



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**New Graduate Degree Program**

Use this form to propose a new graduate degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the “Campus Guide to the New Graduate Program Approval Process” for information on specific aspects of the approval process.

<b>UNIVERSITY:</b>	NSU
<b>PROPOSED GRADUATE PROGRAM:</b>	Art Education
<b>EXISTING OR NEW MAJOR(S):</b>	Art
<b>DEGREE:</b>	MSEd
<b>EXISTING OR NEW DEGREE(S):</b>	Existing
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Fall Choose an item.2022
<b>PROPOSED CIP CODE:</b>	13.1302
<b>SPECIALIZATIONS:</b> <i>Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.</i>	None
<b>IS A SPECIALIZATION REQUIRED (Y/N):</b>	None
<b>DATE OF INTENT TO PLAN APPROVAL:</b>	3/30/2021
<b>UNIVERSITY DEPARTMENT:</b>	ART
<b>BANNER DEPARTMENT CODE:</b>	ART
<b>UNIVERSITY DIVISION:</b>	School of Fine Arts
<b>BANNER DIVISION CODE:</b>	5F

**Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2:10](#), which pertains to new graduate degree program requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

  
\_\_\_\_\_  
President (or Designee) of the University

4/7/2021  
\_\_\_\_\_  
Date

**1. What is the nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.**

Northern State University's Master of Science in Education (MS.Ed.) in Art Education degree will enhance the content knowledge and pedagogical skills of practicing K-12 art teachers in South Dakota and across the country. The academic field of Art Education combines a deeper understanding of art history, theory, and methods with a broader knowledge of art techniques and processes.

Northern State University's MS.Ed. in Art Education program is a primarily online degree program with a practice-oriented summer residency that will advance knowledge and skills of professional, working art educators. It is designed for educators who are already teaching art in K-12 schools. The program will enhance knowledge of current trends and challenges in art education, from new learning theories to student accessibility in the art classroom. Through Northern State University's MS.Ed. in Art Education program, art educators may maximize learning effectiveness for their students while advancing in their career path.

**2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?**

By statute, the legislature established Northern State University to meet the needs of the state, the region, and the nation by providing undergraduate and graduate programs in education and other areas of need, as determined by the South Dakota Board of Regents.<sup>1</sup> The South Dakota Board of Regents authorized Northern State University to offer undergraduate and graduate programs; promote excellence in teaching and learning; support research, scholarly and creative activities; and, provide service to the state of South Dakota, the region, and the nation.<sup>2</sup>

The goals of graduate programs at Northern State University include: 1) provide a climate in which candidates in graduate programs can expand their knowledge 2) encourage development of critical and independent thinking skills 3) enhance graduate students' abilities to analyze problems objectively 4) promote the investigation and interpretation current research 5) provide a wide range of courses that will prepare graduate students for the demands of their professions, and 6) maintain flexible program guidelines to prepare graduate students for a wide range of employment opportunities. The MS.Ed. in Art Education aligns with NSU's graduate program goals. Graduate students who complete the proposed program will broaden their understanding of research in the field and gain advanced critical thinking and independent problem-solving skills to teach a broad range of students.

The proposed program supports the South Dakota Board of Regents (SDBOR) Strategic Plan. The four goals of the SDBOR Strategic Plan are: 1) Student Success 2) Academic Quality and Performance 3) Research and Economic Development and 4) Affordability and Accountability. Northern's MS.Ed. in Art Education supports Goals 1, 2, and 3. Goal 1 of the SDBOR Strategic Plan specifies growing the number of undergraduate and graduate degrees awarded. The proposed program will be attractive to both recent graduates and experienced teachers seeking to further their education and add an additional teaching certification. Goal 2 of the strategic plan includes

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<sup>1</sup> South Dakota Codified Law, 13-59. [https://sdlegislature.gov/Statutes/Codified\\_Laws/2043078](https://sdlegislature.gov/Statutes/Codified_Laws/2043078)

<sup>2</sup> South Dakota Board of Regents, Policy Manual 1:10:6. Northern State University Mission Statement. <https://www.sdbor.edu/policy/documents/1-10-6.pdf>

improving the pass rates on licensure and certification exams, increasing the number of accredited programs, and continuing to approve new graduate programs. Goal 3 focuses on advancing research, and Northern's MS.Ed. in Art Education requires each graduate to complete a thesis capstone project with a faculty advisor, creating opportunities for graduate student and faculty research.

### **3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.**

Northern State University's MS.Ed. in Art Education meets both the pedagogical and educational needs of current art teachers and provides a much-needed opportunity for professional development and advancement for art educators. Northern expects South Dakota and the larger region will retain more art educators, especially those in smaller, rural school districts, who will thrive in the professional network they develop through Northern's program. Graduates of Northern's MEd in Art Education program will advance to a higher level of salary compensation within their school district, which may also improve retention of art educators.

The instructional format for Northern's MS.Ed. in Art Education program follows the model of Northern State University's resoundingly successful Master of Music Education (MME) program, blending coursework taken online during the fall and spring semesters with courses taken in residence on campus during two summer sessions. This format enables art educators to retain their current teaching position while earning a master's degree from Northern State University.

#### **Demand from K-12 Education Community**

Dr. Becky Guffin, Superintendent for the Aberdeen School District, is strongly supportive of Northern State University's MS.Ed. in Art Education. In a letter dated April 3, 2020, she expressed support, stating that "several of our staff members have participated in the summer Arts Education Institute in collaboration with Arts South Dakota hosted by NSU. The feedback from this experience has been very positive and has provided professional development opportunities that are unique to this group of instructors."

Dr. Guffin also recognized the value art educators will gain from graduate level professional development with their colleagues in art education:

"The MS.Ed. in Art Education would allow our fine arts staff members the opportunity to collaborate with educators across the country with similar job assignments that would enhance their classroom experience with students. We recognize the value and importance of involving our staff members in opportunities that support personal and professional growth."

Dr. Boyd Perkins, Coordinator of Fine Arts for the Sioux Falls School District, is equally supportive. In an email dated April 8, 2020, he recognized the need for an online MS.Ed. in Art Education for teachers in the Sioux Falls School District:

"The Sioux Falls School District art teachers do not currently have local options for pursuit of a specialized master's degree in art education while continuing to work in their education careers. While they can enroll in an out of state online program, keeping an online degree local offers great advantages for our teachers and education community in our state, the most important of which is the opportunity to build a community of scholars with local colleagues and professors in the fine arts. Over time, the local investment will compound into a much-

heightened level of knowledge, skills, and community amongst our local and regional art educators. NSU has a well-known reputation of a highly active fine arts school as well as a defined commitment to training K-12 teachers for the state of South Dakota. The master's program in art education at NSU seems to be a winning proposition for the future development of art education in the state of South Dakota and region.”

### **Potential Students from Northern's Summer Arts Education Institute**

Northern State University has built-up demand for the MS.Ed. in Art Education. Over the past five years, the Northern State University School of Fine Arts has hosted the annual **Arts Education Institute (AEI) in collaboration with Arts South Dakota and the South Dakota Arts Council**. This summer program offers educators in the arts an affordable and high-quality professional development experience that is relevant and directly applicable to the classroom. It has grown to encompass nearly 85 participating educators from all over the region. During the July 2019 session, the Northern State University Office of Online and Continuing Education conducted a targeted survey that measured the level of interest in a prospective MS.Ed. in Art Education degree.

The demand for Northern to offer a MS.Ed. in Art Education has grown organically, at the request of the growing number of art teachers enrolled in Northern State University's Arts Education Institute (AEI). The one-week summer residential AEI grew from 34 in 2014 to 56 in 2019. Northern has cultivated a demand for the MS.Ed. in Art Education through the positive engagement of Northern faculty and art teachers in the AEI summer residential institutes. In a 2019 survey of students in Northern's Arts Education Institute, 50% of the art educators surveyed expressed an interest in pursuing an MS.Ed. in Art Education, with the preferred method of program delivery being online during the academic year with a short (1 or 2-week summer on campus residency).

### **Modeled after Northern's Successful and Robust MME Program**

Northern State University anticipates that, once fully established, Northern's MS.Ed. in Art Education will attract between 10-12 new graduate students annually, graduating 10 students per year. These conservative estimates are based on eight years of continuous data from Northern State University's Master of Music Education program, which has grown from 12 graduate students in Fall 2012 to 43 graduate students in Fall 2020. Northern's outstanding music faculty created a MME program that has grown through word of mouth because of the quality of courses and the level of engagement from the music faculty. Northern's art faculty have worked closely with the faculty coordinating and teaching the MME to plan a curriculum for the MS.Ed. in Art Education that is equal in quality and engagement. Northern's MME grew out of the University's summer music institute for high school band and choir teachers. Like Northern's MME, the University's MS.Ed. in Art Education will be a low-residency program that is completed almost entirely online during the academic year, when most of the students in the program are teaching.

The first students in Northern's MS.Ed. in Art Education will come from the pool of art teachers already engaged in graduate level art coursework with Northern's exceptional faculty through the University's summer Arts Education Institute. Northern's MS.Ed. in Art Education will grow along the same trajectory as the University's MME, with more students coming from outside of the state than from inside of the state within 5 years of the program's launch. The first students to enroll in Northern State University's MME were graduates of SDBOR institutions. In 2012, 11 of the students in Northern's MME came from South Dakota and 1 from Minnesota. Among this initial group of graduate students, 9 graduated from Board of Regents institutions, and 3 did not. By 2019, 3 new students in the program graduated from Board of Regents institutions, and 16 did not. Those 16

students enrolled from across the country, from California to Virginia and from Texas to the Virgin Islands.

*Northern's MS.Ed. in Art Education will follow the same enrollment trajectory as the University's MME, drawing first from local teachers who are graduates of SDBOR institutions and then expanding nationally as word of mouth about the program and marketing take root.*

### **Support from Northern's Arts Education Facilities and Alumni**

Northern State University received a gift from Molded Fiber Glass to build an outdoor arts pavilion, which functions as an outdoor studio, just outside the Art Department facilities in Spafford and Dacotah Halls. The Molded Fiber Glass Art Pavilion is an outdoor space that graduate students in the MS.Ed. in Art Education will enjoy using during their summer residency. Graduate students will also use art studios in ceramics, print making, sculpture, drawing, painting, and graphic design in Spafford and Dacotah Halls. These spaces hold few in person classes for undergraduates in the summers, and the MS.Ed. in Art Education increases the utilization of existing studio spaces.

Northern State University has outstanding alumni of its undergraduate Art programs, including Ben Victor, who was the youngest artist at age 26 (just 3 years after graduating from Northern State University) to have a sculpture placed in the United States Capitol's National Statuary Hall. With placement of Chief Standing Bear in National Statuary Hall in 2019, Victor became the only living person with three statues in the Hall.<sup>3</sup> Northern State University faculty will invite outstanding alumni like Ben Victor to speak, in person or remotely, to MS.Ed. in Art Education students during the academic year or summer residency, creating connections among Northern alumni who are professional artists and art educators in the graduate program.

### **Labor Statistics Support**

The U.S. Bureau of Labor Statistics does not provide forecasting specifically for art teachers, but demand for art teachers tends to follow the overall demand for teachers nationwide. The South Dakota Department of Education (SD DOE) lists Fine Arts as a teacher shortage area.<sup>4</sup> Teachers with degrees in the Fine Arts, including art, are eligible for TEACH grants because of the shortage of teachers in this field. Like Northern State University's MS.Ed. in special education, the MS.Ed. in art education creates an opportunity for elementary and secondary teachers who are already licensed and working in the field to gain a new area of expertise for a second, renewed career in education. Northern's MS.Ed. in Art Education does not lead to initial certification. However, instead of leaving the teaching field in response to the high burnout rates for teachers, teachers may choose, mid-career, to pivot to teaching art and this degree program will prepare them to do so. Offering new career opportunities to current teachers enables South Dakota to keep more teachers in the field instead of losing them from education all together.

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<sup>3</sup> Ardis, Kelly. Bakersfield Native Breaks the Mold with Third Statue at U.S. Capitol. *Bakersfield Californian* 23 August 2019. [https://www.bakersfield.com/entertainment/bakersfield-native-breaks-the-mold-with-third-statue-at-us-capitol/article\\_db88bdd0-c052-11e9-9a92-d352280efc06.html](https://www.bakersfield.com/entertainment/bakersfield-native-breaks-the-mold-with-third-statue-at-us-capitol/article_db88bdd0-c052-11e9-9a92-d352280efc06.html)

<sup>4</sup> South Dakota Department of Education, Teacher Shortage areas. <https://doe.sd.gov/oatq/shortageareas.aspx> According to the South Dakota Department of Labor and Regulation ([https://dlr.sd.gov/lmic/sdcis\\_social.aspx](https://dlr.sd.gov/lmic/sdcis_social.aspx)), among teachers in South Dakota, 187 elementary teachers; 66 middle school; and 100 secondary teachers exit the field each year. These educators could be retained as teachers by a career shift within teaching – in this case, to a career as an Art educator in the K-12 school system.

In addition to staying in teaching, graduates of master's programs in art education can craft arts careers in healthcare and non-profits where arts have become a larger part of community programming. The coursework of Northern's MS.Ed. in art education will include at least 18 graduate credits in art, preparing graduates to teach art in post-secondary institutions like community colleges. Earning a MS.Ed. in art education also makes teachers more competitive for professional development experiences including artist-in-residence opportunities and grants and leadership training through national arts foundations and agencies.

#### **4. How will the proposed program benefit students?**

Students enrolled in Northern State University's MS.Ed. in Art Education program will develop new teaching skills, gain a deeper understanding of art pedagogy, develop a professional network of art educators from around the region and nation as well as successful professional artists who are alumni of Northern, reignite their passion for teaching, and explore their own identities as educators and creators.

This flexible, primarily online program is intended to fit into the schedule of full-time educators who can immediately apply new concepts to their daily teaching practice. Students in Northern's MS.Ed. in Art Education will be challenged to think more deeply about their own practice and their students' work. Graduate students will also develop a focused competence in the visual arts, along with an intellectual understanding of the history and current research and trends of the field of art education.

Art is an essential feature of any comprehensive K-12 curriculum plan. Teaching art effectively requires educators who can teach techniques informed by their own studio practice. Students enrolled in the MS.Ed. in Art Education program will revitalize their own studio practice and will study art education topics in practice, theory and research to develop effective unit plans for their students. Through graduate studies in art education, students will learn to find, identify, read, analyze, and discuss the latest research in their field, enabling them to stay current throughout their careers and preparing them to apply for grants in their school districts.

#### **5. Program Proposal Rationale:**

##### **A. If a new degree is proposed, what is the rationale**

A new degree is not proposed.

##### **B. What is the rationale for the curriculum?**

The curriculum is designed to meet the standards outlined by National Association of Schools of Art and Design (NASAD). Northern State University undergraduate Art programs are accredited by NASAD, and Northern will pursue NASAD accreditation for the MS.Ed. in Art Education during the 2021-2022 academic year. The curriculum for Northern's MS.Ed. in Art Education program was developed by reviewing curricula of NASAD accredited master's degree programs in art education and was modeled, specifically, after the curriculum at Eastern Illinois University.<sup>5</sup>

Northern State University's MEd in Art Education offers advanced, accessible, and convenient graduate level studies in art education. The curriculum is intended to provide

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<sup>5</sup> Eastern Illinois University, EIU Online Master of Arts in Art Education.  
<https://www.eiu.edu/artmaonline/>

advanced studies in three primary areas specified by NASAD for master’s degrees in art education: 1) art education methods, tools and research; 2) art history and theory; and, 3) applied creative practice to meet the individual needs and interests of graduate students.

*Specifically, the curriculum is designed to address the following topics:*

- Art Education research and methods
- Art and the Community
- Digital technologies appropriate to the K-12 art classroom
- Art History and contemporary art
- Individual creative practice

**C. Demonstrate/provide evidence that the curriculum is consistent with current national standards.** Complete the tables below and explain any unusual aspects of the proposed curriculum?

Northern State University’s MS.Ed. in Art Education curriculum aligns with the NASAD national standards for master’s degree programs in art education, which requires 30 credits and “should be constructed to add breadth and depth beyond the undergraduate program in studio, in art and design history and analysis, and in art education.”<sup>6</sup> Following NASAD standards, at least 9 credit hours must be in graduate art education and taught by a faculty member with a terminal degree in art education. And the remainder of credits should combine advanced course work in studio, art/design history, and art/design analysis. The capstone art project in Northern’s curriculum meets NASAD’s requirement for a final project within a specialized area of inquiry. The Art Education Thesis Capstone course will facilitate students to select areas of personal/professional interest, which could include a wide variety of topics from writing curriculum, to exploring issues in student visual learning, to developing a creative project rubric. The capstone course is intentionally open to foster reflection and individual achievement in a specialized area of inquiry.

**D. Summary of the degree program (complete the following tables):**

[Insert title of proposed program]	Credit Hours	Percent
Required courses, all students	30	100%
Required option or specialization, if any	0	0%
Electives	0	0%
Total Required for the Degree Total	30	

**Required Courses**

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
ARTE	711	Art Education Foundations	3	Y
ARTE	712	Curriculum Design for Art Education	3	Y
ARTE	714	Research Methods for Art Education	3	Y
ARTE	722	Art Education and the Community	3	Y

<sup>6</sup> National Association of Schools of Art and Design. Handbook 2020-2021. <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2020/11/AD-2020-21-Handbook-11-16-2020.pdf>

ARTE	724	Digital Media for Art Education	3	Y
ARTH	715	Topics in Art History	3	Y
ARTH	716	Contemporary Art, Theory & Criticism	3	Y
ARTE	798	Art Education Thesis Capstone Project	3	Y
ART	788	Graduate Studio Research I	3	Y
ART	789	Graduate Studio Research II	3	Y
Subtotal			30	

**Elective Courses: List courses available as electives in the program. Indicate any proposed new courses added specifically for the program.**

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
Subtotal			0	

## 6. Student Outcomes and Demonstration of Individual Achievement

### A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Northern State University MS.Ed. in Art Education Program Learning Outcomes

Students will:

1. Develop knowledge of the history of Art Education, current trends and topics.
2. Demonstrate comprehensive knowledge of K-12 curriculum design for art and/or design instruction.
3. Develop competence with application of art research methods.
4. Explain the visual arts' impact upon cultural and community values.
5. Establish active engagement with personal creative practice.
6. Analyze art history, including contemporary trends and theory.
7. Demonstrate understanding and competency with digital technologies for art education.

Individual Student Outcomes (Same as in the text of the proposal)	Program Courses that Address the Outcomes					
	ARTE 711*	ARTE 714*	ARTE 724*	ARTH 715*	ARTE 788*	ARTE 798*
1. Develop knowledge of the history of Art Education, current trends and topics.	X					
2. Demonstrate comprehensive knowledge of K-12 curriculum design for art and/or design instruction.	X	X				X
3. Develop competence with application of art research methods		X				X



4. Explain the visual arts' impact upon cultural and community values		X				X
5. Establish active engagement with personal creative practice					X	X
6. Analyze art history including contemporary trends and theory.				X		X
7. Demonstrate understanding and competency with digital technologies for art education			X			X

**B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.**

No, not at the graduate level. The Praxis for Art Education is taken at the end of the baccalaureate degree. Northern State University's MEd in Art Education does not lead to initial certification for teachers.

**C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?**

Students will demonstrate mastery through the successful completion of a **Capstone project**. This project will encompass and address all seven program learning outcomes for the degree program. Students who do not successfully pass the Capstone project course, ARTE 798, will meet with a committee of art faculty, including their graduate faculty advisor, to review weaknesses in the student's learning outcomes and recommend readings and reviews before the student retakes ARTE 798. Students retaking ARTE 798 are required to meet weekly with their graduate faculty advisor during the course.

**7. What instructional approaches and technologies will instructors use to teach courses in the program?**

Courses will be taught using lecture and applied models. The online format will utilize standard distance learning tools embedded and available in D2L, including Panopto recorded lectures, synchronous Zoom office hours, and asynchronous discussions and assignments. The summer on-campus graduate studios will utilize face to face, synchronous learning in campus studios, using a combination of lectures and project-based activities for learning. Faculty in Northern State University's successful MME program will mentor Northern's MS.Ed. in Art Education faculty to help integrate best practices into the online courses in the art education graduate program. Northern's faculty are compensated largely for their teaching, and expectations for outstanding teaching are high. Preparing new courses, including those in the MS.Ed. in Art Education is part of the workload for Northern's professors.

**8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?**

The program has been developed in consultation with NASAD standards. No outside consultant was hired to develop this program. Northern State University will engage with and heed the advice of an external reviewer chosen by the SD Board of Regents.

- 9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year)? If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.**

Northern State University created a method to calculate graduate program retention and graduation rates in 2021. Northern’s method recognizes most graduate students are part time, most programs are designed to enter any term (fall, spring, summer), and graduate programs can be completed in 2 years. Graduate program retention is measured as the percent of graduate students who enroll in any term within the next year, ignoring the subsequent term. The graduate retention rate for students in Northern’s Master of Music Education (MME) program averages 87% from 2012 to 2020. Northern used the 87% retention rate to calculate continuing students in this table. Two-year graduation rates in the MME hover at 80% in the same time frame, and Northern applied an 80% graduation rate in this table.

Estimates	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
	FY23	FY24	FY25	FY26
Students new to the university	10	10	12	15
Students from other university programs	0	0	0	0
Continuing students	0	9	9	11
=Total students in the program (fall)	10	19	21	26
Program credit hours (major courses)**	150	285	315	390
Graduates	0	7	7	10

\*Do not include current fiscal year.

\*\*This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

- 10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University’s plans concerning the accreditation of this program.**

Northern State University’s art programs are fully accredited by the National Association of Schools of Art and Design (NASAD). Northern’s MEd in Art Education will be approved by SDBOR by fall 2021. The curriculum design and instructional requirements for Northern State University’s MEd in Art Education align with the NASAD Handbook for Accreditation.<sup>7</sup> Northern State University will gain NASAD accreditation for the MS.Ed. in the 2021-2022 academic year and will hire a faculty member with a terminal degree in art education. Northern cannot pursue NASAD

<sup>7</sup> National Association of Schools of Art and Design. Handbook 2020-2021. <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2020/11/AD-2020-21-Handbook-11-16-2020.pdf>

accreditation until the program is approved by the SDBOR. Students may begin enrolling in the program as early as summer 2022 with the first full time students enrolling in fall 2022.

**11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."**

None.

**12. Delivery Location**

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

**A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Start Date
<b>On campus</b>	Yes	Fall 2021

	Yes/No	If Yes, list location(s)	Intended Start Date
<b>Off campus</b>	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5.</a></i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes		Fall 2021
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

**B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the program through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	Online during academic year; on campus during summer.	Fall 2021

**13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time**

**redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.**

See the complete budget in Appendix B. The faculty required to deliver Northern's MS.Ed. in Art Education will be drawn from existing full-time and adjunct faculty personnel as well as one new faculty member in art education. The faculty member primarily responsible for leading the degree program will be identified through a national search process and will possess a terminal degree in art education. Presently, this position represents an existing, but vacant faculty line that the department is dedicating to support and lead Northern's MS.Ed. in Art Education.

Otherwise, no additional or significant investments in equipment, supplies or technology will be required to service this degree program.

- 14. Board Policy 2:1 states: “Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.” Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.**

**Dr. Beth Thomas**

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**Dr. Rébecca Bourgault**

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**Dr. Maria Leake**

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<https://artdesign.buffalostate.edu/faculty/alice-c-pennisi>

**Dr. Robin Vande Zande**

Professor and Division Coordinator, Art Education

**15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an “X” in the appropriate box)? If yes, explain.**

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No

*Explanation (if applicable):*

Course fees for fine arts courses are set at the same rate as SDSU and USD’s with a 3.1% annual increase to \$27 for fall 2021.

**16. New Course Approval: New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:**

YES,  
*the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.*

NO,  
*the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

**17. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*



Northern State University, Master of Science in Education in Art Education

**1. Assumptions**

		1st FY23	2nd FY24	3rd FY25	4th FY26
<i>Headcount &amp; hours from proposal</i>					
Fall headcount (see table in proposal)		10	19	21	26
Program FY cr hrs, On-Campus		30	57	63	78
Program FY cr hrs, Off-Campus		120	228	252	312
Faculty, Regular FTE	See p. 3	1.00	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$65,440	\$65,440	\$65,440	\$65,440
Faculty, Adjunct - number of courses	See p. 3	2	2	2	2
Faculty, Adjunct - per course	See p. 3	\$6,400	\$6,400	\$6,400	\$6,400
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$0	\$0	\$0	\$0

**2. Budget**

<i>Salary &amp; Benefits</i>					
Faculty, Regular		\$65,440	\$65,440	\$65,440	\$65,440
Faculty, Adjunct (rate x number of courses)		\$12,800	\$12,800	\$12,800	\$12,800
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$78,240	\$78,240	\$78,240	\$78,240
<i>Operating Expenses</i>					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$0	\$0	\$0
Capital equipment		\$0	\$0	\$0	\$0
OE Subtotal		\$0	\$0	\$0	\$0
<b>Total</b>		<b>\$78,240</b>	<b>\$78,240</b>	<b>\$78,240</b>	<b>\$78,240</b>

**3. Program Resources**

Off-campus support tuition/hr, HEFF net	GR	\$399.05	\$399.05	\$399.05	\$399.05
Off-campus tuition revenue	hrs x amt	\$47,886	\$90,983	\$100,560	\$124,503
On-campus support tuition/hr, HEFF net	GR	\$282.67	\$282.67	\$282.67	\$282.67
On-campus tuition revenue	hrs x amt	\$8,480	\$16,112	\$17,808	\$22,048
Program fee, per cr hr (if any)	\$270.00	\$8,100	\$15,390	\$17,010	\$21,060
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0

**Total Resources** **\$64,466** **\$122,485** **\$135,378** **\$167,611**

**Resources Over (Under) Budget** **(\$13,774)** **\$44,245** **\$57,138** **\$89,371**

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$49,838	\$0
University's variable benefits rate (see below)	0.1431	0.1431
Variable benefits	\$7,132	\$0
Health insurance/FTE, FY18	\$8,470	\$0
<i>Average S&amp;B</i>	\$65,440	\$0

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY21 salaries of 5 people in the art department were averaged. This average includes three assistant professors and two instructors.

Explain adjunct faculty costs used in table:

Two courses per year to be taught by one adjunct faculty with an earned PhD at \$6,400 per course.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Summarize the operating expenses shown in the table:

N/A

Summarize resources available to support the new program (redirection, donations, grants, etc).

The faculty required to deliver Northern's MS.Ed. in Art Education will be drawn from existing full-time and adjunct faculty personnel as well as one new faculty member in art education. The faculty member primarily responsible for leading the degree program will be identified through a national search process, and will possess a terminal degree in art education. Presently, this position represents an existing, but vacant faculty line that the department is repurposing in support of the MS.Ed. in Art Education.

State-support: Change cell on page 1 to use the UG or GR net amount.



<b>Off-Campus Tuition, HEFF &amp; Net</b>	<b>FY19 Rate</b>	<b>HEFF</b>	<b>Net</b>	
Undergraduate	\$340.05	\$39.11	<b>\$300.94</b>	<i>Change cell on page 1</i>
Graduate	\$450.90	\$51.85	<b>\$399.05</b>	<i>to point to your net</i>
Externally Supported	\$40.00			

*State-support: Change cell on page 1 to use the UG or GR net amount for your university.*

<b>On-Campus Tuition, HEFF &amp; Net</b>	<b>FY19 Rate</b>	<b>HEFF</b>	<b>Net</b>	
UG Resident - DSU, NSU	\$243.30	\$27.98	<b>\$215.32</b>	<i>Change cell on page 1</i>
UG Resident - SDSU, USD	\$248.35	\$28.56	<b>\$219.79</b>	
UG Resident - BHSU	\$254.20	\$29.23	<b>\$224.97</b>	<i>to point to your net</i>
UG Resident - SDSMT	\$249.70	\$28.72	<b>\$220.98</b>	
GR Resident - DSU,NSU	\$319.40	\$36.73	<b>\$282.67</b>	<i>Change cell on page 1</i>
GR Resident - SDSU, USD	\$326.05	\$37.50	<b>\$288.55</b>	
GR Resident - BHSU	\$328.20	\$37.74	<b>\$290.46</b>	<i>to point to your net</i>
GR Resident - SDSMT	\$324.85	\$37.36	<b>\$287.49</b>	
UG Nonresident - DSU,NSU	\$342.40	\$39.38	<b>\$303.02</b>	<i>Change cell on page 1</i>
UG Nonresident - BHSU	\$355.70	\$40.91	<b>\$314.79</b>	<i>to point to your net</i>
UG Nonresident - SDSU, USD	\$360.50	\$41.46	<b>\$319.04</b>	
UG Nonresident - SDSMT	\$391.10	\$44.98	<b>\$346.12</b>	
x GR Nonresident - DSU,NSU	\$596.30	\$68.57	<b>\$527.73</b>	<i>Change cell on page 1</i>
x GR Nonresident - BHSU	\$612.40	\$70.43	<b>\$541.97</b>	<i>to point to your net</i>
x GR Nonresident - SDSU, USD	\$626.85	\$72.09	<b>\$554.76</b>	
x GR Nonresident - SDSMT	\$652.00	\$74.98	<b>\$577.02</b>	
UG Sioux Falls Associate Degree	\$275.40	\$31.67	<b>\$243.73</b>	<i>Change cell on page 1 to point to your net</i>

**Variable Benefits Rates**

<b>University</b>	<b>FY19</b>	
BHSU	14.64%	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	