



**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>	<b>M.S. Ed. In Special Education</b>
<b>EXISTING OR NEW MAJOR(S):</b>	
<b>DEGREE:</b>	<b>M.S. Ed.</b>
<b>EXISTING OR NEW DEGREE(S):</b>	
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2020</b>
<b>PROPOSED CIP CODE:</b>	<b>131001 (Special Education and Teaching, General)</b>
<b>SPECIALIZATIONS:<sup>1</sup></b>	<b>Visual Impairments</b>
<b>IS A SPECIALIZATION REQUIRED (Y/N):</b>	<b>N (optional)</b>
<b>DATE OF INTENT TO PLAN APPROVAL:</b>	<b>5/14/2019</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Teacher Education</b>
<b>UNIVERSITY DIVISION:</b>	<b>Millicent Atkins School of Education</b>

**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

4/28/2020  
 \_\_\_\_\_  
 Date

**1. What is the nature/purpose of the proposed program?**

The proposed graduate program will capitalize on an existing unique relationship between Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI). The contiguous campuses and deep partnership between a school for the blind and visually impaired and a university is unique in in the United States. Thirty-six universities are listed as having programs to prepare teachers to teach students with visual impairments, and

<sup>1</sup> If the proposed new 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 of Regents approval.

Northern State University is 1 of 3 that includes a practicum in a school for the blind and visually impaired (<https://www.teachingvisuallyimpaired.com/professional-preparation-programs.html#>).

The Master of Science (MSEd) in Special Education will provide advanced preparation for teachers who work with students with a broad range of disability types. The program will attract current undergraduate students majoring in special education who want to earn a master's degree; special education teachers who want more advanced knowledge and deeper understanding; and, general classroom teachers who want to expand their teacher certification to include special education.

The Master of Science in Special Education with a Specialization in Visual Impairments will prepare special education teachers to work with students who have visual impairments. Once established with a steady stream of graduate students and a dedicated faculty member, the Northern State University Millicent Atkins School of Education will seek the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) accreditation for our program that specializes in teaching students with visual impairments.

## **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?<sup>2</sup>**

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. (SDCL 13-59-1). The South Dakota Board of Education implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the state of South Dakota, the region, and the nation.

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 Master of Science in Special Education aligns with NSU's graduate program goals. Graduate students who complete the proposed program will gain advanced critical thinking and independent problem-solving skills to teach students with a broad range of disability types. The partnership between Northern State University and the South Dakota School for the Blind and Visually Impaired provides a world-class opportunity to advance research in pedagogy and teaching methods of students with visual impairments.

The proposed program supports the current 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. The Master of Science in Special Education supports Goals 1, 2, and 3. Goal 1 of

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<sup>2</sup> South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from [https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16\\_BOR1014.pdf](https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf).

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 improving the pass rates on licensure and certification exams, increasing the number of accredited programs, and continuing to approve new graduate programs. The proposed program will support all of these intended outcomes. Obtaining Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) accreditation for the MEd in Special Education with a Specialization in Visual Impairments will be a significant accomplishment for the Millicent Atkins School of Education and will be made possible through its partnership with the South Dakota School for the Blind and Visually Impaired. The proposed program also advances SDBOR Goal 3 by drawing from this partnership to advance research in teaching students with visual impairments.

Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI) have a long history of collaboration. Northern State University's Educational Impact Campaign raised more than \$12 million to construct a brand-new school and residential home for the SDSBVI. The superintendent of the SDSBVI and the president of Northern State University fully support establishing a graduate program in teaching students with visual impairments and seek to strengthen the existing collaboration between the two institutions to advance research in teaching students with visual impairments.

**3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

A critical shortage of special education teachers creates a workforce need nationwide and specifically in South Dakota. The United States Department of Education has identified special education as an area of teacher shortage in South Dakota for over a decade. The Office of Special Education Programs (OSEP) within the United States Department of Education calls the shortage of special education teachers nationwide "chronic" and "notes that teacher shortages in special education have existed for 20 years with no solution in sight" (Marshall, Karvonen, Yell, Lowry, Drasgow, and Seaman 2013, p. 127). The proposed program fulfills a workforce need.

An even more critical shortage of special education teachers with a specialization in visual impairments threatens the education of students with visual impairments. School districts face a severe shortage in personnel in the field of visual impairments, and the shortage may actually be more severe than numbers report "because some school districts with students needing services know that they simply will not be able to find the appropriate specialists and so do not even list such positions as unfilled" (Friend, 2018, p. 381).

A major reason for the shortage in special education teachers with specialization in visual impairments is the lack of successful preparation programs nationwide. "Perhaps now more than at any time in history, the field of visual impairments is facing a particularly severe shortage of qualified personnel to deliver special education services to students, despite several nationwide projects and initiatives to address the problem. Studies have indicated that only about 40 programs are available nationwide to prepare vision specialists, and of these, some do not have even one full-time faculty member" (Friend, 2018, p. 381). The incredible partnership between Northern State

University and the SD School for the Blind and Visually Impaired enables us to provide world-class education at the graduate and undergraduate levels to prepare special education teachers to teach students with visual impairments. Faculty at SDBVI who have advanced degrees help teach undergraduates in concert with faculty at NSU who teach both graduate and undergraduate students. This partnership addresses the shortage of personnel found in many programs dedicated to visual impairments.

The proposed program solves another shortage in teachers by providing educators the opportunity to shift fields and remain in education. One reason for the shortage of special education teachers is that teaching students with disabilities can be personally fulfilling but can also be “emotionally and physically draining” (Council for Exceptional Children, <https://www.cec.sped.org/Professional-Development/Job-Profiles-in-Special-Education>). Likewise, teachers in general education classrooms are experiencing workplace stress and burnout (<http://psychlearningcurve.org/the-truth-about-teacher-burnout/>), and many look for a new career challenge.

Providing special education teachers the opportunity to shift fields to visual impairments and general education teachers the opportunity to shift fields to special education or visual impairments may keep more teachers in education. Through the proposed program, general education teachers can earn a new certification in special education, shift their field of focus and classroom work, and continue to work in education.

Teachers who gain new certification through the proposed program will easily find work. The growing demand for special education teachers and for teachers of students with visual impairments is evident nationally according to the US Bureau of Labor Statistics. Overall employment for special education teachers is expected to grow between 3 and 8% between 2018 and 2028. (<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6>).

According to CareerOneStop, the demand for special education teachers varies by academic level. They predict growth in demand between 2016 and 2026 at 8% for Preschool Special Education in the U.S. and 7% in South Dakota; 3% for Kindergarten and Elementary Special Education in the U.S. and 6% in South Dakota; 5% for Middle School in the U.S. and 6% in South Dakota, and 3% for Secondary Special Education in the U.S. and 6% in South Dakota. <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Special%20Education%20Teachers,%20Secondary%20School&onetcode=25205400&location=SD>

Specific data for the growing demand for teachers of students with visual impairments is not reported by the US Bureau of Labor Statistics or CareerOneStop. Projections Central reports demand for a category titled *Special Education Teachers, All Other*, and presumably teachers of students with visual impairments would be included in this category, which projects an increase of 9.9% for 2016-2026. (<http://www.projectionscentral.com/Projections/LongTerm>)

## References:

Marshall, Kathleen J; Karvonen, Meagan; Yell, Mitchell L; Lowrey, Alisa; Drasgow, Erik; Seaman, Michael A. *Journal of Disability Policy Studies*, December 2013, Vol.24(3), pp.127-136

Friend, M. (2018). *Special education: Contemporary perspectives for school professionals*. (5<sup>th</sup> ed.). Boston, MA: Pearson.

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

Northern State University's Master of Science in Special Education program will give current special education teachers in the region opportunity to advance their knowledge in their field as generalist special education teachers or as teachers of students with visual impairments. Northern State University's undergraduate special education majors can also start the master's during their senior year through an accelerated program where they can take up to 12 credits in the master's at the 500 level instead of the 400 level during their undergraduate career.

Additionally, the master's degree in special education will give current general classroom teachers the opportunity to add a new field of certification in special education or specifically in visual impairments. Current elementary and secondary teachers can enroll in the Northern State University Master of Science in Special Education to obtain certification as special education teachers. Teachers who leave the general classroom could stay in education by diversifying into special education. This could potentially help alleviate the special education teacher shortage in the state and keep more teachers in education for the entirety of their careers.

The Visual Impairments Specialization will draw students from across the nation due to a limited number of programs available nationwide and because of the incredible partnership between Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI). Northern State University's Master of Science in Special Education with a Specialization in Visual Impairments offers an embedded classroom for the practicum at the new state-of-the-art SDSBVI.

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

##### **A. If a new degree is proposed, what is the rationale<sup>3</sup>**

Northern State University already offers the Master of Science in Education (MSEd).

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

The curriculum is designed to meet the standards outlined by the Council for Exceptional Children (CEC). The curriculum for this program was developed by reviewing various master's degree programs at other institutions including Northern Illinois University and the University of North Dakota. The proposed program will create cohorts of students who will receive face to face and online instruction to build the skills-based and pedagogical competencies needed to work as special educators and/or as teachers of students with visual impairments.

##### **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?**

This program meets the CEC advanced teacher preparation standards.

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<sup>3</sup> "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

Advanced Preparation Standards:

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards.pdf>

Visual Impairments Standards:

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20BVI%20%20Revalidated%202018.pdf>

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

<b>Master's Degree in Special Education</b>	<b>Credit Hours</b>	<b>Percent</b>
Required courses, all students	12	40%
Required option or specialization, if any	18	60%
Electives	0	%
<b>Total Required for the Degree Total</b>	<b>30</b>	<b>100</b>

**Required Courses**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
SPED	704	Inclusive Education	3	No
EDAD	720	Special Education Law for School Administrators	3	No
SPED	731	Educating Students with Learning Disabilities	3	Yes
SPED	741	Educating Students with Behavior Disorders	3	Yes
Subtotal			12	

**Required Courses: M.S. Ed. in Special Education**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
SPED	510	Behavior Management of Exceptional Children	3	No
SPED	517	Vocational-Transitional Programming	2	No
SPED	520	K-12 Curriculum and Instructional Strategies	3	No
SPED	531	Identification and Assessment in Special Education	2	No
SPED	560	Family Systems and Professional Collaboration	2	No
SPED	795	Practicum	6	Yes

**Required Courses: M.S. Ed. in Special Education - Visual Impairments Specialization**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
SPED	521	Orientation and Mobility	3	No
SPED	523	Teaching Students with Visual Impairments	2	No
SPED	524	Classroom Modifications and Assistive Technology	2	No
SPED	525	Anatomy and Function of the Eye	3	No

SPED	534	Braille I	2	No
SPED	536	Braille II	2	No
SPED	795	Practicum	4	Yes

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
Subtotal				

## 6. Student Outcomes and Demonstration of Individual Achievement

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.**

Program Learning Outcomes:

1. Students will demonstrate knowledge of the specific special education content in this program.
2. Students will demonstrate proficiency in the selected Special Education High Leverage Practices.
3. Students will develop graduate-level perspectives on the contemporary issues and problems related to special education.
4. Students will use analytical and critical thinking skills to identify, analyze, and solve problems related to special education.

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

A national level Praxis exam is available in Special Education, which students seeking certification to teach special education will take. Since at least 2013, every undergraduate special education major at Northern State University has passed the Praxis Special Education Content exam on their first try.

A national level Praxis exam in Special Education: Teaching Students with Visual Impairments is also available, which students seeking certification to teach students with visual impairments will take.

In addition to the coursework outlined in the curriculum and the national Praxis exams, students enrolled in the Master of Science in Special Education or the Master of Science

in Special Education with Specialization in Visual Impairments will be supervised during a graduate-level practicum experience.

**C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.<sup>4</sup> What are the consequences for students who do not demonstrate mastery?**

A curriculum map of all of the required courses for the proposed program has been developed. This curriculum map identifies which courses will address each goal within the program's curriculum. An assessment plan connects characteristics of course assignments to corresponding program learning outcomes. Students will be required to demonstrate their mastery of the course materials through the following assessment measures:

Course examinations

Written assignments

Class discussions

Class projects

Class presentations

Portfolio of Special Education High Leverage Practices

**7. What instructional approaches and technologies will instructors use to teach courses in the program? This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.**

In order to provide students the opportunity to complete this degree while continuing their teaching careers, the courses will be provided face to face in the summer and online or asynchronous during the academic year. The Course Management Tool selected by the South Dakota Board of Regents will be utilized for all courses. Technologies including Zoom will be incorporated in the curriculum to enhance student learning and promote deeper interactions among students and faculty in online courses.

**8. Did the University engage any developmental consultants to assist with the development of the curriculum?<sup>5</sup> 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 the Council for Exceptional Children (CEC) Standards. Curriculum specialists at the South Dakota Department of Education also reviewed the proposed program.

**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**

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<sup>4</sup> What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

<sup>5</sup> Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.



*distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.*

The students in this program are expected to be new to the university or undergraduates continuing into the graduate program. Northern State University does not expect to redirect students from other master’s degrees in the School of Education. The initial enrollment projections are based on part-time students who are expected to complete two graduate classes each semester during the year and additional courses and practicum credits in the summer. The enrollment in the initial cohort of the MEd in Special Education is expected to be 10 to 15 students. Allowing for some attrition, NSU expects to graduate 10 students after the program has been in existence two years. It is projected that by year five, approximately 12-15 new students will enroll in the program each fall.

	<b>Fiscal Years*</b>			
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
<b>Estimates</b>	<b>FY 21</b>	<b>FY 22</b>	<b>FY 23</b>	<b>FY 24</b>
Students new to the university	11	11	12	12
Students from other university programs		10	10	11
Continuing students				
=Total students in the program (fall)	11	21	22	23
Program credit hours (major courses)**	165	315	330	345
Graduates		10	10	11

\*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.**

Once established with a stream of graduate students and a dedicated faculty member, the Northern State University Millicent Atkins School of Education will seek the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) accreditation for our program that specializes in teaching students with visual impairments.

**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<sup>6</sup>

- 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall 2020

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

	Yes/No	If Yes, identify delivery methods <sup>7</sup>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		Fall 2020

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?<sup>8</sup>

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online during academic year; on campus during summer.	Fall 2020

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 current special education faculty will be able to teach the majority of the courses in the proposed program. The Visual Impairments courses are currently taught by adjunct faculty from the South Dakota School for the Blind and Visually Impaired at the undergraduate level, but terminal degree expertise is needed to teach students in the master's program. One additional faculty member with expertise in Visual Impairments will need to be added once the program is running, students are enrolled, and classes are

<sup>6</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>7</sup> Delivery methods are defined in [AAC Guideline 5.5](#).

<sup>8</sup> This question responds to HLC definitions for distance delivery.

consistently making. On page 1 of the budget under the assumptions, the budget includes this additional full-time faculty member's salary. A portion of the Millicent Atkins donation to Northern State University may be used to fund the faculty line.

The courses for this master's degree will be scheduled in a two-year rotation so that students can complete the program in two years. We will offer the program on-campus in the summer and online in the fall and spring. An available resource will be the assessment of a one-time master's level internship/practicum fee of \$175 per student, which will support the placement of students in graduate practicums.

Appendix B of the current proposal supports this plan.

### **Alternative Budget Options**

#### **Plan A**

This plan as proposed includes adding a new faculty member as outlined in the budget. See Appendix B.

#### **Plan B**

If funding is not immediately available for a new faculty member, the current special education faculty will be able to teach the majority of the courses in the proposed program. Students would be able to complete the first year of the program with no additional faculty members being hired. NSU will seek adjuncts at the doctoral level or will assign a combination of master's and doctoral faculty to teach the Visual Impairments courses at the graduate level until the enrollments are stable enough to support a faculty line in the visual impairments specialization.

- 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.**

#### **Potential consultants:**

Stacy M. Kelly, Ed.D., TSVI, COMS, CATIS  
Associate Professor  
Northern Illinois University  
Department of Special and Early Education  
Visual Disabilities Program  
DeKalb, IL 60115  
[skelly@niu.edu](mailto:skelly@niu.edu)

Toni Van Laarhoven  
Northern Illinois University  
Department of Special and Early Education  
DeKalb, IL 60115  
[tvanlaar@niu.edu](mailto:tvanlaar@niu.edu)

Renaë Bjorg, Ph.D.  
University of North Dakota  
Grand Forks, ND 58201  
Phone: (701-330-4602)  
[renaë.bjorg@und.edu](mailto:renaë.bjorg@und.edu)

Michelle Griffin, Ph.D.  
University of North Dakota  
231 Centennial Drive Stop 7189  
Grand Forks, ND 58202-7189  
701-777-3187  
[Michelle.Griffin@email.und.edu](mailto:Michelle.Griffin@email.und.edu)

Mackenzie E. Savaiano  
Department of Special Education and Communication Disorders  
University of Nebraska-Lincoln  
Barkley Memorial Center W 202A  
Lincoln, NE 68583  
(402) 472-3801  
[msavaiano2@unl.edu](mailto:msavaiano2@unl.edu)

**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.**

Yes       No

*Explanation (if applicable):* NSU is authorized to assess a one-time fee of \$175 for master’s internships. The practicum will be taken in the second year; so, it will be assessed at that point.

**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.*

Sample proposed course sequence:

Year One- 15 credits: M.S. Ed. in Special Education

Fall semester	SPED 704 Inclusive Education	3 credits online
Fall semester	SPED 531 Identification and Assessment in Special Education	2 credits face to face <u>or</u> online
Spring semester	SPED 731 Educating Students with Learning Disabilities	3 credits online
Spring semester	SPED 560 Family Systems and Professional Collaboration	2 credits face to face <u>or</u> online
Summer	EDAD 720 Special Education Law for Administrators	3 credits online
Summer	SPED 795 Practicum	2 credits face to face or remote supervision

Year Two- 15 credits

Fall semester	SPED 741 Educating Students with Behavioral Disorders	3 credits online
Fall semester	SPED 517 Vocational-Transitional Programming	2 credits face to face <u>or</u> online
Spring semester	SPED 510 Behavior Management of Exceptional Children	3 credits face to face <u>or</u> online
Spring semester	SPED 520 K-12 Curriculum and Instructional Strategies	3 credits face to face <u>or</u> online
Summer	SPED 795 Practicum	4 credits face to face or remote supervision

Year One- 17 credits: Visual Impairments Specialization

Fall semester	SPED 704 Inclusive Education	3 credits online
Fall semester	SPED 521 Orientation and Mobility for the Visually Impaired	3 credits face to face <u>or</u> online
Spring semester	SPED 534 Braille I	2 credits face to face <u>or</u> online
Spring semester	SPED 731 Teaching Students with Learning Disabilities	3 credits online
Summer	EDAD 720 Special Education Law for Administrators	3 credits online

Summer	SPED 536 Braille II	2 credits face to face
Summer	SPED 795 Practicum at SDBVI	1 credit face to face

Year Two- 13 credits

Fall semester	SPED 523 Teaching Students with Visual Impairments	2 credits online
Fall semester	EDER 741 Educating Students with Behavioral Disorders	3 credits online
Spring semester	SPED 524 Classroom Modifications and Assistive Technology	2 credits online
Spring semester	SPED 525 Anatomy and Function of the Eye	3 credits online
Summer	SPED 795 Practicum	3 credits face to face or remote supervision

## Appendix A

	Program Courses that Address the Outcomes Generalist Preparation									
<b>Individual Student Outcome</b>	SPED 794	SPED 704	EDAD 720	SPED 510	SPED 731	SPED 517	SPED 520	SPED 531	SPED 560	SPED 741
1. Students will demonstrate knowledge of the specific special education content.	X	X	X	X	X	X	X	X	X	X
2. Students will demonstrate proficiency in the selected Special Education High Leverage Practices.	X			X	X	X	X	X	X	X
3. Students will develop graduate-level perspectives on the contemporary issues and problems related to special education.	X	X	X	X	X	X	X	X	X	X
4. Students will use analytical and critical thinking skills to identify, analyze, and solve problems related to special education.	X	X	X	X	X	X	X	X	X	X

	Program Courses that Address the Outcomes Visual Impairments Specialization										
<b>Individual Student Outcome</b>	SPED 794	SPED 704	EDAD 720	SPED 521	SPED 731	SPED 523	SPED 524	SPED 525	SPED 534	SPED 536	SPED 741
1. Students will demonstrate knowledge of the specific special education content.	X	X	X	X	X	X	X	X	X	X	X
2. Students will demonstrate proficiency in the selected Special Education High Leverage Practices.	X			X	X	X	X		X	X	X
3. Students will develop graduate-level perspectives on the contemporary issues and problems related to special education.	X	X	X	X	X	X	X		X	X	X
4. Students will use analytical and critical thinking skills to identify, analyze, and solve problems related to special education.	X	X	X	X	X	X	X		X	X	X

Appendix B

		1st FY20	2nd FY21	3rd FY22	4th FY23
<i>Headcount &amp; hours from proposal</i>					
Fall headcount (see table in proposal)		11	21	22	23
Program FY cr hrs, On-Campus		66	225	231	237
Program FY cr hrs, Off-Campus		99	90	99	108
Faculty, Regular FTE	See p. 3	1.00	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$77,056	\$77,056	\$77,056	\$77,056
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470
<i>Salary &amp; Benefits</i>					
Faculty, Regular		\$77,056	\$77,056	\$77,056	\$77,056
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$77,056	\$77,056	\$77,056	\$77,056
<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>\$77,056</b>	<b>\$77,056</b>	<b>\$77,056</b>	<b>\$77,056</b>
Off-campus support tuition/hr, HEFF net	GR	\$399.05	\$399.05	\$399.05	\$399.05
Off-campus tuition revenue	hrs x amt	\$39,506	\$35,914	\$39,506	\$43,097
On-campus support tuition/hr, HEFF net	GR	\$282.67	\$282.67	\$282.67	\$282.67
On-campus tuition revenue	hrs x amt	\$18,656	\$63,601	\$65,297	\$66,993
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
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	\$1,925	\$1,750	\$1,925



<b>Total Resources</b>	<b>\$58,162</b>	<b>\$101,440</b>	<b>\$106,552</b>	<b>\$112,015</b>
	<b>(\$18,894)</b>	<b>\$24,384</b>	<b>\$29,496</b>	<b>\$34,959</b>

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$60,000	\$0
University's variable benefits rate (see below)	0.1431	0.1431
Variable benefits	\$8,586	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&amp;B</i>	\$77,056	\$8,470

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

The FY\_20\_ salaries of 2 people in the Special Education department were averaged. This average, which included one associate professor and one instructor, was \$52,837; however, it is anticipated that a larger salary would need to be offered to bring in an assistant or associate professor with expertise in Visual Impairments. In recent years, searches for Ph.D. level faculty have been unsuccessful.

Explain adjunct faculty costs used in table:

*No adjunct faculty will be employed in support of this program.*

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

*NSU is authorized to assess a one-time fee of \$175 for master's internships. The internship will be taken in the second year; so, we assess it at that point.*

Summarize the operating expenses shown in the table:

*N/A*

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

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 to point to your net</i>
Graduate	\$450.90	\$51.85	<b>\$399.05</b>	
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 to point to your net</i>
UG Resident - SDSU, USD	\$248.35	\$28.56	<b>\$219.79</b>	
UG Resident – BHSU	\$254.20	\$29.23	<b>\$224.97</b>	
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 to point to your net</i>
GR Resident - SDSU, USD	\$326.05	\$37.50	<b>\$288.55</b>	
GR Resident – BHSU	\$328.20	\$37.74	<b>\$290.46</b>	
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 to point to your net</i>
UG Nonresident – BHSU	\$355.70	\$40.91	<b>\$314.79</b>	
UG Nonresident - SDSU, USD	\$360.50	\$41.46	<b>\$319.04</b>	
UG Nonresident – SDSMT	\$391.10	\$44.98	<b>\$346.12</b>	
GR Nonresident - DSU,NSU	\$596.30	\$68.57	<b>\$527.73</b>	<i>Change cell on page 1 to point to your net</i>
GR Nonresident – BHSU	\$612.40	\$70.43	<b>\$541.97</b>	
GR Nonresident - SDSU, USD	\$626.85	\$72.09	<b>\$554.76</b>	
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**

University	FY19	
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%	