in the state of Nevada ([https://digitalscholarship.unlv.edu/co\\_educ\\_policy/10/](https://digitalscholarship.unlv.edu/co_educ_policy/10/)). The demand for school counselors in Nevada is equally pressing – with the projected growth in Nevada nearly twice the national demand (<https://www.onetonline.org/link/localtrends/21-1012.00?st=NV>) and the student to school counselor ratio at over 500 to 1 (twice the 250:1 ratio recommended by the American School Counselor Association; ASCA). Given these workforce needs, it may not be surprising that academic programs for social service professions experience the greatest growth rate of all newly proposed academic programs (see [https://www.datocms-assets.com/62658/1678893369-unlocking-insights\\_lightcast.pdf](https://www.datocms-assets.com/62658/1678893369-unlocking-insights_lightcast.pdf)). Adding a CES Ph.D. program will help to address these workforce needs in and outside of Nevada at the undergraduate, master's, and doctoral levels.

The doctoral students in the CES Ph.D. program will be trained in multiple areas that directly contribute to workforce development. For example, students are required to complete supervision requirements for counselors in training that is required by CACREP accreditation. While providing supervision, students will gain experience conducting individual/triadic supervision as well as group supervision with counselor education master's students. The supervision conducted by the doctoral students will allow the master's level students to serve the local community through school/agency field placements, ultimately contributing to an increased graduation rate for counselors in training at the master's level. Moreover, the CSH department offers courses (e.g., CED 250x –School Based Mental Health Careers) that are designed to solicit career interests and motivation in students toward fulfilling workforce needs in Nevada. By helping provide expanded course offerings, especially in courses that are targeted toward building interest in mental health careers, the CES Ph.D. program helps address the critical shortage of mental health professionals in Nevada (Brune & Carreón, 2014, Wood, Lau, & Chen, 2019). The CES Ph.D. program will be a critical component of the workforce development needs of the mental health workforce of Nevada. It contributes and supports a workforce pipeline (i.e., Human Services B.S.; Clinical Mental Health MS and School Counseling M.Ed.; CES Ph.D.) that not only trains those who are already in Nevada to stay in Nevada, but creates another program that can attract future providers to the state.

**d. Research – *Co-develop solutions to the critical issues facing 21<sup>st</sup> century Nevada and raise the overall research profile***

The CES Ph.D. program students and faculty will produce research that answers essential questions about outcome-based mental healthcare, access to graduate level mental health counseling, school counseling interventions and programming (including interventions that address educational disparity and access for educationally vulnerable students) and other research that addresses solutions to critical issues facing Nevada. Similar to the way that the proposed program supports existing and new programs that support student success, the research from the CES Ph.D. program would support academic programs while also contributing to a research base that addresses critical issues facing society – including the health/well-being of researchers in educational institutions. The CES Ph.D. students will utilize their skills and training to support students through supervision models that foster wellness and mental health supports. Moreover, the doctoral students contribute to a body of research that even supports the ‘researchers’ themselves. For example, Hall (2023) recently described a “mental health crisis in science” in the May 2023 *Nature* journal. A CES Ph.D. student may explore work-related mental health concerns and/or access to counseling services for researchers and academics in STEM fields.

**ii. Institutional mission and core themes**

The Ph.D. program in Counselor Education and Supervision will contribute to the mission and Core Areas (i.e., advance student achievement; promote research, scholarship and creative activity; foster community partnerships). Specifically, the CES program will directly promote the UNLV mission through the work that the students are being prepared to do in the counseling field. Students will be trained to engage in self-reflection regarding diversity, multiculturalism, social justice, and anti-racism in counselor education and supervision, as well as promote community well-being in their work in a helping profession. We will advance student achievement through attaining CACREP accreditation at the doctoral level and maintaining the quality of education that our master’s graduate students already have. We will engage in strategic recruitment, retention, progression, and completion to grow and diversify our graduate student body and promote equitable outcomes. A central part of the doctoral program is promoting critical research skills and development of new scholarly inquiry through the dissertation process. Doctoral students and faculty will benefit from working together to support the breadth of counselor education scholarship. Further, doctoral students will be encouraged to present research and creative counseling activities at future conferences with their peers and faculty. Finally, doctoral students will participate in a scaffolded and supervised supervision/mentorship framework with master’s and undergraduate interns who provide valuable mental and behavioral health support to the greater Las Vegas community. Practicum and internships are currently free services provided by students from the department.

**iii. Campus strategic plan and/or academic master plan**

Within the campus strategic plan, the CES Ph.D. program will advance multiple Top Tier 2.0 strategic goals. Because our program will be advancing a high need and demand profession that is not available in Southern Nevada, the program will also integrate work readiness into the program and promote active student participation through experiential learning in local practicum and internship placements. In research, scholarship, and creative activity, we will foster an environment of research collaboration with the students of the program, preparing them to publish in the counselor education field and be scholars, practitioners and advocates in the field. Within community partnerships, our program will continue the work that the counseling master’s programs have already done, fostering community relationships through our practicum and internship courses. Finally, our program will support and promote a culture of social justice, equity, and inclusion which is integrated throughout our coursework and the mission of our program.

**iv. Other programs in the institution**

This program contributes to many programs at UNLV, specifically the programs within the CSH department. As mentioned throughout this proposal, this program would be directly involved with both the counselor education master's programs (i.e., MS: Clinical Mental Health Counseling, MEd: School Counseling) and the BS: Human Services program through faculty-supervised teaching and supervision.

**v. Other related programs in the System**

While this program is specifically a UNLV program, UNR does have a Ph.D. in Education: Counselor Education and Supervision.

**vi. If the program was not included in the NSHE Planning Report, please explain why.**

The proposed program is included in the NSHE Planning Report.

**E. Evaluation of need for the program**

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

The program faculty identified the need for a Ph.D. Program in Counselor Education and Supervision. We reviewed relevant empirical research and policy papers regarding the demand for mental health professionals and higher education faculty. A review of state and regional availability of Ph.D. Programs in Counselor Education and Supervision (supported by articles identifying the shortage) and continued demand from current graduate students and alumni (further evidenced by a survey of graduates and supervisors in the community discussed below). There is a substantial need for a UNLV Counselor Education and Supervision Ph.D. Program for several reasons:

- 1) To help address the shortage of mental health professionals in Nevada, including advanced professionals serving in leadership and administrative positions in Nevada mental health and other public health settings.
- 2) To help address the need for research informing the discipline, especially in shortage areas (e.g., addictions, school counseling) and to help faculty, students, and community partners secure external funding to answer pressing questions in the profession and help provide empirically supported best practice mental health services and programming to citizens in Nevada.
- 3) To address (a) the shortage of available Counselor Education and Supervision Ph.D. Programs in the western region of the United States and (b) the Ph.D. enrollment limits of available national programs dictated by accreditation.

*Addressing shortage of mental health professionals in Nevada, including advanced professionals serving in leadership and administrative positions in Nevada mental health and other public health settings.*

The UNLV Ph.D. in Counselor Education, Supervision (CES) helps address both the rising mental health needs— nearly 50 million U.S. adults and the increasing disparity between Black and Indigenous People of Color (BIPOC) and other U.S. individuals in mental health treatment and access to services. Within the mental health field, there is a significant demand and need and thus, there is a “pipeline problem” (i.e., fewer counselors entering the profession, exacerbated by a “supply line” problem— a dearth of programs producing faculty). In Nevada, for example, there is a significant shortage of mental health care professionals, with only 1.7 licensed counselors per every 100,000 people in Nevada (Brune & Carreón, 2014, Wood et al. 2019).



A Ph.D. in Counselor Education and Supervision helps create professionals qualified to train mental health professionals and supervise clinical mental health counselors seeking licensure (Nevada Revised Statute [NRS] Chapter 641A).

### *Addressing the need for research informing the discipline*

Scholars have noted the need for increased research in the field of counseling and in particular more research training in Ph.D. programs in Counselor Education and Supervision (Hunnicut-Hollenbaugh, 2013; Okech & Rubel 2019; Field et al., 2020; Snow & Field, 2020).

### *Addressing the shortage of available Counselor Education and Supervision Ph.D. Programs.*

There is a shortage of accredited programs that train counselor education faculty. The University of Nevada, Reno Ph.D. Program is the only Ph.D. program in the state of Nevada and one of only three in the entire western region of the United States of Counselor Education and Supervision (i.e., Western Association for Counselor Education and Supervision [WACES]). The WACES region serves 63 million people (Field et al., 2020) with only three accredited doctoral programs and 35 master's programs. Please see Table 1 for the state of counselor education programs per region in December of 2018 (Field et al. 2020). Please note, since this 2018 reporting, one additional doctoral program was accredited in the WACES region. Perhaps, not surprisingly, some states in the WACES region including Oregon, Alaska, and Nevada rank the highest in terms of prevalence of mental health concerns yet lowest in terms of access to care (Mental Health America, 2022).

Table 1

<i>Regional Representation of CACREP-Accredited Programs (December 2018)</i>							
Region	Population	CACREP Doctoral Programs	CACREP Master's Programs	Ratio of Master's to Doctoral	% States with Doctoral Programs	Ratio of Population to Master's Programs	Ratio of Population to Doctoral Programs
North Atlantic (NARACES)	57,780,705	8	75	9:1	36.4	770,409:1	7,222,588:1
North Central (NCACES)	72,251,823	23	104	5:1	69.2	694,729:1	3,141,384:1
Rocky Mountain (RMACES)	14,346,347	8	24	3:1	83.3	597,764:1	1,793,293:1
Southern (SACES)	119,141,243	44	162	4:1	93.3	735,440:1	2,647,583:1
<b>Western (WACES)</b>	<b>63,647,316</b>	<b>2</b>	<b>35</b>	<b>18:1</b>	<b>28.6</b>	<b>1,818,495:1</b>	<b>31,823,658:1</b>
Note. Ratios rounded to closest whole number. Source of CACREP data: <a href="https://www.cacrep.org/directory/">https://www.cacrep.org/directory/</a> . Source of U.S. Census data: <a href="https://www.census.gov/data/tables/time-series/demo/popest/2010s-national-total.html#par_textimage_2011805803">https://www.census.gov/data/tables/time-series/demo/popest/2010s-national-total.html#par_textimage_2011805803</a> (Field et al., 2018)							

While one of the three current Ph.D. Programs is in Nevada, national accreditation limits the number of students that programs can enroll based on a student to faculty ratio of 12:1. As UNR has a limited number of counselor education faculty, there is demand for Ph.D. students that far exceeds

the capacity of only one program. Moreover, graduates of the only three Ph.D. programs in the WACES region cannot meet the demand for faculty hires nationally and internationally.

There is sustained and substantial interest from prospective students for a Ph.D. program in Counselor Education and Supervision at UNLV. CED faculty at UNLV have received continued student inquiries, both from graduate students within the UNLV College of Education and from individuals locally, statewide, regionally, nationally, and internationally about a potential Ph.D. degree in the current Counselor Education program.

In December of 2022, CED faculty administered a brief interest survey to current students in and graduates of the Counseling master's level programs. We received 80 responses, and 72% ( $n = 53$ ) are potentially interested in pursuing the proposed Ph.D. in Counselor Education and Supervision. Forty-two percent of the responses ranked location as the top one order that attracted them to a Ph.D. program in Counselor Education and Supervision in Las Vegas, Nevada. Below are some highlights of participant's qualitative responses to program need:

- *"I likely would not enter a Ph.D. program now, however post MS degree I looked into programs and did not move forward because there were no local programs."*
- *"I have contemplated enrolling in a Counselor Education and Supervision program for about 2 years now, but did not want an all online program. The chance to have a local program is extremely appealing to me"*
- *"I am currently a semester away from graduating from the masters in school counseling program here at UNLV and I would like to become a licensed school counselor here in NV. A Ph.D. in the CES would not only help advance my position and income, but teach me more of the district side of things and lead to more opportunities of moving up in my field."*
- *"I'm going to get a Ph.D. regardless. I would love to be able to do it locally."*

In addition to prospective student demand, there is substantial workforce demand nationally for doctoral-level graduates in Counselor Education and Supervision. As of Spring 2023, there are over 500 nationally listed counselor education positions posted on HigherEd.com. These positions include tenure track, clinical, visiting and part-time options across the country. On the Counselor Education and Supervision Network Listserv, several members recently noted "it [the number of Counselor Education and Supervision academic positions] was around 30 when I searched 15 years ago. That's [500 current positions] over a 1500% increase." The demand for Counselor Education faculty will not slow down in the future with the number of programs across the country needing qualified candidates. Additionally, CES graduates are also in high demand at the local level, especially those that hold a school counseling credential. For example, students with a background in school counseling and CES degree are highly sought after at the administrative level within the school districts. Further, our CES graduates would be qualified to supervise counselors-in-training and interns, which is a huge need within the southern Nevada region. Currently, in Southern Nevada, there are only 176 clinical supervisors that can be an intern's primary supervisor and 89 clinical supervisors that can be an intern's secondary supervisor.

## **ii. Student population to be served**

Students that are eligible to apply to the CES program would include those who hold at least a master's degree in a counseling-related field (e.g., School Counseling, Clinical Mental Health Counseling). Student recruitment will be addressed through a two-tiered approach: internal and external.

### **Internal recruitment Plan**



Internal recruitment encompasses efforts through varying College of Education and UNLV supports (e.g., Graduate and Professional Student Association, College of Education Associate Dean for Academic Programs and Initiatives, Education Student Services Center, and College of Education academic and professional programs recruitment). In addition to recruiting efforts outside of Nevada, local recruitment will take place. Internal recruitment strategies utilized by CES include participation in UNLV academic program recruitment fairs, informal and formal recruitment at clinical mental health and school counseling program events (e.g., Internship Fair, Orientation, CSI event), and information sessions. Working with the College of Education Alumni Engagement and Events Coordinator will be helpful in recruitment of alumni of the program. At the time of this proposal, faculty receive about 5-10 requests a month from prospective applicants about the status of a future doctoral program at UNLV. Additionally, one of our largest recruitment buckets is from our two successful CACREP-accredited counselor education master's programs (i.e., clinical mental health counseling, school counseling) programs. Each year, we graduate approximately 30-40 master's level counselor education students. If we recruited 25% of graduates each year, we would already meet our recruitment goals for the CES doctoral program, not even taking into account any outside recruitment.

### **External recruitment Plan**

CSH faculty involved in the CES program will be instrumental in recruitment. Many of the faculty have a history of being active in professional organizations and will be able to liaise with counselor education related organizations and associations (e.g., Chi Sigma Iota [CSI] Omega Alpha Honors, American Counseling Association [ACA], ACES, WACES, American School Counselor Association [ASCA], Association for Assessment and Research in Counseling [AARC]) to market the CES program. Since a master's degree is required prior to entry into a Counselor Education and Supervision Ph.D. program, conferences are an essential component of recruiting for doctoral level programs. Many counseling conferences have specific doctoral program recruitment events and with our faculty plan to participate in these official networking opportunities with potential applicants. We plan to attend these events, advertise our doctoral program through the official advertising platforms (i.e., ACES doctoral program recruitment fair), and recruit heavily at conferences, with a focus on out of state recruits in these situations.

CACREP-accredited master's level counseling programs will be targeted nationwide when marketing. Aligned with the CED program's minority recruitment and diversity policy, concerted efforts will be made in order to successfully reach out or partner with minority groups, organizations, and institutions to recruit students from diverse backgrounds nationally and internationally. Specifically, the program will work to recruit and retain minority students as a matter of professional responsibility (e.g., consideration of awarding graduate assistantships as a tool for recruitment/retention of underrepresented groups; establishing outreach and personal contact with potential minoritized students; using equitable admissions requirements). For example, faculty in the program can proactively engage with counseling association interest groups (e.g., international student interest group) to engage in recruitment efforts. The targeted recruitment estimate for these activities is: (a) *Year 1*: 1, (b) *Year 3*: 2, and (c) *Year 5*: 3.

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

As previously discussed above, the CES program is a need in our state and the western region, based on many factors (e.g., survey results discussed above, lack of programs). For Counselor Education and Supervision programs, we use the regions listed above (i.e., NARACES, NCACES, RMACES, SACES, WACES). The WACES region, where we fall, only has three programs that are CACREP-accredited:

University Name	Location	Full-time/Part-time	Format
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University of Nevada, Reno	Reno, NV	Full-time only	In-person (proposed option for third year online/hybrid)
Oregon State University	Corvallis, OR	Part-time only	Hybrid only
Antioch University	Seattle, WA	Full-time/Part-time	Online

While there are similarities, there are also many differences that make the addition of the proposed UNLV CES program unique. Within the WACES region, there are only three doctoral programs, but UNR is the only full-time, in person program (for the first two years with potential for online the third year). Additionally, there is not a CES program in California, forcing students to go out of state with only one full-time option in Nevada. For students looking for an urban, diverse, on-campus experience, UNLV would be the only option in the WACES region.

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

There are no organization arrangements that are required to accommodate the program. Currently, the program has eleven core program faculty with graduate status that are eligible to teach in this program, with faculty in related programs (e.g., Human Services) that are also trained to teach in CES program content areas.

**v. The timetable, with dates, for implementation steps**

The faculty voted at the program level on July 27<sup>th</sup>, 2023 and the vote was in favor (i.e., 8 yes, 1 no). The CSH department curriculum committee unanimously approved the proposal on August 29<sup>th</sup>, 2023 (i.e., 3 yes). The CSH department faculty voted to approve the program proposal on August 31<sup>st</sup>, 2023 (i.e., 20 yes, 1 abstain). During this process, no concerns were noted by department faculty. The pre-proposal was approved by the Senior Vice Provost for Academic Affairs on June 8<sup>th</sup>, 2023. The Graduate College leadership approved the program concept on June 8<sup>th</sup>, 2023.

**vi. If this or a similar program already exists within the System, what is the justification for this addition? Please describe the nature and extent of the consultation with other institutions that have similar programs.**

Currently there is only one similar program in an NSHE institution, the UNR Ph.D. in Education: Counselor Education and Supervision (<https://www.unr.edu/education/academic-programs/graduate-degrees/Ph.D.-in-education/Ph.D.-in-education-counselor-education-and-supervision>). This program proposal was discussed with UNR program faculty, and has support from the current program coordinator of the UNR program (see attached letter).

The program at UNR requires 72 credit hours to complete the Ph.D. program. While UNR has a 72-credit hour program, following the contemporary best practice through CACREP, our accrediting body, we are utilizing the current recommendation of 60 credits, with the requirement that the applicant has previously completed a master's degree in counseling ([CACREP, 2023](#)). The proposed program is unlikely to infringe upon the existing UNR program as the limited number of dissertations they can currently chair limits the enrollment in the program. There is also an acknowledgement that our programs would appeal to different students based on geographical differences.

**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 and/or any other applicable sources.**

In addition to prospective student demand, there is substantial workforce demand nationally for doctoral-level graduates in Counselor Education and Supervision. As of Spring 2023, there are over 500 nationally listed counselor education positions posted on HigherEd.com. These positions include tenure track, clinical, visiting and part-time options across the country. Additionally, CES graduates are also in high demand at the local level, especially those that hold a school counseling credential. For example, students with a background in school counseling and CES degree are highly sought after at the administrative level within the school districts. Further, our CES graduates would be qualified to supervise counselors-in-training and interns, which is a huge need within the Southern Nevada region.

**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 Counselor Education and Supervision Ph.D. Degree is designed to prepare counselor educators, researchers, supervisors, leaders, and practitioners in academic and clinical settings. The CES Ph.D. Program requires a minimum of 60 credits. Graduates of this program will be prepared for jobs inside and outside of Nevada such as: (a) university professors, (b) agency supervisors, (c) state/district directors of school counseling, (d) administrators of college student services, and (e) non-profit organizational administration/leadership.

This program will help students engage in self-reflection regarding diversity, multiculturalism, social justice, and anti-racism through coursework and training in counselor education and supervision, and acquire both the skills and commitment to effectively advocate on an individual, group and systems levels. Specifically, the program is designed to prepare students to: (a) apply advanced knowledge regarding counseling theories and culturally-informed and social justice practices to their professional work as well as that with counselors-in-training and supervisees; (b) serve as effective clinical supervisors across mental health, school, college, and other settings; (c) utilize skills and knowledge to become effective counselor educators in higher education settings; (d) demonstrate research competencies relevant to advancing the counselor education and supervision field; and (e) practice the scholar-practitioner-advocate model by advancing counseling practice, professional leadership, and advocacy.

Course	Credits
<p>CED 7XX Foundations of Counselor Education</p> <p>Course Description: This course is an orientation to the profession of counselor education. In alignment with the 2016 CACREP Standards, the focus of the course will be on professional issues to include: (a) history, trends, and organization of the profession, (b) ethical and legal considerations in counselor education, and (c) program accreditation standards and practices.</p> <p>Number of faculty that can teach this course: 11</p> <p>Format: In-person</p>	3
CED 7XX Advanced Counseling Theories, Case Conceptualization, and Treatment Planning	3

<p>Course Description: This course is designed to provide the student with advanced exploration and analysis of current evidence-based counseling theories and practices, as well as methods of evaluating counseling effectiveness. The course will provide the student with the ability to conceptualize and apply counseling theory and engage in treatment planning specific to client history, diagnosis and presentation. Students will be expected to demonstrate theoretical integration and therapeutic intention within their treatment planning and counseling skills.</p> <p>Number of faculty that can teach this course: 11 Format: In-person</p>	
<p>CED 7XX Advanced Multicultural Social Justice Theory, Leadership, Advocacy, and Practice</p> <p>Course Description: This course is designed to help doctoral students develop mastery of multicultural and social justice counseling research, facilitate the construction of cultural knowledge to increase awareness and sensitivity to issues affecting multicultural populations, and identify intervention strategies applicable to multicultural clients and clinical supervision. Students will develop teaching pedagogy relevant to current social and cultural issues toward becoming a multiculturally competent counselor educators and is designed to prepare counseling students for leadership and advocacy in the areas of diversity, inclusion, and equity in counselor education and supervision.</p> <p>Number of faculty that can teach this course: 11 Format: In-person</p>	3
<p>CED 7XX Advanced Group Counseling</p> <p>Course Description: The purpose of this course is to train doctoral students to deepen practical and theoretical concepts of group dynamics and group process to acquire skills in facilitating various kinds of groups with children, adolescents, and adults. Students will examine how group counseling approaches and techniques may be applied to group work with children, adolescents, and adults in school, rehabilitation, community, corrections, or mental health clinic settings. Students will develop group leadership knowledge and skills such as interpersonal dynamics, personal communication styles, fundamental group counseling strategies, and group facilitation skills through supervised group counseling experience. Through group facilitation experience as a group-leader or co-leader, students will demonstrate proficiency in advanced group knowledge and leadership. Also, students will integrate advanced group theory working with diverse populations, reflect on the impact of their own style of leadership on populations from diverse backgrounds, and plan/formulate, and implement effective group interventions with diverse populations.</p> <p>Number of faculty that can teach this course: 11 Format: In-person</p>	3
<p>CED 7XX Theory and Process of Counseling Supervision</p> <p>Course Description: This course provides theories of clinical supervision to prepare students to become reflective practitioners. Students will gain knowledge in supervision-related theory, assessment, ethics, supervisory relationship, and culturally relevant strategies.</p> <p>Number of faculty that can teach this course: 11 Format: In-person</p>	3

<p>CED 7XX Advanced Supervision Practice in Counselor Education</p> <p>Course Description: This course provides practical application of the supervisory skill set that includes: theory, assessment, ethics, supervisory relationship, and culturally relevant strategies. During this course, students will provide individual, triadic, small group, and/or classroom supervision to master's level counselors-in-training enrolled in skills courses (e.g. 727, 741, or 751). Further, students will examine and develop their personal style of counseling supervision. Prerequisite: Theory and Process of Counseling Supervision.</p> <p>Number of faculty that can teach this course: 11</p> <p>Format: In-person</p>	3
<p>CED 7XX Instructional Theory of Counselor Education</p> <p>Course Description: This course will prepare the student to assume faculty positions in counselor education. An examination of theories, methods, and assessment of teaching in higher education in general, but counselor education in specific, will be explored. Readings from books and professional journals, lecture, discussion, and practical application in the classroom (both in-person and virtual) will be used to meet the course objectives. Topics include: (a) theories of learning and teaching, (b) adult learning, (c) in-person and online instructional design, (d) designing and teaching entry-level counseling core areas, (e) designing and teaching doctoral level counseling courses, (f) roles and functions of instructors at the graduate level, and (g) student-teacher process and dynamic.</p> <p>Number of faculty that can teach this course: 11</p> <p>Format: In-person</p>	3
<p>EPY 718 Qualitative Research Methodologies</p> <p>Course Description: Qualitative approaches to exploring phenomena related to educational and other social contexts. Attention given to theoretical and practical considerations of case studies, ethnographies, participant observation and narrative reports; discussion of criteria for establishing goodness of qualitative studies.</p> <p>Course note: This course is an existing research course taught in the department of Educational Psychology, Leadership, and Higher Education within the College of Education.</p> <p>Format: In-person</p>	3
<p>EPY 721 Descriptive and Inferential Statistics: An Introduction</p> <p>Course Description: Descriptive indices of central location and dispersion, correlation and regression, hypothesis testing and basic inferential techniques. Emphasis on intuitive understanding and applications in educational/behavioral measurement and research.</p> <p>Course note: This course is an existing research course taught in the department of Educational Psychology, Leadership, and Higher Education within the College of Education.</p> <p>Format: In-person</p>	3
<p>CED 7XX Doctoral Seminar Counselor Education</p> <p>Course Description: This seminar will consider issues and problems related to counseling research. Students will be expected to critique existing counseling research as well as prepare a paper which would serve as a prospectus for research into a counseling related topic. Material covered in this seminar should provide the student with the skills necessary to be a competent consumer as well as producer of research. Students will gain advanced skills in the preparation of research problem, design and implementation of quantitative and</p>	3

qualitative research, and methodology. Includes preparation for dissertation proposals and grant proposals.  Number of faculty that can teach this course: 11 Format: In-person	
CED 7XX Doctoral Internship Course Description: Students are required to complete internships that total a minimum of 600 hours. The 600 hours must include supervised experiences in at least three of the five areas (i.e., counseling, teaching, supervision, research and scholarship, leadership and advocacy).  Number of faculty that can teach this course: 11 Format: In-person	6
Dissertation Description: Students will complete a dissertation project. Number of faculty that can teach this course: 11 Format: In-person	12
<b>Electives/Specialization</b>	
Research Electives Description: Students will take six additional credits of research electives.	6
Doctoral Cognate/Specialization Description: Students will take nine credits of additional coursework in a field of specialization.	6
<b>Total</b>	<b>60</b>

#### CES Program Proposed Full-Time Course Sequence

Course	Year 1		Year 2		Year 3	
	Fall	Spring	Fall	Spring	Fall	Spring
CED 7XX Foundations of Counselor Education (3 credits)	X					
CED 7XX Advanced Counseling Theories (3 credits)				X		
CED 7XX Advanced Multicultural Social Justice Theory, Leadership, Advocacy and Practice (3 credits)		X				
CED 7XX Theory and Process of Counseling Supervision (3 credits)	X					
CED 7XX Advanced Group Counseling (3 credits)		X				

CED 7XX Advanced Supervision Practice in Counselor Education (3 credits)		X				
CED 7XX Instructional Theory of Counselor Education (3 credits)	X					
EPY 718 Qualitative Research Methodologies (3 credits)	X					
EPY 721 Descriptive and Inferential Statistics: An Introduction (3 credits)		X				
CED 7XX Doctoral Seminar in Counselor Education (3 credits)			X			
CED 7XX Doctoral Internship (6 credits)			X	X		
<b>Research Electives</b>						
EPY 7XX Research Elective (3 credits)			X	X		
EPY 7XX Research Elective (3 credits)						
<b>Doctoral Cognate/Specialization</b>						
XXX 7XX Cognate Area (3 credits)			X			
XXX 7XX Cognate Area (3 credits)				X		
Dissertation credits (12 credits)					X (6 credits)	X (6 credits)
<b>Total credits per semester</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>6</b>	<b>6</b>
<b>Total program credits</b>	<b>60</b>					

### CES Program Proposed Part-Time Course Sequence

Course	Year 1		Year 2		Year 3		Year 4		Year 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
CED 7XX Foundations of Counselor Education (3 credits)	X									
CED 7XX Advanced Counseling Theories (3 credits)						X				
CED 7XX Advanced Multicultural Social Justice Theory, Leadership, Advocacy and Practice (3 credits)				X						
CED 7XX Theory and Process of Counseling Supervision (3 credits)	X									
CED 7XX Advanced Group Counseling (3 credits)		X								
CED 7XX Advanced Supervision Practice in Counselor Education (3 credits)		X								



CED 7XX Instructional Theory of Counselor Education (3 credits)			X							
EPY 718 Qualitative Research Methodologies (3 credits)			X							
EPY 721 Descriptive and Inferential Statistics: An Introduction (3 credits)				X						
CED 7XX Doctoral Seminar in Counselor Education (3 credits)					X					
CED 7XX Doctoral Internship (3 credits per semester, 6 credits total)							X	X		
<b>Research Electives</b>										
EPY 7XX Research Elective (3 credits)					X					
EPY 7XX Research Elective (3 credits)								X		
<b>Doctoral Cognate/Specialization</b>										
XXX 7XX Cognate Area (3 credits)						X				
XXX 7XX Cognate Area (3 credits)							X			
Dissertation credits (12 credits)									X (6 cred its)	X (6 credit s)
<b>Total credits per semester</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Total program credits</b>										<b>60</b>

## ii. Program entrance requirements

### Plan Description

The Ph.D. in Counselor Education and Supervision prepares graduates to be able to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. Students will gain knowledge in professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Increasing multicultural and social justice competency is an embedded goal within student learning outcomes across all core areas. Students entering this doctoral program are required to have a master's degree in a counseling-related field (e.g., clinical mental health counseling, school counseling).

Upon completion of the CES program, graduates will be able to:

- apply advanced knowledge regarding counseling theories and culturally-informed and social justice practices to their professional work as well as that with counselors-in-training and supervisees;
- serve as effective clinical supervisors across mental health, school, college, and other settings;
- utilize skills and knowledge to become effective counselor educators in higher education settings;
- demonstrate research competencies relevant to advancing the counselor education and supervision field; and

(e) practice the scholar-practitioner-advocate model by advancing counseling practice, professional leadership, and advocacy.

## **Careers:**

Careers in counselor education and supervision can be in academic or clinical settings, and can include employment as a counselor educator, supervisor, researcher, and/or practitioner.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the [Degree Directory](#).

## **Plan Admission Requirements**

### Application deadlines

Applications available on the [UNLV Graduate College website](#).

Admission to the CES PhD program will be limited to the most qualified applicants based on a combination of the following:

- A master's degree in a CACREP accredited master's program. If applying from a non-accredited program, a review of course syllabi will be required and additional coursework may be required if CACREP accreditation content standards are not met.
- If graduate course work has been completed, a graduate grade point average of 3.00 or above.
- Fulfill English proficiency requirements as stated in the [UNLV graduate English proficiency page](#).
- A cumulative GPA of 3.5 or higher from previous graduate level coursework.
- A two-to-three-page personal statement that articulates (a) reasons for pursuing the CES Ph.D. degree program, (b) specific areas of research interest, and (c) professional goals upon completion of the program.
- Three letters of reference from university faculty or other individuals qualified to judge the applicant's academic potential and professionalism.
- A scholarly or professional writing sample (any length).
- A current CV or resume.
- Scores from the verbal, quantitative, and analytical section of the Graduate Record Examination (GRE) taken within five years from application for admission.

Graduate College application is available online. Applications for admission will be considered once a year. The deadline for the receipt of applications is December 15th with notification of interviews by early- to mid-January.

All domestic and international applicants must review and follow the [Graduate College Admission and Registration Requirements](#).

*Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.*

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

**Plan Requirements**

Total Credits Required: 60

**COURSE REQUIREMENTS**

**Counselor Education and Supervision Core - Credits: 36**

Students must complete all of the following courses:

- CED 7XX Foundations of Counselor Education
- CED 7XX Advanced Counseling Theories
- CED 7XX Advanced Multicultural Social Justice Theory, Leadership, Advocacy and Practice
- CED 7XX Theory and Process of Counseling Supervision
- CED 7XX Advanced Group Counseling
- CED 7XX Advanced Supervision Practice in Counselor Education
- CED 7XX Instructional Theory of Counselor Education
- EPY 718 Qualitative Research Methodologies
- EPY 721 Descriptive and Inferential Statistics: An Introduction
- CED 7XX Doctoral Seminar in Counselor Education Advanced Research

**Research Elective Courses - Credits: 6**

Complete six credits of doctoral level advisor-approved coursework in research.

**Specialization Courses – Credits: 6**

Complete six credits of doctoral level advisor-approved specialization coursework.

**Internship – Credits: 6**

Complete six credits of doctoral level internship.

- CED 7XX Doctoral Internship

**Dissertation - Credits: 12**

- CED 7XX Dissertation

**Degree Requirements**

1. Students must successfully complete a minimum of 60 credits while earning a grade of B or better in all course work (i.e., a grade of B- and lower is unacceptable and the course must be retaken).

2. Students must pass, and defend a qualifying examination prior to commencing work on the dissertation proposal.
3. In consultation with their advisor, a student will organize a dissertation committee of at least three departmental members (one of which must be a core CED faculty as chair). 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 advisor's discretion. Please see Graduate College policy for committee appointment guidelines.
4. Specific specialization courses are determined by the student in consultation with their advisor and/or 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.
5. Students must conform to all policies of the UNLV Graduate College, as stated in the UNLV Graduate Catalog, and those stated in the UNLV CES Doctoral Program Student Handbook.
6. Students will be evaluated at least yearly across several professional competencies. Inadequate performance in one or more may result in the imposition of additional requirements, loss of Graduate Assistantship, probation, or separation from the program.
7. Transfer Credits. Admitted students may transfer credits from graduate studies in other programs contingent upon evaluation by faculty, departmental approval, and in accordance with Graduate College policy.

#### Graduation Requirements

The student must submit and successfully defend their dissertation by the posted deadline. The defense must be advertised and is open to the public. After the dissertation defense, the student must electronically submit a properly formatted pdf copy of their dissertation to the Graduate College for format check. Once the dissertation format has been approved by the Graduate College, the student will submit the approved electronic version to ProQuest. Deadlines for dissertation defenses, format check submissions, and the final ProQuest [submission can be found here](#).

Students may apply for graduation up to two semesters prior to completing their degree requirements. All required forms must be submitted to the graduate college via the [Grad Rebel Gateway](#).

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

The national accreditation body for counselor education programs is the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is recognized and approved by the Council for Higher Education Accreditation (CHEA) and is the gold standard for accreditation in the counseling profession.

We will pursue CACREP accreditation for the CES program to maintain the quality of education that our master's graduate students already have. Currently, our counseling master's graduate programs are accredited through CACREP through 2030. We will apply to add a program mid-cycle to add this Ph.D. program to our already accredited programs. To be eligible to apply for accreditation of a Ph.D. program through CACREP, programs must have students within two years of graduating. An example timeline- if the program admits students in Fall 2024 for a three-year course sequence to graduation, an application for accreditation could occur in the second year of their plan of study timeline. CACREP requires a \$2,500 application fee when adding a program during the accreditation cycle. The cost to add the program would be covered by the College of Education. Additional fees may be determined by CACREP, if they require a site visit prior to the scheduled reaccreditation cycle.

- 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  
Not applicable

**G. Method of Delivery (for the purpose of state authorization [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)

The faculty voted at the program level on July 27<sup>th</sup>, 2023 and the vote was in favor (i.e., 8 yes, 1 no). The CSH department curriculum committee unanimously approved the proposal on August 29<sup>th</sup>, 2023 (i.e., 3 yes). The CSH department faculty voted to approve the program proposal on August 31<sup>st</sup>, 2023 (i.e., 20 yes, 1 abstain). During this process, no concerns were noted by department faculty. The College of Education Curriculum Committee voted to approve the program proposal on September 20, 2023.

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

**Initial Meeting with Senior Vice Provost for Academic Programs Affairs and Graduate College (June 8, 2023)**

**- Pre-proposal approved (June 8, 2023)**

**CED Program Approval Vote – July 27<sup>th</sup>**

**CSH Curriculum Committee Approval Vote – August 29**

**CSH Department Approval Vote – August 31**

**September 2023**

**- College of Education Curriculum Committee Mtg/Approval – September 20**

**I. Readiness to begin program**

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

All CED faculty listed below are qualified to teach in the CES Ph.D. program, have graduate faculty status, and professional qualifications that align with CACREP accreditation. Please note- within

counselor education, all faculty that have graduated from CACREP accredited programs are qualified to teach in all core CACREP courses (i.e., all required courses in the program taught in the department).

### Faculty

<b>Faculty Member*</b>	<b>Rank</b>	<b>Research Areas</b>	<b>Graduate Faculty Status</b>
Faculty A	Assistant Professor	Diversity, equity, and inclusion, mental health, assessment and research practices	Yes
Faculty B	Associate Professor	Measurement invariance, Item response theory, cross-cultural studies instrument development, international counseling, substance abuse counseling, mind-body connection, parent-child relationship, family issues and risky behavior	Yes
Faculty C	Associate Professor	Poverty, social class, mental health	Yes
Faculty D	Assistant Professor	Crisis, qualitative research, mental health	Yes
Faculty E	Assistant Professor	Autism spectrum disorder, school-to-career transition of students with disabilities, psychosocial adjustment and family adaptation to a disability	Yes
Faculty F	Associate Professor	Program evaluation, international counseling identity, grief and loss	Yes
Faculty G	Associate Professor	Parent empowerment, school counseling college-going culture, Asian American students' helping seeking attitudes/behaviors in schools	Yes
Faculty H	Associate Professor	Ecological and multicultural counseling and development; international students and issues in counseling; student affairs/higher education; personality disorders; couples/family counseling.	Yes

Faculty I	Assistant Professor, Faculty in Residence	Telehealth counseling, community mental health, counselor training and licensure	Yes
Faculty J	Professor	Multicultural and social justice counseling, mental health	Yes
Faculty K	Associate Professor	Professional school counseling, career development for educational vulnerable and marginalized populations	Yes

*Note.* All faculty have a 2:2 teaching load (faculty in residence generally have a 4:4). Faculty will teach at least one course in the doctoral program, with the remaining course load assigned to the master's program.

There is sufficient faculty capacity to deliver the proposed program. The [CACREP accreditation standards](#) require that programs that include a doctoral level program have a minimum of five Counselor Education (CED) Faculty. At UNLV, there are currently 11 CED Faculty with Graduate Faculty Status, with 10 that can chair dissertations. If we set a limit of each faculty member having a maximum of chairing no more than three to five dissertation committees at a time, the current faculty would have capacity to chair thirty to fifty dissertations at a time, which is more than our recruitment plan. In addition to the CED program faculty, there are four additional department faculty in other programs who have Graduate Faculty Status and have the potential skillset to serve on CES doctoral committees. CACREP currently reports that there are 89 accredited doctoral programs that have a total of 3,199 doctoral students, which equates to 35.9 students per program if divided equally (<https://www.cacrep.org/wp-content/uploads/2023/07/2022-Vital-Statistics-Report.pdf>). Within these accredited programs, two of UNLV's three comparative peers are listed, University of North Texas and The University of Texas at San Antonio (<https://www.unlv.edu/toptier/peerlisting>). Both have Ph.D. programs in Counselor Education & Supervision with similar faculty capacity/rank as UNLV. For example, University of North Texas has a faculty composition of 36% Assistant Professors and 64% Associate Professors/Professors, while UTSA has 46% Associate Professors/Professors and 46% Assistant Professors. In comparison, UNLV CED faculty are 64% Associate Professors/Professors and 36% Assistant Professors.

Examining the faculty capacity to teach courses, there are currently 22 courses in the master's programs (18 courses are common core to both school counseling and clinical mental health counseling), with two required courses taught by another department. Not including courses/sections related to dissertation there are 16 courses that would be added by the Ph.D. program including two required courses taught by another department. In net, there would be 14 Ph.D. courses added to the annual course offerings for a total of 36 courses. Within the traditional tenure track/tenured faculty teaching load, there would be 10 faculty teaching 40 courses a year and a Faculty in Residence teaching eight for a total of 48 courses during the fall and spring semesters. Most faculty prefer to teach in summer term as well – adding another possible 22 course offerings for an annual instructional capacity of approximately 70 courses per year. Currently, the number of faculty is appropriate and are reserved to only teach graduate level courses (i.e., CED counseling graduate programs) without the need for additional faculty. As the program becomes established and hits recruitment, enrollment, and graduation benchmarks, we can assess program need to additional benchmarks based on faculty to student ratio calculations, which are required to be maintained at 12:1 per CACREP accreditation requirements. The College of Education has a process for requesting new faculty lines, which includes priority ranking procedures that programs engage with the college in, with new lines prioritized for overall enrollment growth as well as efficient RPC practices.



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

No new faculty or staff are needed to begin this program.

**iii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university**

The Department of Counselor Education, School Psychology, & Human Services was founded by academic programs with a common social justice mission with a focus on increasing access for mental health/wellness and educational opportunities, particularly for minority populations and disenfranchised groups (<https://www.unlv.edu/announcement/counselor-education-school-psychology-and-human-services/csh-statement-affirming>). The Ph.D. in CES contributes to this department mission in several ways. First, allowing the department to expand course offerings that serve. Second, serving the local community through field experiences in schools/agencies. Third, strengthening the department's existing collaborations - such as UNLV PRACTICE (providing mental health services to the local community). Fourth, the Ph.D. program supports accreditation requirements by assisting in providing requisite supervision requirements for master's level students.

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

As mentioned above in section E (i.e., program need) there is a shortage of accredited counselor education doctoral programs on the west coast and neighboring states. The CES Ph.D. program will address this workforce shortage. The CES Ph.D. program supports the department strategic goals of high academic standards by helping the masters level accreditation efforts maintain accreditation as well as by providing a doctoral program consistent with the 'gold standard' for doctoral programs in counselor education. As the CACREP support letter indicates, the national accreditation organization is supportive of this doctoral program and optimistic about the program's success.

**v. Is this program designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements?**

☐ Yes  
☒ No

**J. Resource Analysis**

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

This program will be funded through tuition revenue and fees. Please see budget outline for specific tuition and fees amounts. In addition, CED faculty will seek external funding through federal, state, and foundation sources (e.g., Nevada Department of Education, Spencer Foundation) to support graduate assistantships and fellowships (e.g., [National Board for Certified Counselors Minority Fellowship](#)). In the College of Education, GA funding is allocated to departments using a formula that allows adequate funding for full time Ph.D. students. Existing GA positions currently available in the department that are state funded will be prioritized for new full-time admits to the program until external funding can be secured.

**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 9.33

3rd Fall semester 20.00

5th Fall semester 30.67

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

The projected FTE was determined using the formula documented in the NSHE Procedures and Guidelines Manual, Chapter 6, Section 2. FTE is computed by multiplying the number of students times the number of credits they will be taking (12) and then dividing that number by 9.

- 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 23

Please see above for the internal and external plan related to these numbers.

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

Based on our accreditation requirements and building of a new program, we have the capacity to admit the above numbers of new full-time doctoral students each year. Graduate numbers noted above are based on the number of anticipated graduates that are full-time and within our capacity and planned in our internal and external recruitment plan (noted above). Our full-time program would be a total of three years. Our CACREP accreditation requirements limit our capacity as a program based on our faculty to student ratio. Specifically, for any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1 across our three counseling programs (i.e., Ph.D.: Counselor Education and Supervision; MS: Clinical Mental Health Counseling; MEd: School Counseling).

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

Please see attached budget.

## **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 facilities in the College of Education are sufficient to meet the needs of the proposed program.

- ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space**  
No additional facilities are required.

- iii. Existing and additional equipment required**  
No additional equipment is required.

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

Students in the program will use existing resources available to students in the College of Education.

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

The Ph.D. program supports students in two ways. The CED Ph.D. students are required to complete an internship that includes teaching, supervision, research/scholarship, and leadership/advocacy. As a component of this experience, students will be required to participate in faculty supervised clinical supervision and teaching assistant experience in the clinical mental health and school counseling master's programs in order to meet requisite supervision experiences/hours. This learning experience would be strictly under the supervision of counselor education faculty, and for the purposes of student training. CACREP accreditation requirements mandate that doctoral students and master's students are supervised by the faculty (i.e., instructor of record) and that these doctoral students have half the enrollment of those sections taught by full-time faculty. So graduate students receive more individualized supervision and instruction by lowering the instructor to student ratio - *without* any increased instructional costs. In fact, those students ultimately engage in teaching and supervision in order to meet internship requirements so the doctoral students are enrolled in Ph.D. courses concurrently in order to be supervised weekly for these internship experiences.

**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**

Not applicable.

- ii. Consultant's summary comments and recommendations**

Not applicable.

- iii. Summary of proposer's response to consultants**

Not applicable.

## **O. Articulation Agreements**

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

Not applicable.

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

Not applicable.

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

Not applicable.

## **P. Summary Statement**

This is a proposal for a Counselor Education and Supervision Ph.D. Program. There is a critical shortage of counselor education training programs in the western region of the United States, a critical component in addressing mental health workforce development in the state of Nevada. Graduates of this doctoral program will be prepared to work as counselor educators, supervisors, researchers and practitioners in academic and clinical settings.

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# ACADEMIC AFFAIRS

Academic Assessment

## 3-Year Academic Assessment Plan Cover Sheet

Email to: [assessment@unlv.edu](mailto:assessment@unlv.edu)

### Program Information

Program Assessed: Counselor Education, PhD

Department: Counselor Education, School Psychology, and Human Services

College: Education

Department Chair: Chris Wood

Date Submitted: 7-5-2023

### Contact Person for This Plan

Name: Heather Dahl-Jacinto

Phone: 702-895-5342

Email: [heather.dahl@unlv.edu](mailto:heather.dahl@unlv.edu)

Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found on the [Curriculum Map Examples page](https://www.unlv.edu/assessment/resources/curriculum-map), <https://www.unlv.edu/assessment/resources/curriculum-map>.
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

### A. Student Learning Outcomes (SLO)

1. Apply advanced knowledge regarding counseling theories and culturally-informed and social justice practices to their professional work as well as that with counselors-in-training and supervisees
2. Serve as effective clinical supervisors across mental health, school, college, and other setting
3. Utilize skills and knowledge to become effective counselor educators in higher education settings
4. Demonstrate research competencies relevant to advancing the counselor education and supervision field
5. Practice the scholar-practitioner-advocate model by advancing counseling practice, professional leadership, and advocacy

### B. Curriculum Map

<b>PhD Requirements</b>	<b>SLO 1</b>	<b>SLO 2</b>	<b>SLO 3</b>	<b>SLO 4</b>	<b>SLO 5</b>
CED 7XX Advanced Counseling Theories, Case Conceptualization, and Treatment Planning Course Assignment	B				
CED 7XX Advanced Multicultural Social Justice Theory and Practice				M	M
CED 7XX Advanced Group Counseling	M				
CED 7XX Theory and Process of Counseling Supervision Course Assignment		B			
CED 7XX Advanced Supervision Practice in Counselor Education Course Assignment		M			
CED 7XX Instructional Theory of Counselor Education Course Assignment			M		
EPY 718 Qualitative Research Methodologies Course Assignment				B	
EPY 721 Descriptive and Inferential Statistics: An Introduction Course Assignment				B	

CED 7XX Advocacy and Leadership in Counselor Education					M
Comprehensive Exam	E	E	E	E	E
Dissertation				E	

### C. Graduate Program Learning Outcomes

1. Student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.
  - a. This graduate program learning outcome is nested in student learning outcome 4, which is “Demonstrate research competencies relevant to advancing the counselor education and supervision field.” We will be measuring this graduate program learning outcome through our KPI related to this SLO.
2. Activities requiring originality, critical analysis, and expertise
  - a. This graduate program learning outcome is nested in student learning outcome 2, which is “Serve as effective clinical supervisors across mental health, school, college, and other setting.” We will be measuring this graduate program learning outcome through our KPI related to this SLO.
3. The development of extensive knowledge in the field under study
  - a. This graduate program learning outcome is nested in student learning outcome 3, which is “Utilize skills and knowledge to become effective counselor educators in higher education settings.” We will be measuring this graduate program learning outcome through our KPI related to this SLO.

### D. Assessment Cycle and Activities (Insert Evaluation Plan Table)

Each year, the CES PhD program will produce and publish to the UNLV website an Annual Report that will include the results of each assessment cycle for all counseling programs ([see example here](#)).

Faculty will meet and discuss each SLO and if the passing benchmarks were met. The faculty will then assess and make changes to the program based on this outcome data, which will be summarized in the report. Specific measurements for each SLO are as follows:

UNLV CES PhD Program Systematic Evaluation Plan: At a Glance					
CED Student Learning Objective 1	KPI	Measure	Reporting of Data	Review of Data	Benchmarks Indicators
Apply advanced knowledge regarding counseling	CED 7XX Advanced Counseling Theories, Case	Linked to the KPI. Aggregate score of	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting the data on student performance on	Exceeds: $\geq$ 90% Meets: 84 - 90 % Below: 80 - 83% <b>Passing</b>



theories and culturally-informed and social justice practices to their professional work as well as that with counselors-in-training and supervisees	Conceptualization, and Treatment Planning Course Assignment	students based on this Assignment		KPI is examined to assess student mastery of program objective.	<b>Benchmark:</b> At least 80% meets or exceeds outcome measurement.
	Comprehensive Exam	Linked to comprehensive exam rubric. Aggregate score of students over the year (Fall and Spring) who completed their comprehensive exam.	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting, the data on student performance on the comprehensive exam outcomes is examined to assessed and discussed.	<b>Passing Benchmark:</b> Mean passing score on CPCE subscale.
<b>CED Student Learning Objective 2</b>	<b>KPI and Dispositions</b>	<b>Measure</b>	<b>Reporting of Data</b>	<b>Review of Data</b>	<b>Benchmarks Indicators</b>
Serve as effective clinical supervisors across mental health, school, college, and other setting	CED 7XX Theory and Process of Counseling Supervision Course Assignment	Linked to the KPI. Aggregate score of students based on this Assignment	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting, the data on student performance on KPI is examined to assess student mastery of program objective.	Exceeds: $\geq 90\%$ Meets: 84 - 90 % Below: 80 - 83% <b>Passing Benchmark:</b> At least 80% meets or exceeds outcome measurement.
	CED 7XX Advanced Supervision Practice in Counselor Education Course Assignment	Linked to the KPI. Aggregate score of students based on this Assignment	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting the data on student performance on KPI is examined to assess student mastery of program objective.	
	Comprehensive Exam	Linked to comprehensive exam rubric. Aggregate score of students over the year (Fall and Spring) who completed their comprehensive exam.	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting, the data on student performance on the comprehensive exam outcomes is examined to assessed and discussed.	<b>Passing Benchmark:</b> At least 90% of students passing the written comprehensive exam at their first administration.
<b>CED Student Learning Objective 3</b>	<b>KPI and Dispositions</b>	<b>Measure</b>	<b>Reporting of Data</b>	<b>Review of Data</b>	<b>Benchmarks Indicators</b>
Utilize skills and knowledge to become effective counselor educators in higher education settings	CED 7XX Instructional Theory of Counselor Education Course Assignment	Linked to the KPI. Aggregate score of students based on this Assignment	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting the data on student performance on KPI is examined to assess student mastery of program objective.	Exceeds: $\geq 90\%$ Meets: 84 - 90 % Below: 80 - 83% <b>Passing Benchmark:</b> At least 80% meets or exceeds outcome measurement.

## Academic Assessment

	Comprehensive Exam	Linked to comprehensive exam rubric. Aggregate score of students over the year (Fall and Spring) who completed their comprehensive exam.	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting, the data on student performance on the comprehensive exam outcomes is examined to assessed and discussed.	<b>Passing Benchmark:</b> At least 90% of students passing the written comprehensive exam at their first administration.
<b>CED Student Learning Objective 4</b>	<b>KPI and Dispositions</b>	<b>Measure</b>	<b>Reporting of Data</b>	<b>Review of Data</b>	<b>Benchmarks Indicators</b>
Demonstrate research competencies relevant to advancing the counselor education and supervision field	EPY 718 Qualitative Research Methodologies Course Assignment	Linked to the KPI. Aggregate score of students based on this assignment rubric.	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting the data on student performance on KPI is examined to assess student mastery of program objective.	Exceeds: $\geq$ 90% Meets: 84 - 90 % Below: 80 - 83% <b>Passing Benchmark:</b> At least 80% meets or exceeds outcome measurement.
	EPY 721 Descriptive and Inferential Statistics: An Introduction Course Assignment	Linked to the KPI. Aggregate score of students based on this assignment rubric.	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting the data on student performance on KPI is examined to assess student mastery of program objective.	Exceeds: $\geq$ 90% Meets: 84 - 90 % Below: 80 - 83% <b>Passing Benchmark:</b> At least 80% meets or exceeds outcome measurement.
	Dissertation	Linked to dissertation rubric. Aggregate score of students over the year (Fall and Spring) who completed their comprehensive exam.	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting, the data on student performance on dissertation completion outcomes is examined to assessed and discussed.	<b>Passing Benchmark:</b> At least 90% of students complete their dissertation.
	Comprehensive Exam	Linked to comprehensive exam rubric. Aggregate score of students over the year (Fall and Spring) who completed their comprehensive exam.	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting, the data on student performance on the comprehensive exam outcomes is examined to assessed and discussed.	<b>Passing Benchmark:</b> At least 90% of students passing the written comprehensive exam at their first administration.
<b>CED Student Learning Objective 5</b>	<b>KPI and Dispositions</b>	<b>Measure</b>	<b>Reporting of Data</b>	<b>Review of Data</b>	<b>Benchmarks Indicators</b>
Practice the scholar-practitioner-advocate model by advancing	CED 7XX Advocacy and Leadership in Counselor	Linked to the KPI. Aggregate score of students based on this Assignment	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting, the data on student performance on KPI is examined to assess	Exceeds: $\geq$ 90% Meets: 84 - 90 % Below: 80 - 83% <b>Passing Benchmark:</b> At



# ACADEMIC AFFAIRS

## Academic Assessment

counseling practice, professional leadership, and advocacy.	Education Course Assignment			student mastery of program objective.	least 80% meets or exceeds outcome measurement.
	Comprehensive Exam	Linked to comprehensive exam rubric. Aggregate score of students over the year (Fall and Spring) who completed their comprehensive exam.	Aggregate score at program level	At our yearly fall semester Data Evaluation Meeting, the data on student performance on the comprehensive exam outcomes is examined to assessed and discussed.	<b>Passing Benchmark:</b> At least 90% of students passing the written comprehensive exam at their first administration.

# 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: <u>University of Nevada, Las Vegas</u>				Program: <u>PhD: Counselor Education and Supervision</u>			
<b>I. PLANNED STUDENT ENROLLMENT</b>							
<b>Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).</b>	<b>FY 1: FY <u>25</u></b>		<b>FY 3: FY <u>27</u></b>		<b>FY 5: FY <u>29</u></b>		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments to the Institution	9.33	7	20.00	15	30.67	23	
B. Enrollments from Existing Programs	0.00	0	0.00	0	0.00	0	
<b>II. REVENUE</b>							
	<b>FY 1: FY <u>25</u></b>		<b>FY 3: FY <u>27</u></b>		<b>FY 5: FY <u>29</u></b>		
	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Institution Funds	\$0.00	\$25,469.00	\$0.00	\$41,280.00	\$0.00	\$33,296.00	
3. Federal (e.g. grant, appropriation)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. New Tuition Revenues (registration fee) from Increased Enrollments*	\$27,531.00	\$0.00	\$63,720.00	\$0.00	\$97,704.00	\$0.00	
5. Other Student Fees (associated with the program)*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>Total Revenue</b>	\$27,531.00	\$25,469.00	\$63,720.00	\$41,280.00	\$97,704.00	\$33,296.00	
<b>Note: Total Revenue (Section I) should match Total Expenditures (Section III)</b>							

# 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 _25		FY 3: FY _27		FY 5: FY _29	
		On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>							
1. FTE (Total FTE for all personnel types)		0.5	0	1	0	2	0
	Faculty	0.5	0	1		2	0
	Adjunct Faculty	0	0	0	0	0	0
	Grad Assts	0	0	0	0	0	0
	Research Personnel	0	0	0	0	0	0
	Directors/Administrators	0	0	0	0	0	0
	Administrative Support Personnel	0	0	0	0	0	0
	Other: _____						
<b>Expenditures for personnel type below must reflect FTE levels in Section A.1. above.</b>							
2. Faculty		\$40,000.00		\$80,000.00		\$100,000.00	
3. Adjunct Faculty		\$0	\$0	\$0	\$0	\$0	\$0
4. Graduate Assistants		\$0	\$0	\$0	\$0	\$0	\$0
5. Research Personnel		\$0	\$0	\$0	\$0	\$0	\$0
6. Directors/Administrators		\$0	\$0	\$0	\$0	\$0	\$0
7. Administrative Support Personnel		\$0	\$0	\$0	\$0	\$0	\$0
8. Fringe Benefits		\$12,000.00		\$24,000.00		\$30,000.00	
9. Other:							
<b>Total Personnel Costs</b>		<b>\$52,000.00</b>	<b>\$0.00</b>	<b>\$104,000.00</b>	<b>\$0.00</b>	<b>\$130,000.00</b>	<b>\$0</b>

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

			FY 1:	FY _25	FY 3:	FY _27	FY 5:	FY _29
			On-going	One-time	On-going	One-time	On-going	One-time
C.	Capital Outlay							

# **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

1. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Capital Outlay</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES (IIIA + IIIB + IIIC):</b>	\$53,000.00	\$0.00	\$105,000.00	\$0.00	\$131,000.00	\$0.00
<b>Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)</b>						

**Budget Notes (optional):**



DATE: April 17, 2023  
TO: Kathryn H. Korgan, Senior Vice Provost  
FROM: Danica G. Hays, Dean  
CC: Chris Wood, CSH Chair  
RE: Support for Ph.D. Counselor Education and Supervision proposal

Dr. Korgan,

I am thrilled to support the proposal for the Ph.D. in Counselor Education & Supervision, which is part of UNLV's Academic Master Plan and is anticipated to recruit its first cohort in fall 2024. As outlined in the proposal, this doctoral program is much anticipated need for the region, adding a critical program that will prepare a cadre of advanced practitioners, community and professional leaders, and faculty members that can advance the mental health and school counseling workforce, scholarship, and policy. The Counselor Education faculty are well-equipped to support RPC efforts to ensure the program is a high demand program, including through curricular and dissertation advising and student mentorship activities.

The Counselor Education faculty developed a 60-credit Ph.D. program with curricular experiences and content that will ensure the program's eligibility for CACREP accreditation with its first graduate. In the proposal, the faculty have provided an in-depth analysis of need for the program and do not ask for additional personnel resources. In addition, they include a conservative yet robust plan to recruit students during the first five years of the program. I have no doubt that the program will be highly enrolled and in high demand given its regional need and the faculty's proposal for a flexible program suitable for part-time and full-time students.

Thank you in advance for reviewing this proposal. We look forward to meeting with to discuss any additional information needed.





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**Council for Accreditation of Counseling and Related Educational Programs**

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500 Montgomery Street, Suite 350 • Alexandria, VA 22314 • (703) 535-5990 • [www.cacrep.org](http://www.cacrep.org)

July 3, 2023

Chris Wood, Ph.D.

Chair, Department of Counselor Education, School Psychology, and Human Services

University of Nevada, Las Vegas

4505 Maryland Parkway

Las Vegas, Nevada, 89154

Dear Dr. Wood,

As the President and CEO of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), I am pleased to hear that the Department of Counselor Education, School Psychology, and Human Services at the University of Nevada-Las Vegas is seeking to establish a doctoral degree program in counselor education and supervision. CACREP has been concerned that the lack of counselor education doctoral programs in Nevada and the western region of the United States may become a hardship for institutions in the area that wish to offer or maintain CACREP-accredited counseling programs. This, in turn, would then become a hardship for students who desire to attend a CACREP-accredited program based on the quality of the programs and for the educational benefits they will gain upon graduation.

The need for more doctoral degree counselor education programs in the Western region is directly related to CACREP's faculty qualification requirements for core faculty members. These requirements are fairly simple to understand. Essentially, they require the primary faculty members who are responsible for educating the future professionals of our discipline (i.e., Counseling), to be degreed in the discipline. While there are adequate grandparenting provisions for current counseling faculty, the expectation is that new core faculty hires will hold terminal degrees specifically in counselor education and supervision. It is considered essential by the profession for future professional counselors to be trained by doctoral-level counselor educators. That can become difficult when there is a paucity of doctoral-level programs preparing individuals to assume these faculty roles and responsibilities.

But there are additional reasons for University of Nevada-Las Vegas to pursue the development of a doctoral program to serve the needs of the State. There are distinct advantages for students if they can attend a CACREP-accredited program. Beyond the quality aspects of the program students encounter while enrolled, there are post-graduation advantages having to do with the ease with which students can become nationally certified, licensed to practice, and hired by certain organizations working within the federal system. Let me explain.

- National Certification - Students who graduate from CACREP-accredited programs can become nationally certified through the National Board for Certified Counselors (NBCC) immediately after graduation if they have attained a passing score on the National Counselor Examination (NCE). NBCC waives its standard requirement for documenting a minimum of 3,000 hours of supervised post-master's degree experience only for CACREP graduates.
- Licensure - Students who graduate from CACREP programs are considered to meet the educational eligibility criteria for counselor licensure in the majority of states, making their degree more portable when moving across state lines are required. In recent years, CACREP has also seen a move by some states to make graduation from a CACREP-accredited program a requirement for licensure eligibility, to date there are five such states. Many states already have an expedited pathway to licensure approval for graduates of CACREP-accredited programs. As professions develop, accreditation -related licensure legislation is not unusual. Graduation from accredited programs is already mandated for licensure in professions such as architecture, physical therapy, dentistry, and veterinary medicine to name a few.
- Hiring for federal positions - Students who graduate from specified CACREP-accredited programs receive hiring privileges from the Veteran's Administration, the Department of the Army's Substance Abuse Program, and the Department of Defense's TRICARE health system. Each of these three federal agencies has recognized CACREP as a mark of educational quality.

Because CACREP understands that starting new programs often requires the gathering of information, I am also enclosing for your use informational fact sheets on CACREP that you may wish to share with decision-makers in your system. I hope that these documents will provide some snapshot information that will support your desire to develop a doctoral program that can assist your program and others in the western region of the country to seek and maintain CACREP accreditation of counseling programs.

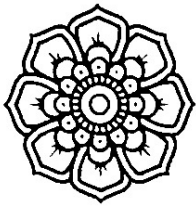
Please don't hesitate to contact me if you have any additional questions or needs. We will be happy to work alongside you as you develop your doctoral program.

Sincerely,



M. Sylvia Fernandez  
President and CEO

Attachments: CACREP Facts July 2023  
2022 Vital Statistics Report



THE *healing* CENTER

Nicole Cauchois, LCPC, LADC  
MS in Clinical Mental Health Counseling from UNLV  
Site Supervisor/Part-Time Instructor at UNLV  
Psychotherapist/Co-Founder at The Healing Center

Chris Wood, Ph.D.  
Chair, Department of Counselor Education, School Psychology, and Human Services  
University of Nevada, Las Vegas  
4505 Maryland Parkway  
Las Vegas, Nevada, 89154

September 14, 2023

Dear Dr. Wood,

I am writing to express my support for the proposed Ph.D. program in Counselor Education at the University of Nevada, Las Vegas. My perspective on the pressing need for advanced training in this discipline is rooted in years of practical engagement as a part-time instructor at UNLV, psychotherapist and owner of The Healing Center in Las Vegas, NV with extensive experience in the field of counseling.


The demand for highly skilled and specialized mental health professionals has never been more critical than in the present socio-cultural context. Across the United States, there exists an undeniable shortage of Ph.D. programs in the western region that focus specifically on Counselor Education. This gap in educational offerings poses a significant challenge for aspiring counselors seeking to advance their careers and contribute meaningfully to the field. The establishment of the Ph.D. program at UNLV would undoubtedly address this void, providing a vital resource for individuals seeking to excel in the practice, research, and teaching of counseling.

Furthermore, the state of Nevada, like many others, is grappling with an escalating need for mental health professionals capable of addressing the diverse and complex challenges faced by individuals, families, and communities. With its unique focus on Counselor Education, the proposed Ph.D. program at UNLV has the potential to produce a cohort of highly specialized practitioners and educators who can contribute to meeting this escalating demand.

I wholeheartedly support the initiative to establish a Ph.D. program in Counselor Education at UNLV. This program is poised to not only fill a critical void in the educational landscape of the western region but also to significantly enhance the caliber of mental health professionals available to serve our communities.

Should you require any further information or wish to discuss this matter in more detail, please do not hesitate to contact me at 702-523-7116. I am more than willing to assist in any way that I can.

Sincerely,



LCPC, LADC  
09/14/23

Nicole Cauchois LCPC, LADC

# UNLV PRACTICE

## A UNLV Community Mental Health Clinic

Box 453033 • 4505 S. Maryland Parkway • Las Vegas NV 89154-3033

Telephone: (702) 895-1532 • Fax: 702-895-1530 • Website: <https://www.unlv.edu/thepractice>

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August 15, 2023

Chris Wood, Ph.D.

Chair, Department of Counselor Education, School Psychology, and Human Services

University of Nevada, Las Vegas

4505 Maryland Parkway

Las Vegas, Nevada, 89154


Dear Dr. Wood:

I am writing in full and enthusiastic support of the proposed Ph.D. in Counselor Education.

For many years, Nevada has ranked last in access to quality mental health services despite a great need for many years (Mental Health America<sup>1</sup>). One driver of this mental health crisis has been an underdeveloped mental health workforce, including mental health counselors. Indeed, according to the Health Resources and Services Administration and the Office of Statewide Initiatives 2018 data, Nevada is predicted to have a shortage of over 800 mental health counselors compared to the national average.<sup>2</sup> One policy lever to address the healthcare workforce need in Nevada is to expand higher education programs such as your proposed Ph.D. program in Counselor Education. As you are well aware, Doctoral Counselor Educators provide the requisite didactic and clinical supervision of Master's level clinicians to become independently licensed mental health providers. The absence of this high-level workforce pipeline in Nevada has naturally limited your department's capacity to train mental health counselors.

It is important to note that your department is a founding member of UNLV PRACTICE. Founded in 2012, UNLV PRACTICE strategically unites UNLV's mental and behavioral training programs for the greatest impact in solving Nevada's mental health crisis, providing accessible, effective, and research-informed community mental and behavioral health care today while preparing the next-generation workforce of tomorrow. Annually, we provide mental health services to over 500 community members and train 35 graduate students. As its Executive Director, UNLV PRACTICE would be excited and proud to support the expansion of your department to include the needs of the proposed Ph.D. program's students and faculty.

Thank you for the opportunity to express my support. Feel free to contact me with any questions at 702-895-0134.



Michelle G. Paul, Ph.D.

The Workday Endowed Executive Director

Professor In Residence, Psychology

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<sup>1</sup> <https://mhanational.org/issues/state-mental-health-america>

<sup>2</sup> <https://www.healthysouthernnevada.org/resourcelibrary/index/view?id=147012552325022068>

Chris Wood, Ph.D.

Chair, Department of Counselor Education, School Psychology, and Human Services  
University of Nevada, Las Vegas  
4505 Maryland Parkway  
Las Vegas, Nevada, 89154

Dear Dr. Wood,

My name is Valeria Martinez and I am a Clinical Professional Counselor Intern. I am writing to show my support for the proposed Ph.D. in Counselor Education. My journey at UNLV started with a bachelor's degree in Psychology and it recently ended with a master's degree in Clinical Mental Health Counseling, but I am hopeful to add one more notch to my academic belt should this program be approved.

Having been born and raised in Las Vegas, I find myself feeling very connected to this community and the people within it. Las Vegas has always felt like home, and growing up I knew that I wanted to pursue my academic goals at UNLV. Having completed both undergraduate and graduate studies at UNLV, I continue to be impressed by the university's ongoing mission to make world-class education readily available to the wonderfully diverse population of Nevada and beyond. With this in mind, I would strongly advocate for the implementation of the Ph.D. program in Counselor Education for several reasons. It's no secret that Nevada faces serious challenges when it comes to the mental health of its community members. According to statistics gathered by the National Alliance of Mental Illness in 2021, over 474,000 Nevadans have a mental health condition, but more than half of those individuals did not receive mental health services. Roughly 33,000 Nevadan youth ages 12-17 have depression and 72% of those individuals did not receive services. There are startling deficits within the mental healthcare system in Nevada, and part of this is due to the sheer lack of qualified mental health professionals.

Despite my recent induction into the world of practice in providing mental health services, I have been trusted with many stories from clients detailing feelings of fear and anxiety when it comes to seeking help. There are so many barriers that can be traced back to issues such as the cost and availability of care, but I think what many people, both in and outside of the profession, tend to forget is that there is also a barrier in the form of professionals with an intimate understanding for the delicate work associated with mental health. That is, individuals who don't just fulfill a list of requirements, but who understand the importance of creating and fostering that human connection and who show a dedication to continuous personal and professional growth. This

growth can come in a number of ways, and one of those ways is through programs such as the one proposed. Though each counselor education program has its own mission statement for its students dependent on university values, at the center of it all lies a commitment to innovation, refinement, and most importantly the creation of future leaders who will advocate for diversity, inclusion, and positive change both within academia and in the mental health profession.

Additionally, the implementation of the proposed Ph.D. in Counselor Education has the potential to encourage professionals who are currently working in the mental health field to either stay in Nevada or come to Nevada for the opportunity to grow in expertise and become mentors to the next generation of mental health professionals, effectively bridging that gap between need and demand. Alternatively, individuals just starting out in their academic pursuits with the hopes of becoming mental health practitioners with professional roots in the state of Nevada won't be forced to look for opportunities elsewhere. Personally, my aspirations to earn a Ph.D in Counselor Education have grown exponentially; I've seen the positive impact that can come from programs like these in the form of creating mentors dedicated to educating a new generation of ethical, passionate, and dedicated mental health professionals. Quite frankly, I was disappointed to find out that UNLV did not offer a program like this and while I might have remained very hesitant to look elsewhere, I know of many dedicated and motivated peers who were not. Aside from remaining competitive with other state programs, UNLV is a university that prides itself on creating opportunities that are in direct response to the needs of the community at large, and implementing a program such as a Ph.D. in Counselor Education can be just another example of UNLV fulfilling its academic and leadership promises.

I love UNLV and I am incredibly proud to call myself a Rebel as the connections I've made and the educational experiences I have received thus far have been invaluable to my professional and personal development. I strongly support implementation of a Ph.D. program in Counselor Education and I would consider myself very fortunate to one day be a graduate of hopefully the first of many cohorts dedicated to leadership, academic excellence, and advancement to the field of mental health.

Thank you for your time. Please feel free to reach out if you have any questions or would like to follow up.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Valeria Martinez', written in dark ink.

Valeria Martinez, MS, CPC-I



Chris Wood, Ph.D.

Chair, Department of Counselor Education, School Psychology, and Human Services  
University of Nevada, Las Vegas  
4505 Maryland Parkway  
Las Vegas, Nevada, 89154

Dear Dr. Wood,

As the program director and coordinator for both the masters and doctoral Counselor Education Programs at the University of Nevada, Reno, I write in support of the University of Nevada Las Vegas' proposed Ph.D. program in Counselor Education.

In my time at the University of Nevada, Reno, it has become clear to me that we are in need of accredited doctoral programs in Counselor Education in the Western division of the Association of Counselor Education and Supervision (ACES). Training future counselor educators is fundamental to the sustainability of our profession. The University of Nevada, Reno is one of the only Research one institutions in the region that has a doctoral strand in Counselor Education and Supervision (CES). I am aware of the quality of your program and outstanding reputation of you and your faculty. As a smaller faculty at the University of Nevada, Reno, we are not equipped to handle the many doctoral applicants that might exist in the West. Further, I believe that UNLV having a doctoral program in CES will also benefit our doctoral program, as UNLV's master's counseling students see a path to becoming potential faculty members in the profession through your doctoral program. We currently have two doctoral students from UNLV's master's program enrolled in our doctoral program, and they are top-notch. I believe we could expand both of our doctoral programs in Nevada and work together to build a stronger workforce.

As the need for mental health professionals and supervisors in the state is growing, I fully support UNLV's proposed Ph.D. in Counselor Education.

Please let me know if you have any questions.

Sincerely,

**M. Kristina DePue, Ph.D., NCC**

**Associate Professor of Counseling and Educational Psychology**





**College of Education and Human Development**

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