

NEVADA SYSTEM OF HIGHER EDUCATION

PROGRAM PROPOSAL FORMAT

INSTITUTION: Nevada State College DATE: March 2, 2007REQUEST TYPE: New Major or Primary Field of Study New Emphasis
 New Degree Name Change**PROGRAM INFORMATION**DEGREE: Bachelors of ScienceMAJOR: Education of Deaf and Hard of Hearing

EMPHASIS: _____

PROPOSED SEMESTER OF IMPLEMENTATION: Fall, 2007CREDITS TO DEGREE (number of credits required to graduate): 128**I. Description of program or instructional unit**

A B.S. in Education of Deaf and Hard of Hearing at Nevada State College affords students the opportunity to develop insight and genuine appreciation for culture, contributions and contemporary issues of individuals who are Deaf or Hard of Hearing. This program offers a full range of courses detailing with the history, education, literature, culture and language of individuals who are Deaf or Hard of Hearing. Students will explore the issues and practices surrounding Total Communication and competence in American Sign Language (ASL) will be required of all students graduating from the program. A bilingual/bicultural philosophy is applied in preparation of personnel to work with individuals who are Deaf or Hard of Hearing

The Bachelor of Science in Education of Deaf and Hard of Hearing is primarily designed to prepare students to be teachers of students, ages 3-21 who are Deaf and Hard of Hearing. Specific emphasis is placed on the seamless transition of students with an AAS in Deaf Studies (2+2 with CCSN), opportunities to pursue a four-year degree. Students graduating with a Bachelors of Science from Nevada State College in Education of Deaf and Hard of Hearing will have received appropriate exposure and preparation to teach general education curriculum to students who are deaf and hard of hearing.

II. Statement of degree or program objectives

Program Objectives for the Bachelor of Science in Education of Deaf and Hard of Hearing consists of learning experiences designed to develop candidate outcomes in the following areas defined by the Council on Education of the Deaf (CED) Special Education Content Standards:

1. foundations
2. development and characteristics of learners
3. individual learning differences
4. content and pedagogical knowledge
5. instructional strategies
6. learning environments and social interaction
7. language
8. instructional planning
9. assessment
10. professional and ethical practices
11. collaboration

As well as two additional professional outcomes specific to the education of individuals who are deaf or hard-of-hearing:

1. the knowledge, skills, and dispositions teachers need to educate individuals who are deaf or hard-of-hearing.
2. the knowledge and skills that students who are deaf or hard of hearing should acquire.

III. Plan for assessment of degree or program objectives

Nevada State College will utilize a performance-based candidate assessment system aligned with the program objectives. The continuum for development of the assessment plan is as follows, with details for each step available upon request:

1. Curriculum Alignment
2. Program Sequence
3. Assessment Points
4. Key Assessments
5. Assessment Criteria and Rubrics
6. Curriculum and Assessment Implementation
7. Data Collection and Aggregation
8. Data Analysis Process
9. Data Usage to Inform Candidates
10. Data Usage to Improve Program

IV. Plan for assessment of student learning outcomes and the use of this data for program improvement

On-going:

Standards outlined by CED have been used as the framework for curriculum development and will serve as the learning outcomes for the major. As with all majors at Nevada State College, course objectives, instruction and key performances must be aligned with specific standards. Matrices will be developed to ensure that every standard is addressed and assessed (through Key Performances) throughout the entire major. Students will be

required to maintain an electronic portfolio which demonstrates their progress towards and ultimate mastery of each stated outcome. Faculty and department heads will regularly (two to three times per semester) compare and contrast student progress on key performances throughout the major for the purposes of program improvement as well as provide feedback to individual student reflections.

Annually:

NSC Students completing the Bachelors program will be eligible to apply for teacher certification with the Nevada Department of Education as a teacher of pupils who have hearing impairments, as well as be prepared to take the Praxis I, Basic Skills Test, and Praxis II Specialty Area Test administered by ETS and required for Nevada State Licensure. To the extent allowed, scores will be disaggregated and data used to advance program improvement.

V. Contribution and relationship of program objectives to:

A. NSHE Master Plan

This proposal addresses requests from Senator William J. Raggio to Bret Whipple, Chair of the NSHE Board of Regents, (*Appendix A*) related to educational opportunities and services available to teachers and interpreters for elementary and secondary students who are deaf or hard of hearing and the needs of the local southern Nevada school district, the fifth largest in the nation. Specifically, this proposal addresses the lack of qualified public school teachers specializing in education of the deaf and hard of hearing, a critical need expressed by the deaf and Hard of Hearing community.

B. Institutional mission

As a dynamic partner with other educational institutions in southern Nevada, NSC is dedicated to educating the next generation of professionals for Nevada, Educators of the Deaf and Hard of Hearing among them. This degree program complements NSC's School of Education, its Speech Pathology Bachelor and Master programs, and addresses the needs of the community and local and state school districts.

C. Campus strategic plan and/or academic master plan

Within the 2007-2011 Planning Report compiled by the NSHE office, on page 37 is the listing of the BS in Deaf Education that NSC was planning on putting together. This proposal is the culmination of a great deal of work within the institution and among other institutions and entities within Nevada to respond to the needs of the local and statewide communities.

D. Department and college plan

The Bachelors of Science in Education of Deaf and Hard of Hearing is included in the School of Education 2006-2007 plan.

E. Other programs in the institution

Nevada State College currently offers undergraduate degrees (and soon a graduate degree) in Speech Pathology. The Bachelors of Science in Education of Deaf and Hard of Hearing closely aligns with these programs, allowing for shared equipment and course offerings.

F. *Other related programs in the System*
none

G. *Articulation issues (within the institution)*
none

VI. Evaluation of need for the program

A. *Intrinsic academic value of program within the discipline*

There is an on-going and ever present need for Deaf Educators in Southern Nevada, particularly in the local school system. NSC's program will provide a seamless transition from a two-year AAS in Deaf Studies (CCSN) to four-year Bachelors in Science in Education of the Deaf and Hard of Hearing for students in Nevada.

Evidence of existing or projected local, state, regional, national and/or international need for program

During the 2006-2007 school year, Clark County School District hired 11 teachers of the deaf / hard of hearing, **five** of those positions had to be filled by long term **substitute teachers** none of whom have a teaching degree in Deaf Education. This amounts to almost **one-half** of the newly hired teachers working with students who are Deaf and Hard of Hearing **not meeting Highly Qualified** status. Of the 34 positions that exist prior to the 2006-2007 school year for deaf and hard of hearing self-contained classrooms throughout the district, **three** are taught by long-term **substitute teachers** who are **not certified** as a deaf education teacher amounting to **15 vacancies by 2012.**

Clark County School District currently allocates 12 itinerant teachers of the deaf positions. Nine positions are currently filled with one being a long-term substitute, without appropriate qualifications amounting to **three positions unfilled** by and due to a **lack of prepared teachers** amounting to **15 vacancies by 2012.**

CCSD anticipates that an average of 6 to 7 new teachers will be needed each year

Their recruitment practice for new hires has been extensive throughout the country, but their success is limited due to, 1)the limited number of undergraduate programs for education of students who are deaf and hard of hearing and 2)**the lack of any such preparation program in Nevada.**

Projecting shortfall relating to new and existing positions to 2011-2012 school year (the end parameter of this proposal) CCSD can expect **45 teacher vacancies and/or unqualified teachers providing an education for this specialized population**

B. *If this or a similar program already exists within the System, what is the justification for this addition?*

No such program currently exists within the NSHE System.

C. Evidence of employment opportunities for graduates (state and national)

According to U.S. Labor Department statistics, employment needs for both Interpreters and Educators of the Deaf and Hard of Hearing is expected to grow faster than the national average (18%-26%) for all occupations through the year 2014. Couple this with the exponential growth of Southern Nevada and the entire State of Nevada and the needs become staggering. As the members of the baby boom generation continue to age, the possibility associated hearing disorders increase. Medical advances are also improving the survival rate of premature infants and infants born with associated hearing impairments, who then need assessment, education and support. An increased emphasis also has been placed on early identification of hearing impairments in young children. The combination of growth in the occupation, increase in the school-age population of those who are deaf and hard of hearing and expected increase in elderly individuals with hearing impairments over the coming years should create excellent job opportunities for educators for the deaf and hard of hearing. Opportunities should be particularly favorable for those with the ability to speak a second language, such as Spanish.

Employment in educational services will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students. Federal law guarantees special education and related services to all eligible children with disabilities. Greater awareness of the importance of early identification and diagnosis of hearing impairments will also increase employment opportunities.

D. Student clientele to be served

Entering Freshmen, transfer students from CCSN Deaf Studies Program (AAS), related fields of study such as Speech Pathology and Nursing. Another source of students are those currently enrolled in Speech Pathology programs.

E. Procedures used to arrive at the decision to propose the program

Proposals for such a program were made by the NSC School of Education in collaboration with CCSN and the Clark County School District. The college has been working on the curriculum in collaboration with faculty and community specialists in the field for the past year. The proposal has been presented to the NSC Faculty Senate Leadership and approved for inclusion on the April, 2007 agenda.

VII. Detailed curriculum proposal

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

Appendix B.

B. Program Entrance Requirements

- Admission to the NSC in accordance will General Admissions Policies (NSC 2006-2007 Catalog).
- Admission requirements in accordance with the School of Education admission requirements (NSC 2006-2007 Catalog)

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

The Bachelor of Arts in Education of Pupils who are Deaf or Hard of Hearing has been developed in accordance with NRS 391.340 to meet licensure requirements of the Nevada State Department of Education for teaching pupils who have hearing impairments ages 3-21.

Nevada State College Bachelor of Science in Education of Deaf and Hard of Hearing has been developed according to standards developed by the Council for Exception Children (CEC), Council on Education of the Deaf (CED). Per CED guidelines, the National accreditation process will begin after the first year of course offerings.

- D. *Recommendations from prior program review and/or accreditation review teams.*
See Cost Calculation table

- E. *Organizational arrangements that must be made within the institution to accommodate the program.*
none

VIII. Resource Analysis.

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

Given the specialized nature of this degree, student enrollment may be lower than current enrollment formulas which generate state funding. Nevada State College requests consideration be given to a lower student enrollment formula for this specialized program in high demand by the community. CCSD has committed to partner with NSC to identify resources and necessary equipment.

- B. *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) unduplicated course enrollments in the program.*

The following projections represent students enrolled in the AAS in Deaf Studies at CCSN and the long-term substitute numbers currently employed in the CCSD. Note, the AAS in Deaf Studies does not provide employment opportunities as a stand-alone degree. Students must pursue either a teaching degree for students who are deaf and hard of hearing or an interpreter's degree. CCSN reports that of the 293 students (total headcount), 23 have expressed an interest in a BA in interpreting which does not prepare them for specialized teacher certification.

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

(projections computed by determining one-half minus two of CCSD vacancies and one-half minus 2 of CCSN AAS FTE)

1st Fall semester 6

3rd Fall semester 8

5th Fall semester 10

2. Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semeste 8

3rd Fall semester 10

5th Fall semester 15

C. Projected budget increases

2. Projected budget increases and additional costs to implement the program in the first, third, and fifth year.

1st Year Negligible additional costs, current faculty can support the first year course offerings

3rd Year One FTE professor of Deaf Education-salary and benefits \$62,000 with 6 PTI sections, operating expenses \$33,000

5th Year One FTE professor of Deaf Education-salary and benefits \$65,000 with 6 PTI sections, operating expenses \$22,000

3. *Projected annual revenue and expenditures associated with the program*
Associated lab fees, state-generated FTE revenue, support of CCSD and local associated health facilities. Faculty who are highly qualified and currently teaching Special Education and Speech Pathology courses will assume the course load for year one. Increase in FTE, through associated FTE waiver, will account for any increase in expenditures.
4. *Institutional financial support to be reallocated to accommodate the program*
No reallocation necessary.
5. *Full-time equivalent (FTE) faculty*
As program growth dictates.
6. *Classified staff, professional staff, and graduate assistants*
Initially absorbed by current staff, and future additional professional staff accounted for in Business Plan.
7. *Operating funds*
Current operating funds can be utilized to support the program.

8. Library and information resources

The NSC Library is currently planning development in three areas to support the Bachelors of Science Degree in Education of Deaf and Hard of Hearing:

Monographs: The librarians are currently gathering faculty input on the texts that are necessary to support an undergraduate level curriculum in Education of Deaf and Hard of Hearing. The librarians are also compiling a list from our bibliographers at YBP for purchase of materials in FY08.

Journals: The librarians are currently gathering suggestions from faculty on journals related to the field and compiling lists of journals the NSC Library currently owns. Currently the NSC Library subscribes to American annals of the deaf, Sign language & linguistics, Sign language studies, Journal of deaf studies and deaf education, and Volta Review. All academic journals are provided in electronic format.

Online resources: NSC Library recently added HW Wilson's Education Full Text to support our current subscription to ERIC. Currently NSC Library subscribes to Communication and Mass Media Complete, Humanities Full Text, Professional Development Collection, Medline, and PsychInfo.

- D. Estimated budgetary and financial ramifications for the institution.*
Negligible, outside the anticipated growth in all program areas.
- E. Impact of new program on department's existing resources.*
Negligible, outside the anticipated growth in all program areas.

IX. Facilities and equipment required.

- A. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs.*
The opening of the new Basic and Water Streets building in January, 2007, has created additional space and access.
- B. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space.*
In addition to the new building opening in 2007, the legislatively approved 43,000 square foot building at the Dawson location will provide greatly needed space and access for more students.
- C. Existing and additional equipment required.*

NSC is currently in possession of otoscopes and pure-tone audiometers, employs an Audiologist and has access to Audiological equipment at two local clinics

The Clark County School District has committed to partner with NSC "...to provide practicum and community support" (Linda Raymond, Coordinator, CCSD). These on-going apprenticeships will provide students with access to sound field systems, auditory trainers, assistive listening devices, etc. used by the population of deaf and Hard of Hearing. The School of Education has faculty currently employed

knowledgeable of cochlear implants. Additionally, appropriate health agencies have or are in the process of being approached to partner with NSC to provide necessary field-experience (apprenticeship) experiences for our students.

“Clark County School district would be in full support of Nevada State College adding this needed program. We would work with your institution in setting up practicum and community support to help this endeavor get off the ground.”

Linda Raymond, Coordinator IV
Low Incidence Disabilities Dept.
Deaf/Hard of Hearing Program
Clark County School District

X. Student services required

Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

NSC recently hired a full time advisor to assist new students in all Education programs. Additionally, each full time faculty member advises students once accepted to the program(s). All advisors within NSC will be educated on this new program so they can provide basic answers to questions about this degree, and referred to specialists in the School of Education when necessary.

XI. Consultants (required for university programs only).

N/A

XII. Articulation Agreements

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

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

An articulation agreement is being finalized with CCSN to provide seamless transfer of graduates from the AAS in Deaf Studies and Interpreter Preparation Emphasis programs. All Institutions have received copies of the degree proposal and changes will be made should any issues arise.

C. Articulation agreements are not applicable for the following institutions.
CCSN and UNLV do not offer comparable programs.

Appendix A

WILLIAM J. RAGGIO

SENATOR
Washoe No. 3

MAJORITY FLOOR LEADER

COMMITTEES:

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State of Nevada Senate

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January 9, 2007

Bret Whipple, Chairman
Board of Regents of the University of Nevada
5550 W. Flamingo Rd., Suite C-1
Las Vegas, NV 89103

Dear Mr. Whipple:

The purpose of this letter is to convey to the Board of Regents of the University of Nevada a recommendation from the Legislative Committee on Education (*Nevada Revised Statutes* 218.5352), regarding educational opportunities and services available to teachers and interpreters for elementary and secondary students who are deaf or hard of hearing.

During the 2005-2006 Interim, the Committee received testimony that current educational opportunities for these students in Nevada public schools are not satisfactory. Specifically, the Committee was informed that insufficient numbers of individuals are licensed as teachers of the deaf. The Committee also learned the number of interpreters, who are certified at appropriate skill levels to meet the requirements of Chapter 656A of the *Nevada Revised Statutes*, is not adequate to meet the needs of students.

Because of the Committee's continuing concern that children with disabilities be provided highly effective teachers and supplemental services that enable them to achieve academic proficiency, the Committee voted at its meeting on November 29, 2006, to recommend that the Board consider developing or expanding training programs for teachers and interpreters.

The Committee approved a request to the Board that it determine the costs and structure of expanded training program opportunities for teachers of the deaf. The opportunities to be explored by the Board might include, but need not be limited to, (1) the development of an articulated 2 + 2 model to build on the Associate of Arts in Deaf Studies currently available at community colleges in Nevada; or (2) affiliation with the deaf studies program offered at Idaho State University or another accredited institution offering a program leading to a baccalaureate degree and eligibility for Nevada teacher licensure in special education with endorsement as teacher of the deaf. The Committee also voted to urge the Board of Regents to determine the

Bret Whipple, Chairman

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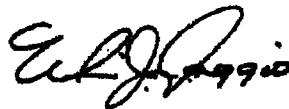
January 9, 2007

costs associated with expanding the availability of courses to enhance the skills of interpreters, even if the number of students enrolling is less than the specified minimum class size.

The Committee is aware Board policy requires that, before any new degree or major may be added, such proposal must be approved by the Board of Regents. We understand the process is a lengthy one, which includes the development of a detailed curriculum, the calculation of a budget, an estimation of required facilities and faculty, and a projection of the contribution of the proposed program to the overall plan of the Nevada System of Higher Education. We also recognize that a request from the Legislature through the Regents to an academic department to develop a proposal for a new program is out of the ordinary. For these reasons, we ask that you work with the Legislative Committee on Education during the 2007-2008 Interim as you respond to this recommendation.

I speak for the Committee when I assure you that the members would be most interested in any recommendations for legislation that might arise from your deliberations. Moreover, the Committee will continue to seek programs and services to assist our disabled students. Should you have any questions or concerns with regard to this matter, please let me know, or contact the Committee staff person, Carol M. Stonefield, Principal Research Analyst, Research Division of the Legislative Counsel Bureau, at (775) 684-6825.

Sincerely,



Senator William J. Raggio
Chairman, Legislative Committee on Education

WJR/me: W70711
cc: James Rogers, Chancellor

Nevada System of Higher Education

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5550 West Flamingo Road, Suite C-1
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MEMORANDUM

TO: Academic Affairs Council
Interim Dean Jane McCarthy, College of Education, UNLV
Dean William Sparkman, College of Education, UNR
Bonnie Hofland, Department of Education, GBC
Francine Mayfield, Director of Education, NSC

FROM: *Jane A. Nichols*
Dr. Jane Nichols
Vice Chancellor of Academic and Student Affairs

DATE: June 28, 2006

RE: Course Content and Preparing Teachers to Teach the Deaf

The Legislative Committee on Persons with Disabilities (*Nevada Revised Statutes* 218.53791), chaired by Senator Barbara Cegavske, is charged with reviewing matters related to persons with disabilities. In that capacity, the Committee expressed a strong interest in the Nevada System of Higher Education (NSHE) and its work in educating future teachers for Nevada.

Specifically, the Committee received considerable input from the deaf and hearing impaired community indicating that demand exists in two areas that reside within teacher education programs. First, a master's degree designed to prepare teachers to work with the deaf or hearing impaired is needed in Nevada. In an earlier response to the committee, UNLV had indicated that such a master's was considered in the mid-1990's and not pursued because of a lack of resources. To meet immediate need, I believe the Committee will recommend support for out-of-state WICHE slots for Nevada students to pursue this master's, but one of the four baccalaureate teacher education programs in Nevada may need to consider this degree as the demand grows and resources become available.

Secondly, the Committee asked that NSHE ensure that its teacher education programs have sufficient content to enable all K-12 teachers to understand the theory and the basic methods for teaching the deaf and hearing impaired, as well as the potential resources available to assist them. To that end, I would request that you ask your faculty to review

the content within your teacher education curriculum to ensure that this component is incorporated to the fullest extent practical.

Thank you for your efforts in meeting this request of the Legislative Committee on Persons with Disabilities. Providing opportunities to Nevada's future teachers to gain the experience necessary in this field is critical to all those students with disabilities.

cc: Chancellor James E Rogers
Executive Vice Chancellor Dan Klaich
Council of Presidents
Senator Barbara Cegavske
Michelle Van Geel, Research Division, LCB



**LAS VEGAS
CHARTER SCHOOL
OF THE DEAF**

March 2, 2007

Dr. Francine Mayfield
Dean, School of Education
Nevada State College
1125 Nevada State Drive
Henderson, NV 89002

Re: Bachelor of Arts in Education of
Pupils who are Deaf or Hard of
Hearing

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Dear Dr. Mayfield,

The Organizing Committee of the Las Vegas Charter School of the Deaf wishes to indicate its support for the implementation of a BA Program to prepare teachers to work with Deaf and Hard of Hearing children in the K-12 setting.

The education of Deaf children in the state of Nevada is sadly below the national standard. Children at other schools across the country are learning at or near grade level (of their hearing counterparts). To expect a lesser standard of our Deaf children in this state is unacceptable. The Las Vegas Charter School for the Deaf is preparing to open in the fall of 2007 and is currently looking for qualified teachers. Unfortunately, due to the fact that there is no teacher preparation program in the state, the Charter School organizing committee is forced to search out of state to recruit teachers. We believe that the implementation of a B.A. program in education of the Deaf is an excellent start to preparing teachers. Should students complete the Deaf Studies Program at the Community College of Southern Nevada and then go to Nevada State College for their education courses, they should be well prepared. It is our opinion that teachers who work with such specialized populations should in fact hold no less than a Masters degree. We would ask that Nevada State College implement a Masters in Deaf Education as soon as possible in order to assure Deaf children an education of superior quality. We appreciate the opportunity to support such a worthwhile endeavor.

Sincerely,

Elaine B. Haines, President
Email: EBHaines@Aol.Com
FAX: 702-256-5112

Ken Umland
Chair
Department of International Languages

Caroline Bass
Lead Faculty
Deaf Studies/Interpreter
Preparation Program

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Appendix B

NEVADA STATE COLLEGE ♦ SCHOOL OF EDUCATION
2007-2008 BACHELOR OF SCIENCE IN EDUCATION OF DEAF AND HARD OF HEARING

I. College Core Curriculum..... 36-39

- A. English (6 credits)**
 ENG 101-Composition I..... 3
 ENG 102-Composition II..... 3
 Note: Students who place into ENG 102 are not required to complete ENG 101

- B. Study and Technology Skills (2 credits)**
 CEP 121-Intro to the College Experience..... 1
 CEP 122-Enhancing Academic Success..... 1

- C. Natural Sciences (7 credits)**
 BIOL 100- General Biology for Non-Majors..... 4
 AST 103- Introductory Astronomy: The Solar System.... 3

- D. Mathematics and Logic (3 credits)**
 MATH 120 OR Higher..... 3

- E. Social Sciences (3 credits)**
 PSY 101-General Psychology..... 3

- F. Fine Arts (3 credits)**
 Choose one course from the following:
 ART 260-Survey of Art History I..... 3
 ART 261-Survey of Art History II..... 3
 ART 265-Intro to Contemporary Art..... 3
 ART 475-History of Photography..... 3
 FIS 110-The Language of Film..... 3
 MUS 121-Music Appreciation..... 3
 MUS 122-Survey of Jazz..... 3
 MUS 128-Masterworks of Music..... 3
 MUS 134-Jazz Appreciation..... 3
 THTR 100-Intro to the Theater..... 3

- G. Humanities (6 credits)**
 COM 101-Fund of Speech Communication..... 3
 Choose one course from the following:
 CH 201-Ancient & Medieval Cultures..... 3
 CH 202-The Modern World..... 3
 Any Literature Course ENG 231 or higher..... 3
 Any Philosophy (other than 102)..... 3
 Any History..... 3
 International Language III or above..... 3

- H. Constitution (3-4 credits)**
 CH 203-American Experience & Constitutional Change... 3
 PSC 101-Intro to American Politics (from another
 NSHE institution)..... 4
 PSC 101 (equivalent from out-of-state) AND PSC 100 4
 PSC 101 (equivalent from out-of-state) AND HIST 217 6
 HIST 101 AND HIST 102 (HIST 102 must be taken at
 an NSHE institution)..... 6
 HIST 101 AND PSC 100..... 4
 HIST 101 AND HIST 217..... 6

- I. Community Based Capstone (3 credits)**
 CBL 400-Community Based Learning Capstone..... 3

- II. Major Requirements 85**
 AM 145-American Sign Language I..... 4
 AM 146-American Sign Language II..... 4
 AM 147-American Sign Language III..... 4
 AM 148-American Sign Language IV..... 4

- EDU 203-Intro to Special Education..... 3
 EDHH 300-Teaching Mathematics to the Deaf & Hard
 of Hearing Student I*..... 3
 EDHH 301-Teaching Mathematics to the Deaf & Hard
 of Hearing Student II*..... 3
 EDHH 302-Teaching Mathematics to the Deaf & Hard
 of Hearing Student III*..... 3
 EDHH 303-Teaching Mathematics to the Deaf & Hard
 of Hearing Student IV*..... 3
 EDHH 304-Classroom Mgt for Deaf & Hard of Hearing* 3
 EDHH 305-American Deaf Culture*..... 3
 EDHH 400-Literacy Instruction for the Deaf & Hard of
 Hearing I*..... 3
 EDHH 401-Literacy Instruction for the Deaf & Hard of
 Hearing II*..... 3
 EDHH 402-Literacy Instruction for the Deaf & Hard of
 Hearing III*..... 3
 EDHH 403-Literacy Instruction for the Deaf & Hard of
 Hearing IV*..... 3
 EDHH 404-Technology in Classroom with Students
 Who are Deaf and Hard of Hearing*..... 3
 EDHH 405-Teaching Earth Science for Students Who
 are Deaf and Hard of Hearing*..... 3
 EDHH 406-Teaching Social Sciences for Students Who
 are Deaf and Hard of Hearing*..... 3
 EDHH 407-Simultaneous Communication*..... 3
 EDHH 408- Special Topics*..... 3
 EDHH 483-Supervised Student Teaching*..... 12
 PSY 307-Principles of Educational Psychology..... 3
 PSY 430- Developmental Psychology: Inf to Child..... 3
 SPA 362-Introduction to Audiology..... 3

Summary of credit requirements:

College Core Curriculum.....	36-39
Education Courses.....	85
Electives.....	3-6
<hr/> Total Credits.....	<hr/> 128

* new course

Updated: 3/29/07 JDC

School of Education • 311 S. Water Street • Henderson, NV 89015
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NEVADA STATE COLLEGE ❖ SCHOOL OF EDUCATION
2007-2008 BACHELOR OF ARTS IN EDUCATION OF DEAF AND HARD OF HEARING
SUGGESTED SEQUENCE OF COURSES

Fall I Semester - 15 credits	
AM 145- American Sign Language I.....	4
BIOL 100- General Biology for Non-Majors	4
CEP 121- Introduction to the College Experience.....	1
ENG 101- Composition I.....	3
MATH 120- Fundamentals of College Mathematics.....	3
Spring I Semester - 17 credits	
AM 146- American Sign Language II.....	4
AST 103- Introductory Astronomy: The Solar System.....	3
CH 201- Ancient & Medieval Cultures	3
ENG 102- Composition II.....	3
PSC 101- Intro to American Politics	4
Fall II Semester - 16 credits	
AM 147- American Sign Language III.....	4
EDU 203- Introduction to Special Education.....	3
Elective.....	3
Fine Arts (see Fine Arts Core Requirement).....	3
PSY 101- General Psychology.....	3
Spring II Semester - 14 credits	
AM 148- American Sign Language IV.....	4
CEP 122- Enhancing Academic Success.....	1
COM 101- Fundamentals of Speech Communication.....	3
Elective.....	3
PSY 307- Principles of Educational Psychology/EDU 220 (CCSN course-4 credits).....	3
Fall III Semester - 15 credits	
EDHH 300- Teaching Mathematics to the Deaf & Hard of Hearing Student I.....	3
EDHH 304- Classroom Mgt for Deaf & Hard of Hearing.....	3
EDHH 400- Literacy Instruction for the Deaf & Hard of Hearing I.....	3
PSY 430- Developmental Psychology: Inf to Child.....	3
SPA 362- Introduction to Audiology.....	3
Spring III Semester - 15 credits	
EDHH 301- Teaching Mathematics to the Deaf & Hard of Hearing Student II.....	3
EDHH 304- American Deaf Culture.....	3
EDHH 401- Literacy Instruction for the Deaf & Hard of Hearing II.....	3
EDHH 404- Technology in Classroom with Students Who are Deaf and Hard of Hearing.....	3
EDHH 407- Simultaneous Communication.....	3
Fall IV Semester - 12 credits	
EDHH 302- Teaching Mathematics to the Deaf & Hard of Hearing Student III.....	3
EDHH 402- Literacy Instruction for the Deaf & Hard of Hearing III.....	3
EDHH 405- Teaching Earth Science for Students Who are Deaf and Hard of Hearing.....	3
EDHH 406- Teaching Social Sciences for Students Who are Deaf and Hard of Hearing.....	3
Spring IV Semester - 12 credits	
CBL 400- Community Based Learning Capstone.....	3
EDHH 303- Teaching Mathematics to the Deaf & Hard of Hearing Student IV.....	3
EDHH 403- Literacy Instruction for the Deaf & Hard of Hearing IV.....	3
EDHH 408- Special Topics.....	3
Fall V Semester - 12 credits	
EDHH 483- Supervised Student Teaching	12

New Academic Program Proposal Five-Year Budget Projection

Semester of
Implementation: Fall, 2007

Institution: Nevada State C Program: s in Education of Pupils who are Deaf and H

DIRECTIONS: Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. Costs for the third and fifth year are not cumulative. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in an attached narrative. Any "new" costs must be explained by source in Section B.

	Start-up		Year 3		Year 5		
	Existing ¹	New ²	Existing ¹	New ²	Existing ¹	New ²	
Section A.							
Faculty (salaries/benefits)	0	0	0	62,000	8.0	62,000	10.0
Graduate Assistants	0	0	0	0	0.0	0	0.0
Support Staff	0	0	0	0	0.0	0	0.0
Fellowships/Scholarships	0	0	0	0	0.0	0	0.0
Personnel Total	\$0	\$0	\$0	\$62,000	8.0	\$62,000	10.0

	Existing ¹	New ²	Existing ¹	New ²	Existing ¹	New ²
OTHER RESOURCES						
Library Materials (printed)	0	0	0	3,000	0	5,000
Library Materials (electronic)	0	0	0	5,000	0	8,000
Supplies/Operating Expenses	0	0	0	33,000	0	22,000
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Total	\$0	\$0	\$0	\$41,000	\$0	\$35,000

	Existing ¹	New ²	Existing ¹	New ²	Existing ¹	New ²
PHYSICAL FACILITIES						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Facility-Related Expenses	0	0	0	0	0	0
Physical Facilities Total	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$103,000	\$0	\$97,000

	Amount		%	
	Existing ¹	New ²	Existing ¹	New ²
Section B.				
EXPLANATION OF NEW SOURCES				
State Appropriations	0	0	0%	0%
Federal Grants/Contracts	0	0	0%	0%
State Grants/Contracts	0	0	0%	0%
Private Grants/Contracts	0	0	0%	0%
Private Gifts	0	1	0%	0%
Other (please specify)	0	0	0%	0%
TOTAL	\$0	\$0	0%	0%

¹Resources re-allocated from existing programs should be noted in the "Existing" column.
²Any new resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for each year must equal the total for each year under "Explanation of New Sources."