



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: March 2022)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+ credits) program. For more detail on the NSHE program approval process, see the last page of this form.

DATE SUBMITTED: January 24, 2023

Date of AAC Approval:
02-28-24

INSTITUTION: Nevada State University

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

Date of Board Approval:

DEGREE: Check applicable box

- | | |
|---|--|
| <input type="checkbox"/> Certificate: 30+ Credits | <input type="checkbox"/> Associate of Arts (AA) |
| <input type="checkbox"/> Associate of Science (AS) | <input type="checkbox"/> AA/AS |
| <input type="checkbox"/> Associate of Applied Science (AAS) | <input type="checkbox"/> Bachelor of Applied Science (BAS) |
| <input checked="" type="checkbox"/> Bachelor of Arts (BA) | <input type="checkbox"/> Bachelor of Science (BS) |
| <input type="checkbox"/> Master of Science (MS) | <input type="checkbox"/> Master of Arts (MA) |
| <input type="checkbox"/> Doctor of Philosophy (Ph.D.) | <input type="checkbox"/> Other or Named Degree: _____ |

MAJOR OR PRIMARY FIELD OF STUDY (i.e. Animal Science): Special Education

INCLUDED IN THE NSHE PLANNING REPORT: ☒ Yes ☐ No

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

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 123

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Fall 2025

Action requested (specify full program title):

A new undergraduate major: Bachelor of Arts in Special Education

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

- i. **Education Degrees at Nevada State**
 - a. The NS School of Education currently has undergraduate teacher preparation degrees in Elementary Education, Elementary Special Education, Elementary Bilingual Education, Early Childhood Special, and Secondary Education with Concentrations in English, Math, Biology, and History/Social Studies.
- ii. **Why this new major?**
 - a. First, this newly proposed major in Special Education is not an entirely new effort necessitating the addition of courses to our catalog. Rather, it is a repackaging of coursework already offered at NS into a new licensure pathway that addresses a critical shortage in the workforce. To that end, the proposed degree will meet Nevada Licensure requirements in the area of Special Education Generalist, and will lead to endorsements in Autism and English Language Acquisition and Development (ELAD). If approved, the new program would complement our existing degree in Elementary Education with a Concentration in Special Education, which prepares students for required licensure coursework in Elementary Education, Generalist Special Education, and ELAD.
 - b. Second, in the last few years we have seen an increase in the number of individuals with a BA or BS in elementary education returning to Nevada State University to complete post-baccalaureate (PB) licensure courses in Special Education areas such as Special Education Generalist and Autism. This includes PB students in Alternative Route to Licensure programs. Furthermore, one of the most significant teacher shortages in Nevada – with deficits at virtually every grade level – is in terms of Special Education teachers (US Department of Education Teacher Shortage Areas Database: <https://tsa.ed.gov/#/reports>). Despite the interest and this need, we currently do not have an option for students who simply want to complete an undergraduate degree in Special Education. Over the years, we have had students who want to teach exclusively in special education programs, but until now their only option has been to declare the major in Elementary/Special Education. If approved, this program would allow them to major solely in Special Education.
 - c. Third, we have an opportunity to create a new degree that better prepares candidates for working with elementary level, middle level, and high school level students with disabilities (SWDs). Now is a great time to eliminate/minimize biases toward preparation for working with younger students. Our current undergraduate degree in Elementary/Special Education has an elementary level focus in both areas; whereas this newly proposed degree includes both pedagogy and clinical experiences in K-12 classrooms.
- iii. The proposed major will prepare special education teachers to work in Nevada schools. Specifically, upon graduation from this program, candidates will meet the coursework requirement for Nevada Department of Education teacher licensure in the area of Special Education Generalist, and will lead to endorsements in ELAD and Autism (with the latter stemming from an Autism concentration that is woven into the curriculum as a mandatory component of the degree).

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

- iv. Upon completion of this program, graduates will be able to:
 - a. Recognize the capital that diverse learners with disabilities bring to the learning environment;
 - b. Use evidence-based practices to ensure student success in a continuum of programs;
 - c. Demonstrate knowledge and skills to prepare, implement, and evaluate their instructional practices;
 - d. Align lessons to professional content standards with the knowledge and skills of how to accommodate, modify, and adapt curriculum for diverse learners with disabilities;
 - e. Embed High Leverage Practices in instruction;

- f. Interpret formal and informal assessment data to make instructional decisions and monitor student progress;
- g. Collaborate with peers and families to support learners' academic, behavioral, social, and affective needs; and
- h. Practice standards of ethics in education.

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

At Nevada State University, each major program completes an *assessment plan* focusing on approved program learning outcomes. As required by NSHE, each program conducts at least one outcomes assessment on each program learning outcome within a 10-year period. The program *assessment plan* will outline the appropriate outcomes assessment implementation information over this program review period (**See Appendix A**). The program assessment plan is reviewed and approved by the Provost, Dean and Provost Assessment Team. Within this approved Special Education Assessment Plan, outcomes and program goals are being assessed in several different ways, including:

- Different metrics in recruitment, enrollment, Praxis pass rates, and graduation rates are established for the first four years of the degree roll-out;
- Key performance assignments are being assessed in several different courses, using faculty-designed rubrics within an assessment platform;
- A self-assessment survey is being conducted for students who will rate their proficiency on the six program learning outcomes after student teaching.

In addition, each major program will complete an *annual assessment report* which will have program data information, such as enrollment and faculty statistics, and an *outcomes assessment report*, which report on one outcomes assessment that will be reviewed within the college. Every year, the program will make data-informed decisions based on information from these annual reports. At the end of the 10-year program cycle, the program will complete a 10-year program review report in preparation for the 10-year NSHE required information.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

Affordability: The proposed major will provide an affordable route to a university education that will open doors for prepared individuals to work in K-12 special education programs across Nevada and fill critical shortages in the workforce. Despite the shift to University status, Nevada State has maintained a comparatively low cost of attendance to facilitate the ability of all students to earn a high quality degree in teacher education.

Teacher Academy connection: The proposed major also can increase access through its connection with our Teacher Academy Pipeline Project (TAPP), which aims to expand the number of high school students from diverse backgrounds who ultimately pursue an education degree through coursework and extensive programming support that are offered at the high school level. The program now includes 8 Clark County School District (CCSD) high school partners, with plans for continued expansion over time, and aligns with the CTE Teacher and Training (T&T) Pathway at the CTA's and Comprehensive CCSD high schools. It includes teacher preparation coursework from 9th-12th grade, co-curricular activities, student mentorship, college tours and full-day future teacher workshops at NS for participants, among other activities. TAPP now includes over 400 students, and

can set students on the path to earning this new degree well before they ever graduate from high school (at a much more affordable rate than standard college tuition).

Online course offerings: The proposed major is designed to increase the post-secondary enrollment and progression of individuals who manage substantive work and/or family responsibilities by ensuring that at least 50% of the courses needed for the major can be taken online. The format of the program, including flexible field experience and internship opportunities, will attract para-educators and school staff (most of whom are 25 years or older and already have some college credits completed) who are interested in earning their teaching degree without having to quit their jobs. The same scenario can be applied to individuals pursuing a second career because of changes following the pandemic and/or employment challenges in the current economy.

b. Success – *Increase student success*

Nevada State has made significant strides in promoting student success in recent years, significantly elevating our retention rates, more than doubling our full-time IPEDs graduation rate, and generally reducing conventional equity gaps (e.g., those involving diverse and/or first-generation students). Our data suggest that this is largely attributable to excellent learning experiences in a small classroom environment, a constellation of academic (e.g., tutoring) and non-academic (e.g., wellness resources) support services, and robust financial aid/scholarship packages. Key supports for students in this program would include SOE and campus-wide resources such as student organizations (e.g., Educators Rising), the Academic Success Center, the Writing Center, the Dreamers Club, and learning communities, to name a few. Scholarships and financial aid will defray tuition costs for teacher candidates and help them pay for the cost of a 4-year degree. Moreover, our flexible format of courses – featuring in-person, online, and hybrid options - will align with students’ busy family and work schedules.

Courses will be taught by expert faculty who practice teacher education from a cultural competence lens and participate in PK-16 education at the community and state level to inform policy and advocate for access to education and family resources. The intersection of all of these factors is expected to increase student recruitment, retention, and success.

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

The proposed major will enroll culturally and/or linguistically diverse teacher candidates from the greater Las Vegas area as well as from across Nevada. Nevada State is an HSI Institution with several funding streams that have and will continue to support low income and first-generation students with scholarships, an array of co-curricular programs, and inclusive opportunities to participate in High Impact Practices that align with college student success (e.g., TRIO Programs, Nepantla).

Currently, the School of Education has two HSI grants that support an extensive high school-to-college teacher pipeline program (aka, Teacher Academy Pipeline Project (TAPP)). The aforementioned programs, which target recruitment, retention, and graduation efforts, all contribute to closing the achievement gaps among under-served populations at the college level and, in particular, under-served teacher education candidates. In recent years, our data show that Nevada State has narrowed and, in some cases, even reversed traditional equity gaps involving diverse student populations and first-generation students.

The proposed major is designed specifically to meet the needs of diverse PK-12 students with disabilities and their families in Southern Nevada and across the state. Culturally responsive teaching, to include content and pedagogy, is embedded across the curriculum. The intersection of

race, culture, SES, and disability has complex implications that impact a student's success in schools as well as the family's ability to learn about and access services for the child with a disability. Evaluation of student performance will include cultural competence targets as well as best practices aligned with the Council for Exceptional Children Professional Standards, CEC/CEEDAR's High Leverage Practices, and NV Common Core State Standards. Equipped with how to use effective evidence-based practices, our diverse teacher candidates will have the knowledge and skills to facilitate successful and equitable learning experiences for PK-12 students with disabilities in Nevada, thus contributing to closing the achievement gap for future generations of students.

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

This major will prepare special education teachers to work in Nevada schools. Specifically, upon graduation from this program, candidates will meet the coursework requirement for Nevada Department of Education teacher licensure in the area of Special Education Generalist, and will lead to endorsements in ELAD and Autism. In acquiring this licensure, graduates will be prepared to address one of the most critical workforce shortages in the state (and in our K-12 system in particular). According to the Nevada P-20 Workforce Research Data System, the 5-year average of Education degrees conferred was 856, whereas the projected number of teaching openings is 2620, resulting in NSHE institutions preparing less than 38% of qualified professionals credentialed to meet the needs of the state. The Nevada Supply/Demand report for Education graduates from Nevada State University showed that 54 of 57 graduates in the 2018-2019 academic year (the most recent year for which data are available) remained in Nevada.

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

Nevada State University is a teaching-focused university and the primary responsibility of tenured, tenure track, and non-tenure track faculty is excellence in teaching. All faculty weave relevant research into their coursework ensuring that students will graduate from their program equipped to implement best practice in their classroom. Faculty maintain research agendas and publish in discipline specific journals as well as seek out grants that can potentially support their students and/or research.

ii. Institutional mission and core themes

NSU Mission: In alignment with our mission statement, this major will *provide students with a quality, affordable route to a college education* that will employ much needed Special Education teachers in Nevada schools. Recruiting, retaining, and graduating prepared, diverse teachers to work in our highly diverse Nevada schools will address workforce gaps, positively increase academic gaps in PK-12 education, and promote stronger communities in Nevada.

NSU Core Theme	NSHE Strategic Goal(s)	NSU 2020-2025 Strategic Goal	Proposed Program Alignment
Students	Success; Close the Achievement Gap	We will deliver on our promise to students by demonstrating leadership in academic and student support, improving student success for a highly diverse, first-generation student	The proposed major will enroll culturally and/or linguistically diverse teacher candidates from the greater Las Vegas area as well as from across Nevada. NSC is an HSI Institution with

		<p>population through innovative and evidence-based practices.</p>	<p>several funding streams that have and will continue to support low income and first-generation students with scholarships, an array of co-curricular programs, inclusive of opportunities to participate in High Impact Practices that align with college student success (e.g., TRIO Programs, Nepantla).</p> <p>Currently, the School of Education has two HSI grants that support an extensive high school-to-college teacher pipeline program (aka, Teacher Academy Pipeline Project (TAPP). The aforementioned programs, which target recruitment, retention, and graduation efforts, all contribute to closing achievement gaps among under-served populations at the college level and under-served teacher education candidates.</p> <p>The proposed degree is designed specifically to meet the needs of the diverse PK-12 students with disabilities and their families in Southern Nevada and across the state. Culturally responsive teaching, to include content and pedagogy, is embedded across the curriculum. The intersection of race, culture, SES, and disability has complex implications that impact a student's success in schools as well as the family's ability to learn about and access services for the child with a disability and the family. Armed with how to use effective evidence-based practices, our diverse teacher candidates will have the knowledge and skills to facilitate</p>
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			successful and equitable learning experiences for PK-12 students with disabilities in Nevada, thus contributing to closing the achievement gap.
Curriculum & Instruction	Success; Close the Achievement Gap; Workforce; Research	We will deliver on our promise to innovate in curriculum and instruction by building socially relevant curricula that anticipate and are responsive to the regional workforce, are transformational in nature, and are committed to developing the whole student.	The proposed degree will prepare special education teachers to work in Nevada schools. Specifically, upon graduation from this program, candidates will meet the coursework requirement for Nevada Department of Education teacher licensure in the area of Special Education Generalist, along with endorsements in Autism and English Language Acquisition and Development (ELAD).
Community Engagement and Economic Development	Workforce	We will deliver on our promise to improve community engagement and economic development by forging strong relationships with business and community organizations, making a positive impact on the community through service-oriented programs and applied research, and creating the critical workforce to grow our regional and state economy.	This new major will prepare teachers for certification in an area of teacher licensure that the Nevada Department of Education identified as a "critical shortage."

iii. Campus strategic plan and/or academic master plan

NSU Strategic Plan: President Pollard identified five pillars that lay the foundation for the NSC 2020-2025 Strategic Plan Addendum. This new major is in line with several of these pillars as described below.

- Define and amplify the "Teaching University" in Nevada. To do this, we will seek to:
 - Add new majors, minors, certificates, micro-degrees, and graduate programs that are responsive to the workforce and provide the skills and knowledge students need for an enhanced quality of life and a rewarding career.
- This new major will prepare teachers for certification in an area of teacher licensure that the Nevada Department of Education identified as a "critical shortage."
- Expand our statewide presence through innovative academic programs and partnerships.

- Coursework for this new major will be offered in a variety of formats to broaden our reach to students in this region who cannot take a large proportion of their classes in-person (School of Education courses embedded in the proposed degree are offered in online synchronous and asynchronous formats). Furthermore, if we receive the appropriate approvals, in approximately three years we hope to create an entirely online pathway for this degree that would truly expand our reach to the entirety of Nevada, including potential partnerships in Northern Nevada that build on our existing collaborations.
- Combine compassion, equity, and excellence in support of the new majority.
- Increase access to classes, and thereby degree completion, by removing barriers to graduation through an educational philosophy that embraces additional online and hybrid degree pathways.
- This program will offer flexible scheduling and course offering formats. Over 70% of courses for this proposed program will be offered online thus reducing barriers to degree completion.
- See ii. above which also addresses the NSU Strategic Plan alignment.

iv. Other programs in the institution

The proposed BA in Special Education provides a new option for students wanting to earn an undergraduate degree solely in special education. With the existing Elementary Education-Special Education Degree, students who *just* want to major in Special Education do not have this option. Additionally, there is currently no option for students to select a concentration in Autism (*note: we recognize that concentrations do not require AAC/BoR approval, but this particular concentration in Autism is integrated into the degree and is part of the 123 credits needs for degree completion*). We anticipate this degree will lead to greater enrollments in the SOE due to it being the only UG degree of its kind at both the institution and in the Nevada System of Higher Education.

v. Other related programs in the System

To our knowledge, no other NSHE institution offers the specific degree being proposed. UNLV offers a Bachelor of Science in Special Education and a master's degree with an Autism track, and UNR offers a bachelor's degree in Integrated Elementary Teaching with tracks in Early Childhood Education, Special Education, and English Language Acquisition & Development. The most similar degree may be UNLV's bachelor of science program, but it differs in that it leads to a single teacher license (Special Education Generalist) and no endorsements, whereas the proposed degree at Nevada State leads to the same licensure and endorsements in both Autism and English Language Acquisition & Development (ELAD). Similarly, our proposed degree differs from UNR's baccalaureate offering in that it allows students to earn a bachelor's degree specifically in Special Education (with an integrated concentration in Autism).

Though the UNR and UNLV programs are stellar in their own right, the proposed degree offers a unique pathway to students and contributes to the overall effort to address our severe shortage of K-12 educators in Nevada.

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

Originally, the proposed program was not included in the NSHE Planning Report because we had intended to invest our available resources into a different, graduate level program. Over time, available evidence suggested that the regional need for special education teachers outpaced the need for the graduate degree, and consequently we shifted our focus to the degree being proposed here. The NSHE Planning Report was updated in December 2023 to include the proposed degree and reflect this shift.

E. Evaluation of need for the program

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

As noted previously, the Nevada P-20 Workforce Research Data System suggests that education programs are only producing 38% of the qualified educators needed to address the projected number of teaching openings in Nevada. In southern Nevada alone, this deficit is occurring in the 5th largest school district in the nation, with the CCSD educating over 315,000 students. Furthermore, a substantial 37,800 of those students (roughly 12%) qualify for special education services. The net result is that we need special education teachers today more than ever before in recent history. Additionally, the national landscape of employment opportunities for Special Education teachers is robust. In fact, according to the United States Department of Education Teacher Shortage Area database, in the 2022-2023 school year, 42 of 50 states reported shortages of Special Education Teachers.

ii. Student population to be served

This program will serve traditional and nontraditional undergraduate students who wish to pursue a Bachelor of Arts in Special Education and meet the coursework requirement for Nevada Department of Education teacher licensure in the area of Special Education Generalist (along with endorsements in Autism and English Language Acquisition & Development). Additional students who will enroll in program coursework are post baccalaureate students who will take the coursework required to initial or additional teaching licenses.

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

The decision to offer this major is based primarily on three factors: 1) state and national data indicating severe shortages of Special Education Teachers, 2) the observation that no other NSHE institution offers this specific degree, and 3) the fact that the program can be launched and implemented without requiring new courses or additional faculty lines. The consideration of these factors, and the process of arriving at the decision, followed the same steps used for the review and development of all curricula at Nevada State.

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

Since all courses in this proposed major are already offered as part of other degree programs, few organizational arrangements will need to be made. If enrollment warrants, the School of Education may need to create additional *sections* of coursework and/or examine offering courses in flexible formats or times.

v. The timetable, with dates, for implementation steps

- March 2023 – Submission of new program proposal to the NSC School of Education and NSU Faculty Senate Curriculum Committee for approval

- April 2023 – Submission of new program proposal to NSU Faculty Senate as an information item
- May 2023 – Submission of new program proposal to NSU Faculty Senate as a voting item
- Fall 2023 – Submission of new program proposal to NSU Provost
- March 2024 – Review of program proposal by Academic Affairs Council
- June 2024 – Submission of program proposal to the Board of Regents/ARSA
- Summer 2024 – Review of program by the Northwest Commission on Colleges & Universities
- Spring 2025 – Prepare to launch the program
- Fall 2025 – Launch the program and welcome new students into the major

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

No other NSHE Institution offers the specific degree being proposed, which is a Bachelor's Degree in Special Education that meets licensure requirements as a Special Education Generalist and leads to endorsements in Autism and English Language Acquisition and Development (ELAD).

UNLV offers a Bachelor of Science in Special Education and a master's degree with an Autism track. UNLV's BS degree is most relevant to this proposal, but it differs in that it leads to a single teacher license (Special Education Generalist) and no endorsements, whereas the proposed degree at Nevada State leads to endorsements in both Autism and ELAD.

UNR offers a bachelor's degree in Integrated Elementary Teaching with tracks in Special Education, Early Childhood education, and English Language Acquisition & Development, as well as a master's degree in Special Education. The present proposal differs in that it provides students with the unique option of earning a bachelor's degree specifically in Special Education (with a concentration in Autism).

vii. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System and/or any other applicable sources.

As noted previously, the proposed major will prepare special education teachers to work in Nevada schools in an area of particularly high need. According to the Nevada P-20 Workforce Research Data System, the five year average of Education degrees conferred was 856, whereas the projected number of teaching openings is 2620, resulting in NSHE institutions preparing less than 38% of qualified professionals credentialed to meet the needs of the state. The Nevada Supply/Demand report for Education graduates from NSC showed that 54 of 57 graduates in the 2018-2019 academic year (the most recent year that data is available for) remained in Nevada.

F. Detailed curriculum proposal

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

No new courses will be developed for this major. Below is a sample degree plan.

Fall I Semester (14-15 credits)	
ENG 101 Composition I	3 cr.
CEP 123 College and Career Success or ALS 101N College Success	2-3 cr.
MATH 120 Fundamentals of College Mathematics	3 cr.
Social Science	3 cr.
EDU 250 Foundations of Education	3 cr.
Spring I Semester (15-16 credits)	
ENG 102 Composition II	3 cr.
Natural Science Course	3 cr.
Humanities (COM 101 recommended)	3 cr.
Constitution (CH 203 or PSC 101 recommended)	3-4 cr.
EDU 214 Preparing Teachers to Use Technology	3 cr.
Fall II Semester (16 credits)	
Natural Science Course w/Lab	4 cr.
Fine Arts	3 cr.
EDU 203 Introduction to Special Education	3 cr.
EDU 220 Principles of Educational Psychology	3 cr.
MATH 122 Number Concepts for Elementary School Teachers	3 cr.
Spring II Semester (15 credits)	
EDU 280 Valuing Cultural Diversity	3 cr.
EDU 206 Classroom Learning Environment	3 cr.
EDRL 471 Language Acquisition, Development and Learning	3 cr.
MATH 123 Statistics and Geometrical Concepts for Elementary School Teachers	3 cr.
PSY 330 Foundations of Developmental Psychology: Infancy and Childhood	3 cr.
Fall III Semester (15 credits)	
EDRL 474 Methods and Curriculum for Teaching English Language	3 cr.
EDSP 432 Parent Involvement and Family Engagement for Students with/without Disabilities	3 cr.
EDSP 464 Intensification of Instruction using MTSS	3 cr.
EDSP 441 Characteristics and Inclusive Strategies for Students with Mild/Moderate Disabilities	3 cr.
EDRL 475 Assessment and Evaluation of English Language Learners	3 cr.
Spring III Semester (15 credits)	
EDRL 435 Reading Theory	3 cr.
EDRL 477 Policies, Critical Issues and Best Practices for English Language Learners	3 cr.
EDSP 443 Special Education Curriculum: General Method	3 cr.
EDEL 433 Teaching Elementary School Mathematics	3 cr.
EDSP 455 Assistive Technology for Students with Disabilities	3 cr.
Fall IV Semester (12 credits)	
EDRL 437 Teaching Reading	3 cr.
EDSP 445 Characteristics of Students with Autism	3 cr.
EDSP 446 Curriculum and Methods for Teaching Students with Autism	3 cr.
SPA 340 Speech and Language Development	3 cr.
Spring IV Semester (12 credits)	
EDSP 431 Legal Aspects of Special Education	3 cr.
EDSP 452 Assessment for Special Education Teachers	3 cr.
EDSP 453 Behavior Management Techniques for Students with Disabilities	3 cr.
EDSP 414 Career Education for Students with Disabilities	3 cr.
Fall V Semester (12 credits)	
EDSP 493 Supervised Internship in Special Education	9 cr.
EDU 283 Community and Advocacy in Education	3 cr.

ii. Program entrance requirements

Students in the program must adhere to general program requirements for the Nevada State University School of Education. To be admitted to our programs students must pass the Praxis Core and have a minimum of a 2.5 GPA or have a minimum GPA of 2.5 and sign a waiver acknowledging they know the Praxis Core is required for Nevada Teacher Licensure. Students must also successfully receive positive “Dispositional” rating reviews by two School of Education faculty.

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

For successful program completion, students must complete the 123 course credit hours with a 2.5 GPA or higher and successfully pass their student teaching experience. Students must show mastery of general special education and autism specific content.

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

The proposed degree is aligned with Nevada Department of Education (NDE) accreditation criteria and will undergo accreditation reviews every 10 years, similar to all the SOE degrees in teacher education.

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

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

**i. How will this academic program be delivered when the program begins?
(mark all that apply)**

- ☐ 100% face-to-face courses
- ☒ Hybrid (some online courses, some face-to-face courses)
- ☐ 100% online courses

ii. Learning Placements

Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada?*

- ☐ Yes
- ☒ No

H. Institutional Review Process

i. Date of Faculty Review (may include additional information, as needed)

The Bachelor of Arts in Special Education was identified as a need by special education faculty in Fall 2022. The program faculty met multiple times to explore creating this major and ultimately decided to proceed with the proposal.

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

The proposal for this new major went through our detailed internal curriculum review process, including the following steps:

March 2023: Proposal approved by the School of Education Curriculum Committee

March 2023: Proposal approved by Faculty Senate Curriculum Committee

May 2023: Proposal approved by Nevada State Faculty Senate

November 2023: Proposal approved by the Office of the Provost

I. Readiness to begin program

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

[Note: faculty member names have been redacted per the guidance of the Chancellor's office]

Faculty A, Faculty B, and Faculty C, together, have over 40 years of higher education special education teacher preparation experience. See their bios below.

Faculty A, Ph.D. – As a professor of education, Faculty A has worked in higher education for over 25 years, in both faculty and administrative positions. Her teaching and research interests are in special education teacher preparation, educator cultural competence, addressing teacher pipeline issues, and supporting first generation college students. Her professional practices in these areas have resulted in publications, conference presentations, and leadership positions at the state, national, and international level over several years. Students engage in action research, problem-based learning, and community volunteering opportunities in Faculty A's courses. As an active NSU Nevada Faculty Alliance/AAUP member and past-president, Faculty A has organized and lead efforts to support faculty rights and promote access and equity in academia. Faculty A is a coach for Special Olympics basketball and track and field in Las Vegas. As well, she participates in planning and policy efforts to promote education and health equity for under-resourced families in the community.

Faculty B, Ed.D. – Faculty B is an Assistant Professor of Special Education. She joined the faculty at Nevada State in August 2022 after working as an Instructor of Special Education at Duquesne University in Pittsburgh, Pennsylvania for 10 years. Prior to transitioning to university teaching, she was a high school special education teacher and an elementary reading teacher. At Nevada State her teaching focuses on preparing future teachers to work with students with disabilities in general and special education classroom settings. Faculty B's research interests center on special education teacher preparation and retention.

Faculty C, Ph.D. – Faculty C is an Instructor of Special Education specializing in Autism Spectrum Disorders and Behavioral Interventions for students with disabilities.

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

No new faculty lines are required for the proposed major. We will rely on existing program faculty combined with several part time instructors who have a history of teaching at Nevada State and who hold graduate credentials appropriate to the course they are assigned.

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

The proposed BA in Special Education contributes to degree options in the School of Education (SoE). The proposed degree provides a new option for students wanting to earn an undergraduate degree solely in special education. Currently, the SOE offers a BA in Elementary Education with a Concentration in Special Education; however, this degree has limitations for students wanting to focus on special education at the high school level (and even more so if they want to add a concentration in Autism).

We anticipate this degree will increase overall enrollments in the SOE – and thus the institution itself – due to it being the only undergraduate degree of its kind in the Nevada System of Higher Education. Additionally, we find that majors in psychology, school-based mental health, counseling, deaf studies, pre-nursing and other degrees often take lower and upper level courses in special education because the content aligns with their majors and these courses meet their elective requirements. Finally, adding autism courses as elective options will be well-received, and all of these opportunities are based on coursework that is already offered at NS.

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

Nevada State University is accredited by NWCCU and is approved by the Nevada Department of Education to offer Teacher Preparation coursework and degree programs.

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

☒ Yes

☐ No

J. Resource Analysis

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

Funding will be based on enrollment-generated state funds.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester: 12 FTE ($15\text{HC} \times 12\text{SCH} = 180\text{SCH}/15 = 12$) (all enrollments from existing program)

3rd Fall semester: 20 FTE ($25\text{HC} \times 12\text{SCH} = 300\text{SCH}/15 = 20$)

5th Fall semester 40 FTE ($50\text{HC} \times 12\text{SCH} = 600\text{SCH}/15 = 40$)

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

To calculate the FTE, we first estimated unduplicated headcount totals based on presumed demand for the program, which was projected based on inferences from the enrollment totals and growth trajectories of comparable degrees at Nevada State University. As noted in section b.2 below, these inferences from three of our existing BA degrees yielded projected headcounts of 15 in the first fall semester, 25 in the third fall semester, and 50 in the fifth fall semester.

To calculate the FTE, the unduplicated headcount was then multiplied by the average number of expected credit hours for each student, which was estimated at 12 credits per semester for this student population (the median for the three referenced BA degrees actually was 13 credits/semester, so this is a somewhat conservative estimate). That product was then divided by 15 to arrive at the amount of FTE for each fall semester, as shown above.

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

1st Fall semester 15

3rd Fall semester 25

5th Fall semester 50

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

The method used to determine the projected headcount figures above was to calculate enrollment trends in two new SOE degrees (the BA in Elementary/Bilingual and BA in Early Childhood/Early Childhood Special Education) and one long-standing BA degree (Elementary Education with a Concentration in Special Education). The 15 (FY1), 25 (FY3), and 50 (FY5) projected headcounts for the new degree are comparable to the actual headcounts for the BA in Elementary/Bilingual and BA in EC/ECSE. The SOE's robust concurrent enrollment teacher pipeline partnership program with CCSD and transfers from CSN, WNC, and TMCC were additional considerations built into the projected headcounts above.

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

See attached.

K. Facilities and equipment required

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

This is a repackaging of courses that are currently offered, and no new courses will be created for this new major. As such, the space in the Christensen Education Building provides sufficient classroom and faculty office space.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

None.

iii. Existing and additional equipment required

None.

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

Current levels of library resources are available and adequate to meet the needs of this new major.

M. Student services

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

The proposed Bachelor of Arts in Special Education is comprised of currently offered courses repackaged into a new major. As such, impact on admissions, financial aid, library, and tutoring resources will be negligible. Admissions will need to add recruiting materials disseminated to prospective students. Academic Advising will see a modest increase in students requiring advisement.

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

The Bachelor of Arts in Special Education is comprised of currently offered courses repackaged into a new major. As such, we do not anticipate any impacts on the rest of the student body.

N. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.

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

No consultant was hired to develop this proposal.

ii. Consultant’s summary comments and recommendations

N/A

iii. Summary of proposer's response to consultants

N/A

O. Articulation Agreements

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

We completed the attached articulation agreement with the College of Southern Nevada, as required. Additional articulation agreements will be established, as needed, with other community college partners.

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

TMCC, WNC, and GBC (not yet started for each)


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

P. Summary Statement

The Bachelor of Arts in Special Education will prepare teachers to teach in a state and nationwide critical shortage area. The proposed program builds upon other programs at Nevada State (e.g., Teacher Academy Pipeline Project) and is expected to have a low resource impact on the institution and our faculty since the proposed major repackages existing courses into a new major (e.g., no new faculty or course development will be required).

The Nevada State University School of Education is excited to advance our mission even further by addressing special education teacher shortages in Nevada. We thank you for your time and support to bring this goal to fruition.

APPENDIX A

 NEVADA STATE <small>UNIVERSITY</small>	<h1 style="margin: 0;">Nevada State Major Program Assessment Plan & Course Map</h1>
Implementation Year	2024-2033
Degree Program	Special Education
Degree Level (BA, MA, etc.)	BA
Date Submitted	12/15/2023
Assessment Committee Members	Lori Navarrete, Kinsey Wright; Shartriya Collier (Interim Dean of College of Education)

Program Mission Statement

The Mission of the Nevada State University School of Education is to prepare educators and speech language pathologists to support children, youth, and adults by utilizing evidence-based approaches and providing high quality field and clinical experiences. We are committed to promoting:

- Creative, critical, reflective, responsive, and collaborative professionals
- High quality research and evidence-based practices
- Cultural, linguistic, physical, and cognitive diversity
- Justice, equity, and inclusivity
- Partnerships with families, PK-12, higher education, and the community
- Civic engagement and advocacy

Program Learning Outcomes

Upon completion of the program, the student will be able to:

PLO 1	Candidates will apply their understanding of human growth and development to create developmentally, culturally, ethically, and universally designed appropriate and meaningful learning experiences that address individualized strengths and needs of students with and without exceptionalities. (INTASC 2, CEC 2.1, 2.2)
PLO 2	Candidates will augment the curriculum to address skills and strategies that students with and without disabilities need to access the core curriculum and function successfully within a variety of contexts. (INTASC 4, 5, CEC 3.1)
PLO 3	Candidates collaboratively develop, select, modify, administer, analyze, and interpret assessments to understand the learner and the environment for data-based decision making for instruction and eligibility decisions. (INTASC 4; CEC 4.1, 2, 3)
PLO 4	Candidates use data to apply evidence-based strategies and high leverage practices to appropriately plan and guide effective instruction to meet rigorous academic and/or non-academic goals (i.e. SEL, behavior) for individuals with exceptionalities (INTASC 5; CEC 5.1-5.6)
PLO 5	Candidates will demonstrate skills necessary to communicate, coordinate, and collaborate with families and other professionals within the educational setting and outside agencies to assess, inform, plan, and implement effective

	programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. (INTASC 7; CEC 7.1-7.4)
PLO 6	Candidates practice within legal and ethical guidelines and engage in ongoing professional learning and use evidence and reflection to continually evaluate their practices, use their knowledge to advocate for individuals with disabilities and their families, and commit to lifelong learning.

Program Course Map		Program Learning Outcomes					
COURSES		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
EDU 203	Introduction to Special Education	I	I	I	I	I	I
EDSP 432	Parent Involvement and Family Engagement for Students with/without Disabilities					R	R
EDSP 455	Assistive Technology for Individuals with Disabilities	I	I		R	R	
EDSP 464	Intensification of Instruction Through Multi-Tiered Systems of Support	I	I	R	R	R	I
EDSP 414	Career Education for Students with Disabilities			R	R	R	R
EDSP 431	Legal Aspects of Special Education					I	R
EDSP 441	Characteristics and Inclusive Strategies for Students with Mild/Moderate Disabilities	R	R	R	R	R	R
EDSP 443	Special Education Curriculum: General Methods	R	R	R	R	R	R
EDSP 452	Assessment for Special Education Teachers			R	R		R
EDSP 493	Supervised Internship in Special Education	P	P	P	P	P	P
EDSP 445	Characteristics of Students with Autism	I				I	
EDSP 446	Curriculum and Methods for Teaching Students with Autism	R	R	I, R	R	R	R
EDSP 454	Behavior Management Strategies Autism	R	R	P	R	R	R

Key: (I)-Introduce; (R)-Reinforced; (P)-Proficient

Plan for Assessing Program Learning Outcomes / Mission Goals in this Program <i>What students should know and be able to do upon <u>completion</u> of the program.</i>			
Program Learning Outcomes or Overall Program Mission Goals	Methods to Be Used to Assess Whether Students are Achieving Outcomes / Goals	Performance Targets	Implementation Schedule
Enrollment Program Goal:	<ul style="list-style-type: none"> Program faculty will collaborate with marketing and recruitment annually to recruit students into the program. Program faculty will utilize articulation agreements with Nevada's two-year institutions as a recruitment strategy to recruit students. Program faculty will collaborate with dual enrollment programs in the SOE to recruit students. 	<ul style="list-style-type: none"> The unduplicated headcount in the Fall semester of the first, third, and fifth year: 1st Fall semester=15; 3rd Fall semester =25; 5th Fall semester=50 (See AAC document for method used to determine projected headcount.) 	Fall 2025-Spring 2026 (FY 1); Fall 2027-Spring 2028 (FY 3)

Program Learning Outcomes or Overall Program Mission Goals	Methods to Be Used to Assess Whether Students are Achieving Outcomes / Goals	Performance Targets	Implementation Schedule
Praxis CORE Pass Rates	<ul style="list-style-type: none"> Program students will have access to the School of Education Academic Success Coordinator and PRAXIS preparation resources to assist them in preparing to take and pass the PRAXIS CORE and Subject Assessment exams. Students are required to pass the PRAXIS CORE prior to enrolling in upper-level program courses. Students are not required to pass the PRAXIS Subject Assessments before graduating although they are encouraged and supported to do so. 	<ul style="list-style-type: none"> 60% of pre-program students will take and pass 2 of 3 three subtests of the PRAXIS CORE by the time they reach junior standing. 	Fall 2026-Spring 2027; Fall 2027-2028; Fall 2028-2029
Graduation / Retention Program Goal:	Increase early retention practices with by promoting NSU student support programs (i.e., Writing Center, Tutoring Services), advising support, orientations unique to the program, and discipline-specific student organization (i.e., SCEC).	<ul style="list-style-type: none"> Increase retention by 60% in 4 years of degree start. Obtain Graduation Rate similar to other College of Education Programs by 4 years of degree start 	Fall 2025-Spring 2029
PLO 1 Candidates will apply their understanding of human growth and development to create developmentally, culturally, ethically, and universally designed appropriate and meaningful learning experiences that address individualized strengths and needs of students with and without exceptionalities. (INTASC 2, CEC 2.1, 2.2)	Course 1: EDU 220 (I) and Course 2: EDSP 441 (R); Students will complete key performance assignments, one at the introductory level and the other at the reinforcement level within the two courses. The Key Performance Assignment rubric will be utilized in both courses by a random selection of sections offered. (Courses where PLO is assessed EDU 203, EDSP 455, 441, 443, 493, EDU 220)	<ul style="list-style-type: none"> 75% of students will earn a score of proficient or better on the Key Performance Assessment for each course. At least 90% of students will turn in the Key Performance Assessment. 	Fall 2024- Spring 2025 Continuous Improvement
PLO 2 Candidates will augment the curriculum to address skills and strategies that students with and without disabilities need to access the core curriculum and function successfully within a variety of contexts. (INTASC 4, 5, CEC 3.1)	Course 1: EDSP 441 (R) and Course 2: EDSP 446 (R); Students will complete key performance assignments, one in general special education and one in autism, both at the reinforcement level. The Key Performance Assignment rubric will be utilized in both courses by a random selection of sections offered. (Courses where this PLO is assessed 203, 455, 464, 441, 443, 493)	<ul style="list-style-type: none"> 75% of students will earn a score of proficient or better on the Key Performance Assessment for each course. At least 90% of students will turn in the Key Performance Assessment. 	Fall 2025-Spring 2026 Continuous Improvement
PLO 3 Candidates collaboratively develop, select, modify, administer, analyze, and interpret assessments to understand the learner and the environment for data-based decision making for instruction and eligibility decisions. (INTASC 4; CEC 4.1, 2, 3)	Course 1: EDSP 452 (R) and Course 2: EDSP 454 (R); Students will complete key performance assignments, one in general special education and one in autism, both at the reinforcement level. The Key Performance Assignment rubric will be utilized in both courses by a random selection of sections offered. (Courses where this PLO is assessed 203, 455, 464, 414, 441, 443, 452, 453, 493)	<ul style="list-style-type: none"> 75% of students will earn a score of proficient or better on the Key Performance Assessment for each course. At least 90% of students will turn in the Key Performance Assessment. 	Fall 2025-Spring 2026 Continuous Improvement

Program Learning Outcomes or Overall Program Mission Goals	Methods to Be Used to Assess Whether Students are Achieving Outcomes / Goals	Performance Targets	Implementation Schedule
PLO 4 Candidates use data to apply evidence-based strategies and high leverage practices to appropriately plan and guide effective instruction to meet rigorous academic and/or non-academic goals (i.e. SEL, behavior) for individuals with exceptionalities. (INTASC 5; CEC 5.1-5.6)	Course 1: EDSP 443 (R) and Course 2: EDSP 446 (R); Students will complete key performance assignments, one in general special education and one in autism, both at the reinforcement level. The Key Performance Assignment rubric will be utilized in both courses by a random selection of sections offered (Courses where this PLO is assessed 203, 455, 464, 414, 441, 443, 452, 453, 493)	<ul style="list-style-type: none"> 75% of students will earn a score of proficient or better on the Key Performance Assessment for each course. At least 90% of students will turn in the Key Performance Assessment. 	Fall 2026-Spring 2027 Continuous Improvement
PLO 5 Candidates will demonstrate skills necessary to communicate, coordinate, and collaborate with families and other professionals within the educational setting and outside agencies to assess, inform, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. (INTASC 7; CEC 7.1-7.4)	Course 1: EDSP 432 (R); Students will complete key performance assignments at the reinforcement level within the two courses. The Key Performance Assignment rubric will be utilized in both courses by a random selection of sections offered. (Courses where this PLO is assessed: EDU 203, EDSP 432, 455, 464, 414, 431, 441, 443, 453, 493)	<ul style="list-style-type: none"> 75% of students will earn a score of proficient or better on the Key Performance Assessment for each course. At least 90% of students will turn in the Key Performance Assessment. 	Fall 2027-Spring 2028 Continuous Improvement
PLO 6 Candidates will review legal and ethical practices and use their understanding to advocate for individuals with disabilities and their families and engage in ethical decision-making as professionals.	Course 1: EDSP 431 (I,R); Students will complete a key performance assignment at the introduction and reinforcement level within the course. The Key Performance Assignment rubric will be utilized in a random selection of sections offered. (Courses where this PLO is assessed: 203, 432, 464, 414, 431, 441, 443, 452, 453, 493)	<ul style="list-style-type: none"> 75% of students will earn a score of proficient or better on the Key Performance Assessment for each course. At least 90% of students will turn in the Key Performance Assessment. 	Fall 2028-Spring 2029 Continuous Improvement
PLOs 1-6	EDSP 493-Student Teaching. Students will complete a post-student teaching self-assessment survey where they rate their perceived proficiency levels in the six PLOs at the beginning and end of student teaching.	<ul style="list-style-type: none"> 75% of students will report proficiency on the post student teaching self-assessment survey. At least 90% of students will complete the survey. 	Fall 2029-Spring 2030



Academic Map: BA in Special Education

Associate of Arts (A.A.) | 60 Total Credits | CSN Degree Code: ECESPEC-AA | Catalog Year: 2023-2024 | For Transfer to Nevada State University
 Education School of Education, Behavioral and Social Sciences Department of Education
 Jobs and Employment Information: <https://www.csn.edu/educationarea>

DESCRIPTION: This degree is designed to provide for the first two years of college preparation for students wanting to be certified as early childhood teachers (preschool through second grade) who plan to become a paraprofessional (Instructional Aide) and/or in preparation for other early childhood careers.

<u>TERM 1 – TOTAL CREDIT HOURS: 15</u>	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Min Grade</u>	<u>Milestones and Notes</u>
MATH 122 Number Conc for Elem Schl Tch	3	C or up in MATH 96 or MATH 097 or ACT/SAT/Placement Test score	GE Math	C	NS required course
ENG 100/101/113 Composition I	3	ENG Place Score; or C- and up in ENG 98 or ESL 139	GE ENG Comp	C-	
Fine Arts Elective - See an advisor/counselor	3	Depends on course chosen	GE Fine Arts	C	
EDU 203 Intro to Special Ed	3	None	Special Program Req	C	NS required course
EDU 214 Prep Teachers to Use Tech	3	None	Special Program Req	C	NS required course
<u>TERM 2 – TOTAL CREDIT HOURS: 16</u>	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Min Grade</u>	<u>Milestones and Notes</u>
ENG 102/114 Composition II	3	C- or up in ENG 100/101/113	GE ENG Comp	C	
PHIL 102 Analytical Reasoning	3	None	GE Analytical Rea	C	
EDU 240 Intro to Classroom Management	3	None	Special Program Req	C	NS required course (EDU 240 may satisfy EDU 206 at NS)
EDU 201 Intro to Elementary Ed	3	None	Special Program Req	C	NS required course (EDU 201 or EDU 202 may satisfy EDU 250 at NS)
Nat. Science w Lab-See an advisor/counselor	4	Depends on course chosen	GE Nat Sci	C	
<u>TERM 3 – TOTAL CREDIT HOURS: 16</u>	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Min Grade</u>	<u>Milestones and Notes</u>
MATH 123 Stat & Geo Conc for Elem Schl Tch	3	None	Special Program Req	C	NS required course
Humanities - See an advisor/counselor	3	None	GE Humanities	C	COM 101 required for CSN
Social Science - See an advisor/counselor	3	None	GE Social Sci	C	NS required course: PSY 233 (may satisfy PSY 330 as NS)
HIST 100 or PSC 101	4	None	GE US/NV Const	C	
EDU 280 Valuing Cultural Diversity	3	None	Special Program Req	C	NS required course
<u>TERM 4 – TOTAL CREDIT HOURS: 13</u>	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Min Grade</u>	<u>Milestones and Notes</u>
Nat. Science no Lab-See an advisor/counselor	3	None	GE Nat Sci	C	Apply for graduation
Humanities - See an advisor/counselor	4	Depends on course chosen	GE Humanities	C	World language required for CSN
Social Science - See an advisor/counselor	3	Depends on course chosen	GE Social Sci	C	
EDU 220 Principles of Educational Psychology	3	Department Approval	Special Program Req	C	NS required course



Academic Map: BA in Special Education

B.A. in Education/Special Education with a Concentration in Autism | 60 Total Credits | Catalog Year: 2024-2025

Transfer from CSN with A.A. in Special Education

DESCRIPTION: The mission of Nevada State University School of Education is to prepare highly qualified, culturally responsive professionals. We accomplish this through effective pedagogy, state of the art technology, clinical experiences, scholarly inquiry, and community partnerships. All major coursework requires a grade of "C-" or higher.

TERM 1 – TOTAL CREDIT HOURS: 15

	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Milestones and Notes</u>
EDSP 432	3	EDU 250	Major	Apply for TPP Admission
SPA 340	3	MATH 120	Major	
EDRL 471	3	None	Major	
EDSP 455	3	None	Major	
EDSP 464	3	None	Major	

TERM 2 – TOTAL CREDIT HOURS: 15

	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Milestones and Notes</u>
EDSP 445	3	TPP Admission	Major	Requires 25 field exp hours
EDRL 435	3	TPP Admission	Major	
EDRL 474	3	None	Major	
EDRL 477	3	TPP Admission	Major	
EDRL 446	3	None	Major	

TERM 3 – TOTAL CREDIT HOURS: 15

	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Milestones and Notes</u>
EDRL 475	3	None	Major	Requires 15 field exp hours Requires 10 field exp hours Requires 10 field exp hours
EDEL 433	3	MATH 122, MATH 122, TPP Admission	Major	
EDSP 441	3	EDU 203, TPP Admission	Major	
EDRL 437	3	EDU 250, EDRL 435, TPP Admission	Major	
EDSP 446	3	TPP Admission	Major	

TERM 5 – TOTAL CREDIT HOURS: 15

	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Milestones and Notes</u>
EDSP 414	3	EDSP 441 or EDSP 443	Major	Requires 15 field exp hours Requires 10 field exp hours Requires 10 field exp hours
EDSP 453	3	EDSP 443 (co-req), TPP Admission	Major	
EDSP 431	3	EDU 203, TPP Admission	Major	
EDSP 443	3	TPP Admission, EDRL 435 or EDRL 437	Major	
EDSP 452	3	EDSP 443 (co-req), TPP Admission	Major	

TERM 5 – TOTAL CREDIT HOURS: 12

	<u>Credits</u>	<u>Pre-Requisite/Co-Requisite</u>	<u>Area</u>	<u>Milestones and Notes</u>
EDSP 493	9	Completion of ALL core & program courses	Major	Student Teaching Semester
EDU 283	3	EDEL 483, EDSP 493, or EDSC 483 (co-req)	Major	

**Consult advisor for course sequencing. Some courses may only be offered in specific semesters.*

**Link to NS Catalog for more program information and course pre-requisites: [Nevada State Catalog](#)*

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

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

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

College/University: Nevada State University				Program: B.A. in Special Education			
I. PLANNED STUDENT ENROLLMENT							
Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).	FY 1: FY 2026		FY 3: FY 2028		FY 5: FY 2030		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments to the Institution			8	10	20	25	
B. Enrollments from Existing Programs	12	15	12	15	20	25	
II. REVENUE							
	FY 1: FY 2026		FY 3: FY 2028		FY 5: FY 2030		
	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request							
2. Institution Funds	\$19,875	\$5,000	\$3,228				
3. Federal (e.g. grant, appropriation)							
4. New Tuition Revenues (registration fee) from Increased Enrollments*	\$26,375		\$43,959		\$87,918		
5. Other Student Fees (associated with the program)*							
6. Other (i.e., Gifts)							
Total Revenue	\$46,250	\$5,000	\$47,187	\$0	\$87,918	\$0	
Note: Total Revenue (Section I) should match Total Expenditures (Section III)							

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

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

III. EXPENDITURES		FY 1: FY 2026		FY 3: FY 2028		FY 5: FY 2030	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		0	0	0	0	1	0
Faculty							
Adjunct Faculty						1	
Grad Assts							
Research Personnel							
Directors/Administrators							
Administrative Support Personnel							
Other: _____							
Expenditures for personnel type below must reflect FTE levels in Section A.1.							
2. Faculty		\$25,000		\$25,750		\$26,522	
3. Adjunct Faculty						\$33,000	
4. Graduate Assistants							
5. Research Personnel							
6. Directors/Administrators							
7. Administrative Support Personnel							
8. Fringe Benefits		\$6,250		\$6,437		\$13,396	
9. Other:							
Total Personnel Costs		\$31,250	\$0	\$32,187	\$0	\$72,918	\$0

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

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

		FY 1: FY 2026		FY 3: FY 2028		FY 5: FY 2030	
		On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures							
1. Travel							
2. Professional Services							
3. Other Services							
4. Communications							
5. Materials and Supplies		\$5,000	\$3,000	\$5,000		\$5,000	
6. Rentals							
7. Marketing materials and Advertising		\$10,000	\$2,000	\$10,000		\$10,000	
8. Miscellaneous							
Total Operating Expenditures		\$15,000	\$5,000	\$15,000	\$0	\$15,000	\$0

		FY 1: FY 2026		FY 3: FY 2028		FY 5: FY 2030	
		On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay							

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

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

1. Library Resources							
2. Equipment							
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):	\$46,250	\$5,000	\$47,187	\$0	\$87,918	\$0	
Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)							

Budget Notes (optional):

Funding for faculty in each year is to convert one current instructor position from non-tenure track to tenure track.
Due to the increased level in enrollments in the program by year 5, funds for salary/fringe will be needed for part-time instruction.