



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: 5/1/22

INSTITUTION: University of Nevada, Reno

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

Date of AAC Approval:

06-05-24

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): Human Development and Family Science

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: 73

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Spring 2024

Action requested (specify full program title):

Create new degree program: Doctor of Philosophy (PhD), Human Development and Family Science

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

The University of Nevada, Reno currently offers a Human Development and Family Science emphasis within the PhD in Education umbrella degree. However, the PhD in Education is not well

aligned with the goals and training necessary for potential Human Development and Family Science doctoral candidates interested in training in social science.

The proposed program also fills a gap within the social sciences at the University. HDFS's focus on family processes, relational factors, and psychosocial development across the lifespan is distinct from the psychology program's emphasis on clinical and cognitive psychology, and the School of Social Work's emphasis on preparing clinicians.

The state of Nevada currently has no doctoral program in Human Development and Family Science, limiting the state's pool of candidates trained in research methodologies and best-practices when developing and administering education and intervention programs. This can have a direct impact on a wide range of social and educational goals within the state, including improving student outcomes across pre-K through post-secondary education, promoting both mental and physical health, socioemotional functioning, and improved psychological, social, and legal outcomes for both youth and adults.

A PhD degree in HDFS at the University of Nevada, Reno would also have an impact on the broader region. The Mountain West (Colorado, Idaho, Montana, Nevada, Utah & Wyoming) only has four universities that offer a doctorate in developmental sciences, and only two universities that offer a doctorate in family sciences.

Finally, a doctoral program in HDFS has the potential to make a meaningful impact at the national level. The country is currently dealing with several challenges that can be informed by the science in which this doctoral program would provide training, including challenges with childcare and ECE, navigating social justice issues, and helping children deal with challenging circumstances. This HDFS doctoral degree can produce graduates trained to make evidence-based decisions that can contribute to addressing the challenges the country currently faces.

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

1. Theoretical foundations: Graduates will demonstrate mastery of the theories guiding the study of developmental and family science, including the ability to interpret research findings through the lens of different theoretical orientations, and the capacity to develop and conduct research based on theory.
2. Analytic skills: Graduates will exhibit ability to both interpret and conduct both quantitative and qualitative statistical techniques, including selecting appropriate analytic techniques for a given research question, applying these techniques, and evaluating findings.
3. Research and application: Graduates will demonstrate the ability to conduct all steps necessary to successfully conduct primary research, including (but not limited to),
 - i. applying for external grant funding
 - ii. conducting a comprehensive literature review and evaluation
 - iii. developing and conducting a primary data collection
 - iv. analyzing results
 - v. interpreting results and synthesizing findings with existing research.
4. Writing skills: Graduates will display excellence in technical writing.
5. Principles of adult learning: Graduates will display the ability to develop and teach coursework at the undergraduate level or develop and teach professional workshops designed for adult community members.

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

Although the Student Learning Outcomes will be integrated throughout students' coursework, the overall assessment of SLOs 1, 2, 3, and 4 will be assessed using three milestone projects: the Second Year Research Project, Comprehensive Exam, and finally the Dissertation. Students must demonstrate improving competence, building towards the dissertation which will be used to assess SLO competence program-wide:

- a. Second Year Research Project: Students will complete a research project during their second and third year of the program. With guidance from their advisor, students will develop a research question, collect relevant data, conduct analyses, and write up a research report, approximating a publishable peer-reviewed research article in length and quality. This project will specifically require students to demonstrate competence analytic skills (SLO #2), research design and implementation (SLO #3), and writing skills (SLO #4). Upon completion, students' final Second Year Research Project will be assessed with rubrics designed to evaluation competence on SLO's 2, 3, and 4. Rubrics will be designed with four levels, (0) "Does not meet," (1) "Developing," (2) "Meets," and (3) "Exceeds". Students must average a score of 2 across all SLO's to be permitted to advance towards the next milestone project.
- b. Comprehensive Examination: After successfully completing their second-year project, the student's advisor and dissertation committee will develop 3-5 examination questions that will assess their mastery of HDFS content and methods. Although questions will be tailored towards each students' research interest, at least one question must assess the student's mastery of relevant theory (SLO #1) and appropriate research methods (SLO #3). The examination will typically be completed within a one-week window, and submitted as written responses (SLO #4). Upon completion, students' examinations will be assessed with rubrics designed to evaluate competence on SLOs 1, 3, and 4. Rubrics will be designed with four levels, (0) "Does not meet," (1) "Developing," (2) "Meets," and (3) "Exceeds". Students must average a score of 2 across all SLO's to be permitted to advance towards the Dissertation.
- c. Dissertation: Students are required to complete a Dissertation demonstrating their mastery of all four SLO's, including a strong foundation based in relevant HDFS theory (SLO #1), development and implementation of appropriate research methodologies (SLO #3) and analysis of collected data with sufficiently rigorous quantitative and/or qualitative methodologies (SLO #2), culminating in a written dissertation worthy of peer-reviewed publication. Upon completion, students' Dissertations will be assessed with rubrics designed to evaluation competence on SLO's 1, 2, 3, and 4. Rubrics will be designed with four levels, (0) "Does not meet," (1) "Developing," (2) "Meets," and (3) "Exceeds". Students must average a score of 2.5 across all SLO's to indicate sufficient quality to warrant graduation.

Students' mastery of SLO #5 will be demonstrated through their instruction of undergraduate courses. All students will be required to teach at least one course independently before successfully completing the program. As part of their annual evaluation, students who have independently taught an undergraduate-level course will be assessed on their performance using enrolled student course evaluations, faculty observations, and students' own self-evaluation of their performance. Rubrics will be designed with four levels, (0) "Does not meet," (1) "Developing," (2) "Meets," and (3) "Exceeds". Students must average a score of 2 across the entire rubric (in at least one annual evaluation) to indicate sufficient mastery of SLO #5 and to warrant graduation.

Overall assessment of student competence in all five SLOs will be evaluated annually. Given that a doctoral degree is a terminal degree, 100% of students must either "Meet" or "Exceed" competence standards in all five Student Learning Outcomes to be eligible for graduation (based on assessments of their Dissertation and Independent Class Instruction).

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

Creating a doctoral degree in Human Development and Family Science will foster NSHE's goal to increase participation in postsecondary education in four primary ways:

(1) As previously stated, there is an absence of doctoral training in Human Development and Family Science in the state of Nevada, and an overall lack of programs throughout the Mountain West region. Because the HDFS field is applicable to such a wide range of fields and careers, we believe that this program will appeal to many individuals who will see the value of gaining HDFS training, but are not drawn to other offered social science doctoral degrees (for example, becoming a licensed counselor may not translate into the skills required to run a state-level non-profit).

(2) Importantly, this program stands to increase participation in higher education beyond the students who enroll in the program. The HDFS program at UNR has many connections with the local and state community that would expand with a doctoral degree. The HDFS program runs the Child and Family Research Center lab school, which provides both center- and home-based early childhood education services to nearly 300 children and families—including operating all Early Head Start services in Northern Nevada. The HDFS program also has shared faculty with UNR's Extension program, charged with disseminating research findings and best practices directly into the community. Since establishing the HDFS emphasis in the Education PhD, doctoral students have been instrumental in helping to engage the community more directly with university activities, research, and trainings. Current doctoral students have helped to create and implement programming intending to reduce domestic violence, enact in-home parent trainings to support parents and improve child adjustment, create developmental education programs for adolescents, and integrate evidence-informed family support practices into public education and social services in Nevada.

(3) Creating a doctoral degree in Human Development and Family Science has the potential to increase participation in postsecondary education by attracting students who are interested in specialized expertise, career opportunities, research and innovation, academic prestige, and social impact in the field of human development and family science.

(a) Specialized Expertise: By offering a doctoral degree in Human Development and Family Science, the University would be able to produce highly trained professionals with specialized expertise in the field. This would attract students who are specifically interested in studying human development and family dynamics, and who aspire to pursue careers in research, academia, or advanced professional practice. The availability of a doctoral program in this field would provide a clear pathway for individuals passionate about human development to advance their knowledge and skills, thus increasing the pool of qualified professionals in the field.

(b) Career Opportunities: A doctoral degree in Human Development and Family Science would open up a range of career opportunities for graduates. These may include roles in academia as professors or researchers, as well as positions in research institutions, government agencies, nonprofit organizations, and private sector companies that focus on human development, family services, or related fields. The presence of a doctoral program would encourage more students to pursue advanced education in this area, knowing that there are robust career prospects available upon graduation.

(c) Research and Innovation: Doctoral programs emphasize original research and scholarly inquiry. By establishing a doctoral degree in Human Development and Family Science, UNR would facilitate the generation of new knowledge and research

findings in the field. This research could have practical implications, leading to the development of evidence-based practices and interventions that enhance human development and promote healthy family functioning. The availability of a doctoral program would attract students interested in conducting cutting-edge research, thereby fostering innovation and advancing the field's understanding of human development and family dynamics.

- (d) **Academic Prestige:** The creation of a doctoral program in Human Development and Family Science would contribute to the academic prestige of the university. Doctoral programs are typically seen as the pinnacle of educational attainment and carry a high level of credibility and recognition within the academic community. This increased prestige would attract talented students who aspire to pursue doctoral-level education and contribute to the university's overall academic standing. The presence of a doctoral program would also enhance the institution's reputation as a hub for research and scholarship in the field, further attracting students and researchers interested in human development and family science.
- (e) **Social Impact:** Human development and family dynamics are vital areas of study with wide-ranging societal implications. By creating a doctoral degree in Human Development and Family Science, UNR can play a significant role in addressing societal challenges related to family well-being, child development, aging populations, mental health, and social inequalities. The program would produce graduates equipped with the knowledge and skills to tackle these issues effectively. This social impact potential would inspire individuals passionate about making a positive difference to pursue postsecondary education in this field, thereby increasing participation in related programs.

b. Success – Increase student success.

The HDFS doctoral program has been designed to train social science professionals who will be able to seek out both academic and non-academic applications of the PhD in HDFS. In addition to the successful development of doctoral level students and professionals, keeping in alignment with the mission and vision of NSHE and UNR as a R1 Carnegie classified institution, there will be increased success in our HDFS undergraduate program through the increase in research and teaching capacity within the HDFS program.

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

Human Development and Family Science is one of the more ethnically diverse majors and graduate programs on the UNR campus; the percentage of students classified as non-white increased from approximately 38% in 2015 to 57% in 2022 (see Table 1). We anticipate that a strong proportion of our students will come from this diverse group of undergraduate students. By offering a doctoral program in the HDFS field of study, we can provide a clear pathway to an advanced degree for underserved and first generation students. We recognize that underserved populations have traditionally experienced more barriers to higher education and we are actively pursuing strategies to eliminate-or at least reduce- these barriers (e.g., by offering an in-state option for pursuit of the PhD in the field). Our creation of the separate PhD program in HDFS is intentionally focused on recruiting and supporting students from diverse backgrounds and identities.

Table 1. HDFS Students by Ethnicity, Fall 2015 and Fall 2022

Ethnicity	Fall 2015		Fall 2022	
	N	%	N	%

American Indian/ Alaskan Native	6	1.6	2	0.7
Asian	13	3.5	15	5.6
Pacific Island	3	0.8	2	.07
Black, Non-Hispanic	16	4.3	23	8.5
Hispanic	79	21.2	73	27
White, Non-Hispanic	231	61.9	116	43
Multiple Ethnicity	18	4.8	29	10.7
Non-Resident Alien	6	1.6	8	3
Unknown	1	0.3	2	.7

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

Our ability to produce graduates with advanced training for research and program development, program management, program evaluation, and grant writing will make a profound difference to the children and families of Nevada. The program would produce graduates equipped with the knowledge and skills to draw down federal and philanthropic funds to address the challenges facing children and families in our state.

Importantly, our graduates will be subject matter experts who can inform state and local policy and programming. The combination of intensive content knowledge on child and adult development and families operating within a variety of systems, combined with rigorous training will provide experts who can develop evidence-based policies and programs, ensuring that state and non-profit funds dispersed throughout the state will be maximally effective.

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

Our children and families are the most important asset in our communities, yet Nevada struggles to provide adequate resources for the education, health, and well-being of children and families. The state's K-12 education system continues to rank among the lowest in the country. The Quality Counts annual report published by Education Week (2021) ranks Nevada's education system 50th overall and 50th on the Chance for Success Index when compared to all 50 states and the District of Columbia (EdWeek Research Center, 2021). The Annie E. Casey Foundation's 2022 Kids Count Data Book places Nevada 46th out of 50 states for education. Nevada's families also have more limited access to health and mental health services than residents of other states. Nevada's overall health care system ranks 41st in the country (Radley et al., 2022), and Nevada ranks 51st in the nation for youth mental health care according to Mental Health America's annual ranking – and has since 2015 (Mental Health America, 2022). For children, the state ranks 45th out of 50 states for overall child well-being, 41st for children's economic well-being, 45th for children's health, and 43rd for family and community indicators of well-being (Annie E. Casey Foundation, 2022). Despite these urgent needs, Nevada continues to underperform in total dollar amount of federal grants per capita when compared with other states, with a ranking of 45th in the nation in FFY 2020 (Guinn Center, 2021).

By establishing a doctoral degree in Human Development and Family Science, UNR would facilitate the generation of new knowledge and research findings in the field that are tailored to our local context. This research could have practical implications, leading to the development of evidence-based practices and interventions that enhance human development and promote healthy family functioning in our unique urban and rural contexts.

ii. Institutional mission and core themes – TO BE FILLED IN.

iii. Campus strategic plan and/or academic master plan

The new HDFS doctoral program addresses Goals 2, 3, and 4 of the University's current strategic plan. The program will be high quality, driven by standards developed nationally and informed locally. It will attract a diverse student population given its focus on both recruitment and retention of students of color and other minoritized identities.

iv. Other programs in the institution

The Department of Human Development, Family Science, and Counseling (HDFSC), created in January of 2021, underwent a strategic planning process in the fall of 2021 and the creation of a research-focused doctoral degree, tailored to HDFS's social science emphasis, emerged as a top priority of focus. This falls under Priority Area 5 of the department's 2021-2022 strategic plan, which is to propose new programs and courses to meet community demand. The program is also aligned with the department's vision to prepare "culturally competent, science-guided helping professionals" and a component of the department's mission: "In all aspects of our mission, we center principles of belonging, dignity, and justice".

v. Other related programs in the System

No other HDFS doctoral programs exist within the NSHE system. Doctoral programs in related fields such as Psychology or Social Psychology exist but there are distinct differences between those fields and HDFS, that will be met by this proposed program such as those related to the Certified Family Life Education certificate and the interdisciplinary focus of HDFS.

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

E. Evaluation of need for the program

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

The state of Nevada currently has no doctoral program in Human Development and Family Science, limiting the state's pool of candidates trained in research methodologies and best-practices when developing and administering education and intervention programs. This can have a direct impact on a wide range of social and educational goals within the state, including improving student outcomes across pre-K through post-secondary education, promoting both mental and physical health, socioemotional functioning, and improved psychological, social, and legal outcomes for both youth and adults.

A PhD degree in HDFS at the University of Nevada, Reno would also have an impact on the broader region. The Mountain West (Colorado, Idaho, Montana, Nevada, Utah & Wyoming) only has 4 universities that offer a doctorate in Developmental Sciences, and only 2 Universities that offer a doctorate in Family Sciences.

ii. Student population to be served

The population served by this Ph.D. degree in Human Development and Family Science will be prospective graduate students interested in (1) gaining expertise in both the scientific research underpinning of the field of Human Development and Family Science, and (2) mastering the research, analytical, and writing skills necessary to conduct novel research in this field. In addition to conducting their own research, HDFS PhD students will also receive grant writing training and experience. The combination of knowledge on human development and family science, research methods, and grant writing will position graduates well for a variety of careers, including academic research positions, research and development in private industry, administration in K-12 and post-secondary education, policy analysis and development, and work at both local, national and international non-profit organizations.

Although the HDFS emphasis in the Education PhD degree has only been active for three years, we currently have 13 enrolled students and our first graduated in the Spring of 2023. We anticipate that a standalone HDFS doctoral degree will appeal to students who are interested in pursuing graduate work in HDFS as a social science (separate from the current Education PhD program's emphasis on training K-12 education professionals). With the HDFS PhD program in place, we will recruit regionally and nationally. This will also represent the first HDFS doctoral degree offered in the state of Nevada, which we believe will encourage students from throughout the state to apply.

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

The procedures we used to decide to offer the program included: (1) review of the current HDFS programs throughout the state and region indicated that despite the popularity of this degree, it is generally underrepresented in our state and region, (2) UNR's recent elevation to Carnegie's R1: Research Very Intensive classification has intensified the program, college, and university's commitment to prioritizing novel and impactful research—particularly grant supported research. A research intensive doctoral degree will improve the research output of the HDFS program, and provide a needed supply of content-trained graduate students who can support the increasing number of grant-funded assistantship positions. Finally, (3) our new department, created in January of 2021, underwent a strategic planning process in the fall of 2021 and the creation of a research-focused doctoral degree, tailored to HDFS's social science emphasis, emerged as a top priority of focus.

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

No changes in the organization are needed to accommodate the new program. This new program would leverage the existing faculty and programmatic resources currently supporting the Education, PhD (emphasis in Human Development and Family Studies), but allow the program freedom to tailor course sequences, milestone project requirements and procedures, and admission criteria to better align with programmatic needs and student expectations.

The HDFSC department has nine faculty actively engaged in HDFS research, instruction, and course development. Students in the new HDFS doctoral program will be encouraged to take coursework in the Gender, Race, and Identity program on campus, as well as other programs with relevant statistical coursework (e.g. Applied Statistics, Public Health, Social Psychology, Sociology) and contact has been made with relevant program

coordinators. Again, no organizational changes are needed to make space for the new HDFS doctoral program.

v. The timetable, with dates, for implementation steps

Spring 2023	<ul style="list-style-type: none"> • Program pre-proposal submitted • Develop one new course proposal submitted (HDFS 701: Introduction to HDFS Doctoral Program) • Minor adjustments to existing courses made; • Syllabi edited to include standards and competencies
Fall 2023	<ul style="list-style-type: none"> • Recruitment materials developed; • Key assessments developed • HDFS 701 course offered to students enrolled in existing HDFS Concentration of Education PhD program • Program proposal submitted
Spring 2024	<ul style="list-style-type: none"> • Soft launch of new HDFS PhD program (offer the option for existing HDFS Concentration of Education PhD students to transfer into new HDFS program) • Increase advertisement of new program (among colleagues at other institutions, national conferences, etc.) • Soft Recruitment for fall semester (traditional & non-traditional)
Fall 2024	<ul style="list-style-type: none"> • Begin long-term recruitment schedule (soliciting applications at the end of Fall 2024 for Spring 2025 interviews and Fall 2025 admission)
Spring 2025	<ul style="list-style-type: none"> • Maintain ongoing advertisement of program • Admit Fall 2025 class (with solidified admission and enrollment timeline) • Begin data collection for self-study

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.

As mentioned above, there is no doctoral level HDFS degree currently being offered in the state of Nevada. Nationally, Human Development and Family Science programs have traditionally been housed at Land Grant Universities.

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.

Ph.D. programs prepare students for careers in research and academia. As of November 2023, there are more than 75 open full-time faculty positions in HDFS nationally. Academic faculty positions are available at universities, community colleges, and online education programs.

PhD graduates are also qualified for positions as data scientists, policy and program analysts, program evaluators, program administrators, and more; these are growth positions in government, the social service sector, and for-profit industry. Many of

Nevada's federal grants for education and social services are evaluated by out-of-state firms like WestEd, AIR, Research Triangle Institute, and Pacific Institute for Research and Evaluation (PIRE). This PhD program would produce graduates capable of offering these skills in-state to support education, health, and social service programs and grants.

Some doctoral students will plan to continue in their existing place of employment in Nevada, using their enhanced knowledge and understanding to become subject matter experts on issues of importance to child and family well-being.

F. Detailed curriculum proposal

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

Although the program is designed so students are able to complete it within four years, we anticipate the average duration to completion will be five years. Students can fulfill all of their course sequence requirements taking 18 credits per year (a full-time load for doctoral students). Although students will have significant flexibility to align their course sequence with their research interests and career goals, the program is generally organized as follows:

- (1) Year 1: Students will prioritize foundational methods classes (prerequisites for more advanced methods classes), and introductory coursework designed to quickly orient students to their milestone research projects
- (2) Year 2: Students will continue taking methods classes, and add in required content courses on development and family science. Complete majority of the Second Year Research Project
- (3) Year 3: Students should wrap up content courses and methods course requirements. By the end of the third year, students will likely have completed all traditional lecture/seminar classes with the exception of some advanced methods courses. Finish Second Year Project and take Comps Exam
- (4) Year 4: Students should focus primarily on their own dissertation research, possibly supplemented with advanced methods courses relevant to their own research.

Possible four-year schedule:

Year 1: Credit - 9 + 9 = 18			
Fall_Y1	Credits	Spring_Y1	Credits
HDFS 701	2	HDFS 701	2
HDFS 752 (in conjunction with 701)	1	HDFS 752 (in conjunction with 701)	1
EDRS 640	3	EDRS 740	3
EDRS 700 (Fall only)	3	HDFS 720	3
Milestone Goal: Initiate 2nd Year Project			
Year 2: Credit - 9 + 9 = 18			
Fall_Y2	Credits	Spring_Y2	Credits
APST 640	3	HDFS 718 (Spring only)	3
HDFS 631c	3	HDFS 730	3
HDFS 636	3	HDFS 638 (elective)	3
Milestone Goal: Complete 2nd Year Project			
Year 3: Credit - 10 + 9 = 19			
Fall_Y3	Credits	Spring_Y3	Credits

EDRS 752	3	EDRS 743	3
HDFS 700	6	HDFS 631b (elective)	3
HDFS 795 Comps	1	Dissertation Hours	3
Milestone Goal: Complete Comprehensive Exam and Initiate Dissertation			
Year 4 (9 + 9 = 18)			
Fall_Y4	Credits	Spring_Y4	Credits
EDRS 745	3	EDRS 753	3
HDFS 755 (elective)	3	Dissertation Hours	6
Dissertation Hours	3		
Milestone Goal: Complete and Defend Dissertation			

All required courses for the proposed doctoral program are currently available; HDFS 701 is currently being offered as a pilot and are under review by the University Courses and Curriculum committee with expected approval in Spring 2024. New courses may be developed to support the new doctoral program as time and resources allow.

The names and catalog descriptions of required and elective graduate courses include:

<p>HDFS 701: Introduction to the HDFS PhD program</p> <p>The class orients students to doctoral studies in HDFS, with a focus on developing familiarity with the department, program-specific content, and writing skills.</p>
<p>HDFS 631a: Advanced Human Development: Infancy</p> <p>Theory, research, and issues in infancy.</p>
<p>HDFS 631b: Advanced Human Development: Childhood</p> <p>Development of children from age 3 to preadolescence, with an emphasis on research, theory, and application.</p>
<p>HDFS 631c: Advanced Human Development: Adolescence</p> <p>This course covers the theory, research, and issues related to adolescence.</p>
<p>HDFS 634: Family Life Education</p> <p>Programming and skills training in family life education. Developing needs assessments, programs for presentation and evaluation components.</p>
<p>HDFS 636: Family Interactions</p> <p>Review of research and theory on family dynamics, interactions, and processes. In addition, the application also of concepts and assessments via theory application and assessment of family interactions, as well as application of culture to broader global family contexts.</p>
<p>HDFS 638: Children and Families in a Multi-Ethnic Society</p> <p>Lifestyles, beliefs, values, issues, and needs of children and their families from diverse ethnic groups.</p>
<p>HDFS 658: Families and Public Policy</p> <p>Role of the family in decision-making and management of public issues; analysis of legislation directly affecting the family, including experience with the legislature and</p>

other policy-making bodies.
<p>HDFS 700: Graduate Studies in Human Development and Family Science</p> <p>Advanced study of problems and research in issues related to individual and family studies.</p>
<p>HDFS 718: Research Methods in Social Psychology</p> <p>Theory construction and application of research methods in social psychology.</p>
<p>HDFS 720: Theories of Human Development</p> <p>Reading and analysis of original works by classic and contemporary theorists. Application to growth, change and continuity for children, adolescents, and adults.</p>
<p>HDFS 730: Family Theories</p> <p>Analysis of current and classical theories as relates to contemporary family structures and issues. Application of theory to research and special topics</p>
<p>HDFS 755: Individual Reading</p> <p>Supervised reading with scheduled meetings to facilitate dialogue between student and instructor.</p>
<p>HDFS 752: Graduate Research Credit</p> <p>Independent study with a faculty advisor to develop research and writing skills.</p>
<p>EDRS 640: Educational Measurement and Statistics</p> <p>Basic statistical methods in the field of education and related disciplines. Emphasizes the role of statistics in behavioral research and meets certification requirements for education areas that require statistical knowledge.</p>
<p>EDRS 700: Introduction to Educational Research</p> <p>Introduction course required for all students preparing for an advanced degree. Emphasis on the purpose, general procedures, and types of educational research. Designed for research practitioners and consumers.</p>
<p>EDRS 740: Univariate Statistics in Educational Research</p> <p>Second course designed for the student planning to contribute research findings of their own design. Refinement of inferential statistical methods introduced in EDRS 640.</p>
<p>EDRS 743: Multivariate Statistics in Educational Research</p> <p>Research design, analysis, and synthesis, with emphasis on computer applications of advanced statistics and preparation of research reports for publication in education and related journals.</p>
<p>EDRS 752: Qualitative Research in Education</p> <p>Fundamental framework for doing general and case study research; with attention given to theoretical, ethical, and practical considerations.</p>
<p>HDFS 795</p> <p>Course is used by graduate programs to administer comprehensive examinations either as an end of program comprehensive examination or as a qualifying examination for doctoral candidates prior to being advanced to candidacy</p>
<p>EDRS 745: Advanced Research Design</p> <p>This course prepares students to design and conduct quantitative research. Topics</p>

include statistical methods, experimental designs, quasi-experimental designs, correlational designs, meta-analysis, content analysis of research findings.
EDRS 753: Advanced Qualitative Research in Education Framework for doing multiple case study research and cross-case comparison with attention given to data collection and management.
APST 640:

ii. Program entrance requirements

Applicants for the doctoral degrees must meet general university requirements for admission, Graduate School requirements, College of Education requirements and program requirements. Each applicant must satisfy the regular graduate admission requirements listed for doctoral programs. In addition, applicants are expected to have an acceptable undergraduate GPA (3.5 or higher), and demonstrated interest and experience in research. Applicants should include the following materials in their application:

1. Three professional letters of recommendation (required).
2. Professional statement, describing research interests, career goals, and ***at least one*** HDFS faculty member the student would like as an advisor (required).
3. Professional writing sample.
4. GRE scores for Verbal Reasoning, Quantitative Reasoning & Analytical Writing (optional).

Instructions for each of these components will be included on the HDFS website.

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

Requirements for completing the degree include a total of 70 credit hours, passing a comprehensive exam, and completing both a second-year project and a culminating dissertation project.

1. 54 Credit hours of traditional course work: The required traditional course work is broken up into three categories:
 - a. **Research Courses (27 credits)**: Students must complete a series of research methods courses. Foundational research methods and analytic techniques are covered in the following six courses (18 credits):
 - i. EDRS 640: Educational Measurement & Statistics
 - ii. EDRS 700: Introduction to Educational Research
 - iii. EDRS 740: Univariate Statistics in Educational Research
 - iv. EDRS 741: Nonparametric Statistics in Educational Research
 - v. HDFS 718/SOC 718 (cross listed): Research Methods in Social Psychology
 - vi. One qualitative research course (EDRS 752, EDRS 755, EDRS 771, or another with program approval)

These six foundational methods courses can be substituted with comparable alternatives when it is warranted by the students' research interests, or necessary to fulfill prerequisite requirements for more advanced electives. For example, if a student hopes to take a course about a method not offered in the COEHD, such as Structural Equation Modeling (SPSY 738), they would need to take SOC 706 and 707: Intermediate Statistics 1 & 2 as prerequisites. In this case, the student could substitute the EDRS 740 & 741 courses with SOC 706 & 707 to ensure the necessary preparation and eligibility for SPSY 738. Given the sequential nature of many methods courses, students should consider what

research methods courses are best suited to their needs as early as possible to ensure that they will have the necessary prerequisites to complete these courses. Students must consult with their advisor regarding any course substitutions.

Students will also select three elective research methods courses (9 credits). These methods courses may be selected from the COEHD's relevant course offerings (presented below), or from throughout the university in consultation with the student's advisor. Students should also pay close attention to the prerequisites and timing of these courses, planning early enough to ensure they are prepared for relevant coursework.

- EDRS 743 - Multivariate Statistics in Educational Research
- EDRS 745 - Advanced Research Design
- EDRS 752 - Qualitative Research in Education
- EDRS 753 - Advanced Qualitative Research in Education
- EDRS 755 - Mixed Methods Research in Education
- EDRS 761 - Program Development and Evaluation
- EDRS 771 - Special Topics in Advanced Educational Measurement and Statistics
- EDRS 785 - Survey Research in Education
- EDRS 790 - Research Applications in Education

b. Human Development and Family Science Core Courses (15 credits):

Five foundational courses in HDFS are **required**. These courses cannot be substituted for other coursework without approval from the student's dissertation committee. If the student has not yet convened a dissertation committee, approval from the mentor and the HDFS Graduate Program Director is required. Because these courses are only offered during specific (and at times infrequent) semesters, students should prioritize completing these courses above all others.

- i. HDFS 701 (3 credits total, across two semesters): Introduction to HDFS Doctoral Degree during Fall and Spring of first year
- ii. HDFS 720: Theories of Human Development (3 credits: Spring semesters of even years only)
- iii. HDFS 730: Family Theories (3 credits: Spring semester of odd years only)
- iv. Required Development HDFS course (3 credits): Students can choose from any relevant 600-700 level development course to satisfy this requirement, including the following:
 - HDFS 631A - Advanced Human Development: Infancy
 - HDFS 631B - Advanced Human Development: Childhood
 - HDFS 631C - Advanced Human Development: Adolescence
 - HDFS 656 - Death and Dying: Family and Lifespan Perspectives
- v. Required Family Science HDFS course (3 credits): Students can choose from any relevant 600-700 level development course to satisfy this requirement, including the following:
 - HDFS 634 - Family Life Education
 - HDFS 635 - Child Socialization: A Systems Perspective
 - HDFS 636 - Family Interaction
 - HDFS 638 - Children and Families in a Multiethnic Society

- HDFS 658 - Families and Public Policy
- c. **Elective Credit (minimum of 12 credits):** Students must select an additional 12 credits of relevant coursework from HDFS or university course offerings. Students are encouraged to work with their advisors to select electives that will promote the content knowledge that is of most interest to them, and will promote their future career goals. Electives should highlight Development and/or Family Science. For example, psychology courses should be used as electives only if they relate to developmental or family issues.

The pre-established tracks below are designed with common student interests in mind, but they are not intended to serve as explicit requirements for any particular elective courses. These suggestions are not intended to be exhaustive (or restrictive) lists.

- i. **Gender, Race & Identity:** Students can focus on the intersectionality of gender, race, and identity issues as they pertain to development and/or family structure and functioning.
 - Gender, Race, & Identity Graduate Certificate: students interested in earning the GRI Certificate will need to apply to the program, and work with their advisor to ensure that their selected coursework aligns with the requirements of the certificate. More information can be found at the [GRI Website](#).
 - HDFS 630: Advanced Studies in Human Sexuality
 - HDFS 638: Children and Families in a Multi-Ethnic Society
- ii. **Public Policy and Advocacy:** This emphasis would be relevant for students who are interested in pursuing careers in developing, implementing, and/or studying the effects of public policy on development and family functioning.
 - Social Justice Graduate Certificate: students will need to apply to the program, and work with their advisor to ensure that their selected coursework aligns with the requirements of the certificate. More information at the [Social Justice Certificate website](#).
 - HDFS 658: Families and Public Policy
 - HDFS 791: Internship
- iii. **Certified Family Life Educator:** Students who are interested in pursuing their credential as a Family Life Educator (CFLE) should consult with their advisor to ensure that the courses they select will adequately prepare them to pass the CFLE exam. More information can be found at the [NCFR website](#).
 - HDFS 634: Family Life Education
 - 6 credits in Human Development strand
 - 6 credits in Family Sciences strand
 - HDFS 700 Independent Study – CFLE Exam Preparation
- iv. **Program Development & Evaluation:** This emphasis would be relevant for students who are interested in gaining the expertise to develop and conduct program evaluation. This would be relevant for students interested in pursuing careers in grant-funded non-profits, government, or collaborating on large-scale grant

supported programs (which often require a formal program evaluation as a condition of funding).

- CHS 721: Program Evaluation for Public Health
 - CHS 731: Advanced Evaluation in Public Health
 - JM 602 - Methods of Program Research, Design, and Evaluation
 - EDRS 761: Program Development and Evaluation
 - HDFS 791: Internship
 - SW 741 - Practice and Program Evaluation
- v. Advanced Methods: Students are encouraged to select methods courses from throughout the university. Students interested in additional statistical training should plan carefully to ensure their foundational research methods courses can serve as prerequisites for more advanced courses.
- APST 670 - Linear Regression and Time Series
 - APST 705 - Linear and Nonlinear Regression Models
 - APST 755 - Multivariate Statistical Methods
 - EDRS 743 - Multivariate Statistics in Educational Research
 - EDRS 745 - Advanced Research Design
 - EDRS 752 - Qualitative Research in Education
 - EDRS 753 - Advanced Qualitative Research in Education
 - EDRS 755 - Mixed Methods Research in Education
 - EDRS 761 - Program Development and Evaluation
 - EDRS 771 - Special Topics in Advanced Educational Measurement and Statistics
 - EDRS 785 - Survey Research in Education
 - EDRS 790 - Research Applications in Education
 - SOC 706 - Intermediate Statistics I
 - SOC 707 - Intermediate Statistics II
 - SOC 708 - Qualitative Research Methods
 - SOC 731 - Advanced Design and Data Analysis
 - SOC 737 - Survey Research Methods
 - STAT 705 - Probability Theory
 - STAT 706 - Probability and Measure
 - STAT 725 - Mathematical Statistics I
 - STAT 726 - Mathematical Statistics II
 - STAT 735 - Linear Models I
 - STAT 736 - Linear Models II
 - STAT 745 - Computational Methods in Statistics
 - STAT 753 - Stochastic Models and Simulation
 - STAT 754 - Mathematical Statistics
 - STAT 755 - Multivariate Data Analysis
 - STAT 756 - Survival Analysis
 - STAT 757 - Applied Regression Analysis
 - STAT 758 - Time Series Analysis
 - STAT 760 - Statistical Learning
 - STAT 775 - Advanced Study of Topics in Probability and Statistics
 - STAT 645 - Introduction to Statistical Computing

- STAT 646 - Introduction to Bayesian Statistics
 - STAT 652 - Introduction to Regression and Linear Models
 - STAT 653 - Categorical Data Analysis
 - STAT 659 - Special Topics of Interest in Statistics
 - STAT 661 - A First Course in Probability
 - STAT 662 - Introduction to Stochastic Processes
 - STAT 667 - Statistical Theory
- vi. Students who are interested in the study of addiction can incorporate the Center for the Application of Substance Abuse Technology (CASAT) into their coursework. CASAT offers an Advanced Certificate in Addiction Treatment Services, as well as a specialized HDFS Master's degree. All CASAT courses fulfill the HDFS doctoral program's elective requirements, however if students are interested in obtaining the Advanced Certificate or Specialized HDFS M.S. Degree as part of their doctoral coursework, they should plan their degree program early to ensure they fulfill all requirements of both the HDFS doctoral degree as well as CASAT's specific requirements. More information can be found at [CASAT's website, here](#).
- CAS 637: Aging and Addiction
 - CAS 639: Exploring Gambling Behaviors
 - CAS 659: Special Topics in Addiction
 - CAS 660: Fetal Alcohol Spectrum Disorders I
 - CAS 674: Overview of Addiction Prevention, Treatment & Recovery
 - CAS 712: Neuroscience of Addiction
 - CAS 759: Assessment, Treatment and Case Management
 - CAS 760: Individual & Group Counseling for Addictions
 - CAS 761: Couple and Family Treatment of Addictions
- vii. Research and internship experiences also count as Elective credit.
- HDFS 700: Graduate Studies in Human Development and Family Studies (up to 12 credits)
 - HDFS 752: Graduate Research (up to 6 credits)
 - HDFS 755: Individual Reading (up to 9 credits)
 - HDFS 791: Internship (up to 9 credits)
 - HDFS 792: Internship in Addiction Services (up to 6 credits)
2. **Comprehensive Exam (1-3 credits):** Students are required to complete a comprehensive exam after they have finished approximately 75% of their required coursework (approximately 40 hours of Research, Core, and Elective courses). This generally will occur in the Spring semester of the 3rd year for full-time students. Students may select from three different comprehensive exam formats. Students should consult with their faculty advisor and dissertation committee when selecting which comprehensive exam they would like, but it is ultimately the student's decision. Comprehensive exams are administered by the student's dissertation committee, and are designed to:
- a. assess the student's mastery of research methods, theory, and their chosen emphasis areas and
 - b. propel the student forwards as they prepare for their Dissertation.
- Accordingly, exam questions should be tailored to the students developing

expertise, and overlap with the dissertation option they are planning to pursue.

3. **Research Experience and Dissertation Hours (15 credits minimum):** Students must complete at least three credit hours of Graduate Research in their first year (HDFS 752, which will coordinate with 701 and focus on preparing their second-year project) and 12 credits of Dissertation Hours (HDFS 799) to fulfill the degree requirements. Students are also encouraged to enroll in additional Graduate Research hours (HDFS 752) with their advisor or other faculty during the earlier years of the doctoral program. These research-focused credit hours are designed to ensure sufficient progress on the two research products required for completion of the major: the 2nd Year Project and the Dissertation.
4. Graduate School academic requirements: Please refer to Nevada System of Higher Education CODE on Student Program Dismissal Procedures (SPDP) and review conference policies: (NSHE CODE, Chapter 11, Sections 1-3). If program dismissal is based upon failure to maintain required grades or a required GPA as described above, SPDP does not apply, and the student may be summarily dismissed from the graduate program.

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

N/A

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

N/A

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

Faculty in the department of Human Development, Family Science, and Counseling have participated in the development of the program (Fall 2021- current). The program pre-proposal was submitted in the Spring 2023 and was approved in late spring of 2023. The pre-proposal was reviewed by department faculty, college faculty, and university administration. This full program proposal will undergo another review process of department, college, university, and university administration.

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

The University Courses and Curricula Committee reviewed and approved the Human Development and Family Science, PhD proposal in (month, year) via Curriculog, the University's curriculum workflow system.

I. Readiness to begin program

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

All tenure stream faculty in the HDFSC department have terminal degrees in early childhood, human development, or a related field. A list of faculty members with primary assignments teaching in this program and their qualifications follows.

Degree	Typical Courses Taught
Ph.D., Human Development	
Ph.D., Human Development & Education	HDFS 631b, HDFS 701
Ph.D., Developmental Psychology	HDFS 630, HDFS 631c, HDFS 701
Ph.D., Human Development & Family Science	HDFS 718
Ph.D., Social Work	HDFS 636
Ph.D., Human Development & Family Science	HDFS 630, HDFS 638, HDFS 720
Ph.D., Family Studies & Human Development	HDFS 631a, HDFS 730
Ph.D., Human Development & Family Science	HDFS 701, HDFS 636
Ph.D., Child Development	HDFS 431b, HDFS 634

Other coursework in the program is taught by colleagues in the College of Education and Human Development with appropriate terminal degrees, with Core courses taught across campus from a variety of departments with the requisite expertise.

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

The department has an adequate number of full-time faculty to offer the proposed program of study. In addition, the department has resources to hire appropriate temporary faculty as "Letters of Appointment" to meet the teaching demand of a given semester.

Should the program grow as anticipated, the department will propose new faculty and/or instructor lines if the opportunity presents itself to do so. The department has administrative assistant support through the College of Education.

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 currently offers an undergraduate (BS) degree program and a master's (MS in Human Development and Family Science).

As mentioned earlier, the state of Nevada currently has no doctoral program in Human Development and Family Science. Students interested in pursuing doctoral studies in this area are currently advised to complete a Ph.D. in Education with an emphasis in Human Development and Family Science. While not ideal, the current arrangement has created synergies between the Education and HDFS programs. In addition, many HDFS faculty have appointments in Social Psychology, strengthening interdisciplinary relationships between programs.

Without a Ph.D. program in HDFS, we are losing Nevada's college graduates interested in a PhD in HDFS to out-of-state schools. The Mountain West (Colorado, Idaho, Montana, Nevada, Utah & Wyoming) only has 4 universities that offer a doctorate in Developmental Sciences, and only 2 Universities that offer a doctorate in Family Sciences. By serving these students in Nevada, we will grow our Ph.D. programs and offerings, which strengthens course enrollment across the College of Education and related disciplines such as social psychology, public health, sociology, and applied statistics.

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

An external review of the department in Spring 2023 commended the department on the successful launch of an emphasis in the Education, PhDin 2020 highlighting the department's potential to successfully prepare doctoral candidates and graduates. The external review recommended that the department develop more graduate-only courses, especially citing the need for the graduate research methods course to be taught within the department. The first graduate research methods course (HDFS 718) is being offered during Spring 2024. A stand-alone HDFS Ph.D. program would support the development of additional graduate courses.

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)

As noted above, most of the Ph.D. coursework proposed is already offered by the department, as HDFS is an emphasis within the Ph.D. in Education program at the University. This standalone HDFS doctoral degree will ensure the HDFS program has sufficient autonomy to tailor the course/program requirements to the specific needs of HDFS focused doctoral students. Thus, additional funding is not anticipated to be needed. Should the program be as successful as anticipated, it is expected that the college allocation of enrollment-generated state funds will increase proportionally. Faculty also plan to study the efficacy of the Ph.D. program and the growth of its students, and the anticipated positive impact on research grant funding and productivity.

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 15

3rd Fall semester 20

5th Fall semester 25

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

Projected FTE has been predicted based on enrollment in the HDFS emphasis of the Ph.D. in Education from 2020-2023. Student FTE enrollment is calculated with the assumption of 9 credits per fall semester for doctoral students,.

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

1st Fall semester 15

3rd Fall semester 20

5th Fall semester 25

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

Projected unduplicated headcount has been predicted based on past numbers in the HDFS emphasis of the Ph.D. in Education. With only nine full-time faculty able to perform the intensive doctoral student advising required by a quality program, the program will remain relatively small.

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

Attached

K. Facilities and equipment required

- i. **Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs**

Existing facilities include departmental office space with faculty offices, meeting spaces, and administrative assistant space. The Child and Family Research Center (CFRC) provides students with the opportunity to observe young children and teaching in action. No special requirements or modifications are needed, although additional office space for research may need to be allocated by the college.

- 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

Library and information resources are adequate. The University library provides access to hundreds of academic journals and has a repository of books relevant to human development and family science. In addition, instructors have access to hundreds of relevant films and other media needed for courses.

M. Student services

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

The University's infrastructure with regard to student support is robust, providing students with supports related to admissions, financial aid, library services, and tutoring. Faculty advisors have been trained in mentoring and have extensive experience supporting graduate student education. In addition, the College houses the Neil J. Redfield Learning Resource Center, a library that houses educational materials, access to technology, meeting spaces, and an art room, among other resources specific to teaching and learning. The College has a dedicated computer lab and a counseling clinic as well.

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

It is not anticipated that the program will affect the rest of the student body, other than possibly to promote and encourage doctoral pursuits.

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.

A consultant was not hired to assist in the development of this program.

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

N/A

ii. Consultant's summary comments and recommendations

N/A

iii. Summary of proposer's response to consultants

N/A

O. Articulation Agreements

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

N/A

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

N/A

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

N/A

P. Summary Statement

A Ph.D. in Human Development and Family Science will fill a notable gap within the social sciences at the University and in the state. The state of Nevada currently has no doctoral program in Human Development and Family Science, limiting the state's pool of candidates trained in research methodologies and best-practices when developing and administering education and intervention programs. A PhD degree in HDFS at the University of Nevada, Reno would be able to recruit from the broader region, as there are only four universities in the Mountain West (Colorado, Idaho, Montana, Nevada, Utah & Wyoming) that offer a doctorate in developmental sciences, and only two universities that offer a doctorate in family sciences.

Our ability to produce graduates with advanced training for research and program development, program management, program evaluation, and grant writing will help Nevada address the challenges facing children and families in our state.

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, Reno</u>				Program: Human Development & Family Science Ph.D.			
I. PLANNED STUDENT ENROLLMENT							
Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).	FY 1: FY_25		FY 3: FY_27		FY 5: FY_29		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments to the Institution	5	5	15	15	20	20	
B. Enrollments from Existing Programs	10	10	5	5	5	5	
II. REVENUE							
	FY 1: FY_25		FY 3: FY_27		FY 5: FY_29		
	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request	\$0	\$0	\$0	\$0	\$0	\$0	
2. Institution Funds	\$0	\$0	\$0	\$0	\$0	\$0	
3. Federal (e.g. grant, appropriation)	\$0	\$0	\$0	\$0	\$0	\$0	
4. New Tuition Revenues (registration fee) from Increased Enrollments*	\$15,491	\$0	\$46,474	\$0	\$61,965	\$0	
5. Other Student Fees (associated with the program)*	\$30,983	\$0	\$15,491	\$0	\$15,491	\$0	
6. Other (i.e., Gifts)	\$0	\$0	\$0	\$0	\$0	\$0	
Total Revenue	\$46,474	\$0	\$61,965	\$0	\$77,456	\$0	
Note: Total Revenue (Section I) should match Total Expenditures (Section III)							

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

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

III. EXPENDITURES		FY 1: FY_25		FY 3: FY_27		FY 5: FY_29	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		0.1	0	0.575	0	0.675	0
	Faculty	0.1		0.2		0.3	
	Adjunct Faculty			0.375		0.375	
	Grad Assts						
	Research Personnel						
	Directors/Administrators						
	Administrative Support Personnel						
	Other: _____						
		Expenditures for personnel type below must reflect FTE levels in Section A.1. above.					
2. Faculty		\$11,095		\$22,189		\$33,284	
3. Adjunct Faculty				\$6,780		\$6,780	
4. Graduate Assistants							
5. Research Personnel							
6. Directors/Administrators							
7. Administrative Support Personnel							
8. Fringe Benefits		\$3,750	\$0	\$8,347	\$0	\$12,097	\$0
9. Other:							
	Total Personnel Costs	\$14,844	\$0	\$37,316	\$0	\$52,161	\$0

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

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

			FY 1: FY_25		FY 3: FY_27		FY 5: FY_29		
			On-going	One-time	On-going	One-time	On-going	One-time	
		B. Operating Expenditures							
		1. Travel							
		2. Professional Services							
		3. Other Services							
		4. Communications							
		5. Materials and Supplies							
		6. Rentals							
		7. Marketing materials and Advertising							
		8. Miscellaneous							
		Total Operating Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	

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

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

		FY 1: FY_25		FY 3: FY_27		FY 5: FY_29	
		On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay							
1. Library Resources							
2. Equipment							
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):		\$14,844	\$0	\$37,316	\$0	\$52,161	\$0
Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)							

Budget Notes (optional):

Year 1 Budget Notes:

In the first year, 0.10 FTE for Faculty, to cover the instruction of a new introductory doctoral seminar (HDFS 701, approved Feb. 2024). Doctoral classes will continue to be taught in combination with MS classes (as currently scheduled). All salaries include the 11% COLA that is scheduled to go into effect October 2024.

Year 3 Budget Notes:

In the third year 0.20 FTE for Faculty (split amongst 9 faculty members; average 20205 salary \$99,950). We also plan to hire two LOA's (being paid \$3390 each) for two 3-credit courses. These LOA's will teach lower level undergraduate courses, freeing faculty up to teach dedicated doctoral classes within their existing in-load teaching (700 level and above).

Year 5 Budget Notes:

In the 5th year we plan to dedicate 0.50 FTE for Faculty (split amongst 9 faculty members; average 20205 salary \$99,950) for added 700 level course instruction, and 2 LOAs being paid \$3390 for a 3 credit course each.