

University of Houston System
Summary of New Academic Programs
Academic, Research and Student Success Committee
Wednesday, May 14, 2025

Component	Program	Proposed Implementation Date	Purpose	Comments
UHV	Master of Arts in Applied School Psychology	Fall 2025	The University of Houston – Victoria requests approval to establish a Master of Arts in Applied School Psychology. The proposed degree is 36 semester credit hours and allow education professionals to complete the necessary coursework to retrain and meet licensure requirements set by the Texas Behavioral Health Executive Council for school psychologists in the state of Texas. The program would be marketed toward educational diagnosticians who are certified by the Texas Education Agency. These individuals have prior graduate degrees, applied experience in schools, and already have some of the foundational coursework to become school psychologists. The Bureau of Labor Statistics projects a projects a 7% employment growth for psychologists between 2023 and 2033, a career that is growing faster than average. In Texas, the shortage of school psychologists is evident with currently 1 school psychologist for every 2,597 students, whereas the recommended national ratio is 1:500. An analysis indicated that at the current rate of training, it would take Texas 45 years to meet the recommended ratio of school psychologists. Three public institutions in Texas offer an MA in School Psychology - Stephen F. Austin University, UT-San Antonio, and UT-Rio Grande Valley. UHV, UH-Clear Lake, West Texas A&M, and Sam Houston State University offer Specialist in School Psychology (SSP) programs. However, the proposed MA in Applied School Psychology aims to serve as a different audience than a traditional SSP program The program expects to generate revenue in the fourth year of operation.	In-Person

Executive Summary: Proposed MA in Applied School Psychology, University of Houston-Victoria

Congruence with System Goals and University Mission

The UHV MA in Applied School Psychology will advance UH System goals by educating professionals in a high-demand profession that serves the needs of students in a variety of educational settings across the state. The United States is experiencing a critical shortage of school psychologists (NASP, 2021). School psychologists are professionals trained in education and psychology to comprehensively meet the academic, behavioral, emotional, and social needs of students in school settings. School districts must have access to school psychologists on staff, as they are some of the only mental health professionals trained to comprehensively assess children for special education services. They ensure that schools meet state and federal guidelines for assessing and supporting students with special needs and all ensure that all students are receiving a free and appropriate public education based on legal mandates.

Given UHV's specific mission to serve the region, this program will be particularly important as it will train highly qualified professionals who are equipped to promote effective learning and education for all. Rural areas are particularly impacted by the shortage, given that these areas do not have training programs nearby to facilitate the training of those individuals. Hendricker (2023) noted that most traditional school psychology programs in Texas are in urban areas. Rural areas of the state, such as West Texas, experience a greater demand for school psychologists and an even higher ratio than most of Texas (El Paso currently has 1 school psychologist for every 5,942 students; Midland currently has 1 school psychologist for every 8,352 students). Providing an online program that has reach across the state of Texas, including rural areas, has the potential for school districts to "grow their own" school psychologists by targeting individuals already living and working in those communities.

Program Description

The M.A. in Applied School Psychology would allow education professionals to complete the necessary coursework to retrain and meet licensure requirements as school psychologists in the state of Texas. The program would be marketed toward educational diagnosticians who are certified by the Texas Education Agency (TEA). These individuals have prior graduate degrees, applied experience in schools, and already have some of the foundational coursework to become school psychologists. The program is needed due to the shortage of school psychologists in the state. Recent state licensure changes have made it possible for allied professionals to retrain in school psychology in an expedited manner.

The proposed 36-credit-hour MA in Applied School Psychology at UHV offers a comprehensive curriculum to help existing educational diagnosticians use their foundational knowledge and retrain to become school psychologists. This enables these individuals to provide more comprehensive services to children, families, and schools. The curriculum builds upon educational foundations and covers skills necessary to work as a school psychologist. Students can complete the program within two academic years. Offered online, the program provides flexibility for working professionals and is distinguished by its balance of evidence-based curriculum and applied experiences in an expedited manner.

The first year of the program will focus on foundational coursework necessary to transition into a school psychology career, including emotional and behavioral assessment, school consultation,

counseling interventions, and ethics and law for school psychologists. Students will participate in an applied practicum experience under the supervision of a school psychologist. In the second year of the program, students would be employed full-time by local school districts as school psychology interns and enrolled in an internship course at UHV. During internship, students receive both field-based and university-based supervision.

The requirements of the program are directly aligned with the licensing requirements set forth by the Texas Behavioral Health Executive Council to earn licensure as a Licensed Specialist in School Psychology. This license allows for practice in the school as a school psychologist. Expected outcomes for students include (1) completing all coursework, practicum, and internship requirements set forth by the state of Texas; (2) earning licensure as a Licensed Specialist in School Psychology upon graduation; and (3) working in school districts to provide comprehensive school-based psychological services to students.

Program Demand and Labor Market Information

The demand for school psychologists is rapidly increasing for various reasons: the rise in mental health needs in children and adolescents, particularly after the COVID-19 pandemic (Centers for Disease Control and Prevention, 2024); lack of access to mental health care in the private sector (Canady, 2021); and the graying of the profession (Castillo et al., 2014). The U.S. Bureau of Labor Statistics (BLS, 2024) projects a 7% employment growth for psychologists between 2023 and 2033, a career that is growing faster than average.

In Texas, the shortage of school psychologists is evident. There is currently 1 school psychologist for every 2,597 students, whereas the recommended national ratio is 1:500 (Hendricker, 2023). This results in Texas being five times over the recommended ratio, leaving school districts unable to recruit or retain school psychologists. As a result, children and adolescents do not receive necessary school-based services to meet their educational needs. This shortage also has an economic impact on school districts, as they are subject to losing state and federal funds if they are not in compliance with legal mandates related to special education, which school psychologists are heavily involved in. An analysis indicated that at the current rate of training, it would take Texas 45 years to meet the recommended ratio of school psychologists (Hendricker, 2023), which necessitates university programs to create more options to expedite training and placement of individuals interested in becoming school psychologists.

Student and Job Market Demand

According to Hendricker (2023), there are approximately 2,100 individuals with a school psychology license in Texas working in public schools. Conversely, there are approximately 5,700 educational diagnosticians working in public schools (Texas Education Agency, 2024). This creates a large pool of individuals who already have foundational skills to transition into a new career.

UHV has had success in its current school psychology program with retraining educational diagnosticians, as 20% of its graduates over the last 5 years have been educational diagnosticians. However, the main difference is the length of time it currently takes educational diagnosticians for retraining in a traditional program. In a current school psychology program, it still takes 3 years for students to complete the program due to the high number of credit hours (60+ hours) and the limit on transfer credit coursework. UHV has informally polled our current students in the School Psychology program who are educational diagnosticians and asked if they

would enroll in a program like the one proposed to reduce the amount of time and credit hours needed to be licensed (2 years versus 3 years; 36 hours versus 60+ hours). 100% of currently enrolled students said they would have preferred the two-year, expedited option. Given the high number of educational diagnosticians in the state, if 20% of the current educational diagnostician population were interested in retraining as school psychologists in a more expedited fashion, this would equate to more than 1,000 individuals, indicating strong market demand.

There are currently no other programs in the state of Texas that have capitalized on this change in licensing requirements, which makes this program unique, while simultaneously addressing a critical market and public need. The online format is expected to attract educational diagnosticians from across the state, particularly in rural and less-densely populated areas where access to traditional school psychology programs is unavailable. This demand is further evidenced by the number of school psychology positions that are going unfilled in public schools due to few candidates with proper training.

Program Duplication

According to the Texas Higher Education Coordinating Board program inventory, there are several institutions offering an *MA in School Psychology* (Stephen F. Austin University, UT-San Antonio, UT-Rio Grande Valley). There are quite a few other *Specialist in School Psychology* programs (including UHV, UH-Clear Lake, West Texas A&M, Sam Houston State University). However, as described above, the proposed MA in Applied School Psychology aims to serve as a different audience than a traditional SSP program.

Faculty Resources

Dr. Elise Hendricker (PhD, School Psychology) is Professor of Psychology; she has been with the University of Houston-Victoria since 2013 and serves as the program director for the School Psychology program. Dr. Shannon Viola (PhD, School Psychology) is Associate Professor of Psychology with UHV since 2014. Dr. Dierdre Wood (PhD, School Psychology) holds a position as visiting assistant professor. All three hold an LSSP license. In addition, qualified adjuncts will be utilized as course loads and student enrollment requires.

State or National Need

There are no existing programs in Texas that are retraining educational diagnosticians as school psychologists. Curriculum requirements were designed with the licensing rules defined by the Texas Behavioral Health Executive Council in mind. The requirements for licensure as a school psychologist in the state of Texas can be found on page 93:

<https://bhec.texas.gov/wp-content/uploads/2024/11/2024-November-PSY.pdf>

PRO FORMA FOR MA in Applied School Psychology


FY2026			Operating Years							
			Year 0	FY2026	FY2027	FY2028	FY2029	FY2030		
				Fall25	Fall26	Fall27	Fall28	Fall29		
Enrollments										
Cohort 1				15	13					
Cohort 2					15	14				
Cohort 3						20	18			
Cohort 4							25	23		
Cohort 5								25		
Total				15	28	34	43	48		
Expenses										
Faculty (9 month)			Salary	% effort	Year 0	FY2026	FY2027	FY2028	FY2029	FY2030
Position 1 (Hendricker)			75,000	75%		56,250	57,375	58,523	59,693	60,887
Position 2 (Viola)			65,000	75%		48,750	49,725	50,720	51,734	52,769
Position 3 (Allen-Duran)			60,000	50%		30,000	30,600	31,212	31,836	32,473
Position 4						-	-	-	-	-
Position 5						-	-	-	-	-
Position 6						-	-	-	-	-
Adjuncts					-	-	-	-	-	-
Subtotal			200,000	200%	-	135,000	137,700	140,454	143,263	146,128
Faculty FTE						2.0	2.0	2.0	2.0	2.0
Staff (12 month)										
Position 1--college-level shared administrative support			40,000	5%		2,000	2,040	2,081	2,122	2,165
Position 2						-	-	-	-	-
Position 3						-	-	-	-	-
Position 4						-	-	-	-	-
Position 5						-	-	-	-	-
Position 6						-	-	-	-	-
Graduate Students					-	-	-	-	-	-
Subtotal			40,000	5%	-	2,000	2,040	2,081	2,122	2,165
Staff FTE						0.05	0.05	0.05	0.05	0.05
Total Salaries					-	137,000	139,740	142,535	145,385	148,293
Benefits @ 20.5%					-	28,085	28,647	29,220	29,804	30,400
Total Personnel					-	165,085	168,387	171,754	175,190	178,693
Non-Personnel										
Marketing/Recruiting						5,000	4,000	3,000	3,000	3,000
Scholarships & Tuition Assistantships							-	-	-	-
Annual maintenance & operations						1,000	1,000	1,000	1,000	1,000
Library and Information Technology						1,000	1,000	1,000	1,000	1,000
Accreditation						-				
Facilities							-	-	-	-
Laboratory and other equipment						3,000	3,000	3,000	3,000	3,000
Other					-	-	-	-	-	-
Total Non-Personnel					-	10,000	9,000	8,000	8,000	8,000
Allocated to university operations			10%			9,542	17,811	30,723	36,448	45,906
Total Annual Expense					\$ -	\$ 184,627	\$ 195,198	\$ 210,477	\$ 219,638	\$ 232,599
Revenue										
Formula Funding Generated						-	-	112,250	112,250	189,718
Statutory Tuition Applied to Formula						-	-	(21,300)	(21,300)	(36,000)
Subtotal: State General Revenue						-	-	90,950	90,950	153,718
UH Tuition and Fees						105,300	196,560	238,680	301,860	336,960
Allocated to set aside per student						(9,882)	(18,446)	(22,399)	(28,328)	(31,622)
Total Revenue from Enrollment						95,418	178,114	307,230	364,481	459,055
Philanthropy and other External Revenue						-	-	-	-	-
Net Revenue						95,418	178,114	307,230	364,481	459,055
Net Annual Gain/(Loss)					-	\$ (89,209)	\$ (17,084)	\$ 96,753	\$ 144,844	\$ 226,456
Cumulative Gain/(Loss)					-	\$ (89,209)	\$ (106,293)	\$ (9,540)	\$ 135,303	\$ 361,760
Campus Signoff									Date: 2/6/2025	
Daniel Chang, Program Director, Office of the Provost Signature:									Date:	
Vivianne Do, Executive Director, Office of the Provost Signature:									Date:	

Table 3: Projected Five-Year Enrollments

Provide projected 5-year enrollments in the table below.

For programs with targeted national or international recruitment plans, please provide estimates of out-of-state and out-of-country students. These estimates should be aligned with projected tuition.

For all other programs, if no out-of-state/out-of-country enrollment estimates are available, list enrollments under in-state.

For doctoral and professional programs, complete Table 4 below in addition to this table.

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time					
In-state	15	15	20	25	25
Out-of-state					
Out-of-country					
FTSE Semester Credit Hours	360	360	480	600	600
Part-Time					
In-state					
Out-of-state					
Out-of-country					
FTSE Semester Credit Hours					
Total New Students	15	15	20	25	25
Total FTSE Semester Credit Hours	360	360	480	600	600
Attrition Headcount		2	1	2	2
Graduates			13	14	18
Cumulative Headcount	15	28	34	43	48

Full-Time Student Equivalent (FSTE) Guide

FTSE should be calculated using the following criteria:

Enrollment Type	FTSE
Full time	1
Part time	0.5
Degree Level	SCH
Undergraduate	30
Master's	24
First Professional	24
Optometry	34
Doctoral	18

For doctoral & professional only

Table 4: Projected Five-Year Enrollments by Race/Ethnicity

Please provide projected enrollments by the IPEDS reporting categories below.

Category	Year 1	Year 2	Year 3	Year 4	Year 5
African American					
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
International					
White					

THECB recognizes that additional costs such as housing, childcare, etc., are needed for many students. However, because these costs are highly variable by student, they are not included in the costs and funding tables.

Table 1: Estimated Annual Required Per Student Costs

Please provide the estimated average annual required **per student** costs for students in the degree program. Averages from similar programs or disciplines, or even institutional averages, may be used if no other information is available.

Cost Type	Dollar Amount
Per Student Annual Costs	
Resident Tuition	\$ 9,360
Non-Resident Tuition	\$ 19,200
Required Fees	\$ 1,696
Health Insurance Fee*	\$ 3,561
Course Materials	\$ 700
Other annual fees [please specify]	
Estimated Annual Resident Tuition & Fees	\$ 11,756
Estimated Annual Non-Resident Tuition & Fees	\$ 21,596

Estimated Time to Degree (in years, assuming full-time enrollment)	2
Per Student One-Time Required Fees (if applicable) [e.g., clinical fieldwork semester fees]	
Estimated Post-Graduation Licensure Fees (if applicable)	

*Because health insurance fee requirements vary by student, it will not be included in the calculation for total *required* fees.

Table 2: Estimated Average Total Student Funding

Please provide the estimated average annual **total student** funding available to students in the degree program.

Funding Type	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Scholarships						\$ -
Teaching Assistantships						\$ -
Research Assistantships						\$ -
Other funding [please specify]						\$ -
Total Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Table 5: Projected Total Costs & Funding

Please provide the applicable costs and funding items below.

Estimated Costs	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Faculty Salaries & Benefits	\$ 162,675	\$ 165,929	\$ 169,247	\$ 172,632	\$ 176,085	\$ 846,567
Staff Salaries & Benefits	\$ 2,410	\$ 2,458	\$ 2,507	\$ 2,558	\$ 2,609	\$ 12,542
Teaching Assistantships						\$ -
Research Assistantships						\$ -
Other Student Scholarships/Funding						\$ -
Library & Instructional Technology	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000
Facilities & Capital Investments	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 15,000
Miscellaneous (supplies/materials/program administration)	\$ 10,542	\$ 18,811	\$ 31,723	\$ 37,448	\$ 46,906	\$ 145,430
Other (Marketing)	\$ 5,000	\$ 4,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 18,000
Total Costs	\$ 184,627	\$ 195,198	\$ 210,477	\$ 219,638	\$ 232,599	\$ 1,042,539
Estimated Funding	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Formula Funding			\$ 90,950	\$ 90,950	\$ 153,718	\$ 335,617
Other Non-Formula Tuition Funding	\$ 95,418	\$ 178,114	\$ 216,281	\$ 273,532	\$ 305,338	\$ 1,068,683
Federal Grant Funding (in hand only)						\$ -
Other Grant Funding (in hand only)						\$ -
Anticipated Grant Funding *						\$ -
Required Fees Collected	\$ 25,434	\$ 47,477	\$ 57,650	\$ 72,911	\$ 81,389	\$ 284,861
Other [please specify]						\$ -
Total Funding	\$ 120,852	\$ 225,590	\$ 364,881	\$ 437,392	\$ 540,444	\$ 1,689,160
Net Funding	\$ (63,775)	\$ 30,392	\$ 154,404	\$ 217,755	\$ 307,846	\$ 646,622

* THECB expects that anticipated grant funding would be a supplemental funding source to support new degree programs.