

*This form is intended to be used as a “soft copy” to gather requisite information related to new degree program applications. For programs to be included on Commission agendas from March 2022 onward, applications should be submitted through the Academic Program Review Portal (apr.ache.edu).

Alabama Commission on Higher Education

**NOTIFICATION OF INTENT TO SUBMIT A PROPOSAL (NISP)
FOR A NEW PROGRAM OF INSTRUCTION**

1. Institution: [University of Montevallo](#)

2. Date of NISP Submission: [December 1, 2023](#)

3. Contact Person and Title: [Donna Ploessl, PhD, Interim Dean, College of Education and Human Development](#)

Telephone: [205-665-6360](#)

E-mail: dploessl@montevallo.edu

4. Program Identification:

Award Level: [Master’s](#)

Title: [Master’s in Special Education \(6-12\)](#)

Degree nomenclature (e.g., MBA, BS): [MED](#)

6-digit CIP: [13.1001](#)

5. Program Administration and Implementation:

Name of College/ School: [University of Montevallo](#)

Name of Dean: [Donna M. Ploessl, PhD](#)

Name of Department [Teaching, Leadership, and Technology](#)

Name of Chairperson: [Cassie Raulston, PhD](#)

Proposed program implementation date: [Fall 2025](#)

Anticipated ACHE meeting to vote on proposal: [6/14/2024](#)

Anticipated date of approval from institutional governing board: [2/16/2024](#)

Other considerations for timing and approval (e.g., upcoming SACSCOC review):

6. Program Design:

Brief Description of Program and Objectives:

[The Master of Education in Special Education with graduate certification in a collaborative teaching program at the University of Montevallo provides students with the tools to fully understand the unique needs of learners with a wide range of](#)

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disabilities. This program explores evidence-based practices and the latest research delivered in an online format. With three options for certification, students can personalize their education to align with their interests and career goals.

- i. Program completers will be able to use valid and reliable age appropriate assessment practices to minimize bias.
- ii. Program completers will be able to use their knowledge of general and specialized secondary curricula to improve programs, supports, transition, and other services at the classroom, school, community, and system levels.
- iii. Program completers will use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and transition services for individuals with exceptionalities
- iv. Program completers will conduct, evaluate, and use inquiry to guide professional practice.
- v. Program completers will provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, create positive and productive school environments, and provide appropriate transition plans for secondary students.
- vi. Program completers will use their comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education practices.
- vii. Program completers will use culturally responsive practices to collaborate with stakeholders to improve programs, services, and post school outcomes for individuals with exceptionalities and their families.

Proposed delivery format (100% in-person, 100% online, hybrid, multiple formats):

If hybrid, what % of program will be delivered online?

If multiple formats, which ones?

100% online

Total Credit Hours required to complete the program (if range, enter minimum):

30

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Please identify any specialized accreditation agency that may apply to this program and explain why your institution does or does not intend to seek specialized accreditation.

The Council for Exceptional Children is the specialized accrediting agency for special education programs. This type of accreditation is new for the Council, so we do not plan to seek accreditation initially, but we plan to look at the accreditation in the future.

<https://exceptionalchildren.org/standards/accreditation/introduction>

Will the curriculum require work-based or experiential learning (internship, practicum, etc.)? If yes, please explain. Definitions and examples of different types of work-based learning are available at <https://www.alapprentice.org/>.

The program will require practice-based, job-embedded professional development. This allows candidates to apply and adapt evidence-based methods in their current classrooms. This will provide candidates with the opportunity to participate in supervised research.

Will the program be designed to meet educational requirements licensure and/or certification required for entry-level employment? If yes, please list license and/or certification(s).

No

7. Employment Occupational Alignment

Using the federal Standard Occupational Code (SOC) System, please indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at <https://www.onetcodeconnector.org/find/family/title#17>. A list of Alabama’s “In-Demand Occupations” is available at <https://ache.edu/Instruction.aspx>

SOC 1 25-2058.00 special education teachers secondary school

SOC 2 25-2057.00 middle school special education teachers

SOC 3 (optional)

8. Relationship to other programs within the institution:

Is the proposed program associated with any existing offerings, including options within current degree programs? If yes, please explain. If this is a graduate program, please list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master’s programs.

Undergraduate Program(s):

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BS in Secondary Education (under review)

BS or BA in Elementary/Collaborative Education

BS or BA in Education of the Deaf and Hard of Hearing

The graduate program builds upon the competencies developed in the initial certification programs.

Graduate Program(s):

Alternative Masters in Secondary Education

MEd in Elementary Education

MEd in Secondary Education

This MEd in Special education aligns with our program in the general education field.

Will this program replace any existing programs or specializations, options, or concentrations within existing programs? If yes, please explain.

No

9. Relationship to programs at other Alabama public institutions:

List programs at the same degree level that use the same or similar CIP codes. If no similar programs exist within Alabama, please list similar programs offered within the 16 SREB states.

Auburn University

Auburn University at Montgomery

Jacksonville State University

The University of Alabama

The University of Alabama Birmingham

University of North Alabama

University of West Alabama

University of South Alabama

If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, please provide justification for any potential duplication.

Teacher shortages are affecting the field of Special Education at a historical rate. This shortage of qualified professionals is creating a high demand for teachers. Alabama has identified special education teachers as a particular area of need. Generally, a teacher with a special education degree will likely have more job security and a wider array of career options than ever before. Specifically, there is a critical shortage of Special Education Teachers in Alabama. We want to continue to support students who receive their undergraduate degree from the University of Montevallo in Collaborative Education, with an option of attending a regional university in their geographic area. There is not currently a regional university offering this degree in central Alabama.

If you plan to explore program collaboration with other institutions, please explain.

There is no plan to collaborate with other institutions currently.

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10. Projected program demand

What is the primary methodology you will use to determine the level of student demand for this program? (Survey of current or former students, enrollments in existing programs or courses)

Survey of current and former students will be used to determine the level of student demand for this program.

What is the primary methodology you will use to determine state need for this program? (Labor market information, expert market analysis, state or regional economic development strategy)

Local and state employment projections will be based on data generated by the Alabama Department of Labor:
Labor Market Information Division
(see www2.labor.alabama.gov/Projections/Occupational/Regions2024B.aspx).

SREB projections will be calculated using official labor and/or workforce data from Alabama (see <https://www.sreb.org/state-alabama> for data).

Resources from the United States Department of Labor: Bureau of Labor Statistics will be used to determine national projections
(see <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>).

Beginning with Year 1 at 2024 (proposed program implementation) annual increases will be calculated using the average annual increase noted for each of the occupational categories then aggregated to represent the annual yield.

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Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM (Part 1: Proposal)

1. Date of Proposal Submission:

Full program name and level: **Master’s in Special Education (6-12)**

Degree nomenclature (e.g., MBA, BS): MED

CIP Code: 13.1001

2. Learning Outcomes:

Succinctly list at least four (4) but no more than seven (7) of the most prominent student learning outcomes of the program.

- i. Program completers will be able to use valid and reliable assessment practices to minimize bias.
- ii. Program completers will be able to use their knowledge of general and specialized curricula to improve programs, supports, and services at the classroom, school, community, and system levels.
- iii. Program completers will use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
- iv. Program completers will conduct, evaluate, and use inquiry to guide professional practice.
- v. Program completers will provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive school environments.
- vi. Program completers will use their comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education practices.
- vii. Program completers will use culturally responsive practices to collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

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3. Employment Outcomes and Program Demand

Please describe how the proposed program prepares graduates to seek employment in the occupations ([SOC codes](#)) identified within the NISP. Note: you may also indicate any updates to those codes here.

The MED in Special Education (6-12) program leads to a graduate degree with certification at the Alabama Class “A” level with endorsement at the secondary level as a Collaborative Special Education Teacher (6-12). Graduates of the program are trained to serve students in inclusive, resource, and self-contained classrooms. This program introduces participants to advanced special education instructional and behavioral knowledge and skills. Appropriate selection and implementation fidelity of special education strategies and techniques is emphasized.

Program prepares teachers to meet the needs of students with disabilities so that the students may reach their full potential.

SOC 1: 25-2058.00 Special Education Teachers, Secondary School

SOC 2: 25-2057.00 Special Education Teachers, Middle School

Please explain whether further education/ training is required for graduates of the proposed program to gain entry-level employment in the occupations you have selected.

NA

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, you should discuss alignment with Alabama’s Statewide or Regional Lists of In-Demand Occupations (available at <https://ache.edu/Instruction.aspx> under “Policy/Guidance”) or with emerging industries as identified by Alabama’s [Innovation Commission](#) or the [Economic Development Partnership of Alabama](#) (EDPA).

Special educators are critical to the success of students with disabilities, yet 45% of schools nationally reported vacancies in special education roles overall, and 78% reported difficulties in hiring special education staff. The shortage of special education teachers is long-standing and has only worsened since the pandemic (OSEP, 2023).

Teachers with licensure in special education and advanced degrees are in high demand throughout Alabama, the Southeastern region, and the country in general.

Teacher shortages are affecting the field of Special Education at historical rates. This shortage of qualified professionals is creating a high demand for teachers. Alabama has identified special education teachers as a particular area of need. Generally, a teacher with a special education degree will likely have more job security and a wider array of career options than ever before.

Specifically, there is a critical shortage of Special Education Teachers in Alabama. Special education master’s programs provide educators with advanced training and

knowledge in special education strategies, assessment techniques, and evidence-based practices. This enhances the skills and competencies of teachers already working in the field, ultimately improving the quality of special education services in Alabama. By providing ongoing training and support, we can increase the likelihood that program graduates will choose to work in Alabama's schools, helping to address the shortage of qualified special education teachers.

2020 statistics indicated employment of 100,190, with 2030 employment projected to be 105,760, a net change of 5,570 teachers. This demonstrates a 5.56 percent change of annual growth in AL at .54 and national annual growth at .67. (AL Dept. of Labor, Labor Market Information <https://www2.labor.alabama.gov/Projections/Default.aspx>)

Overall employment for special education teachers is expected to grow 4 percent from 2021-2031, about as fast as the average for all occupations.

About 37,600 openings are projected each year, on average, over the decade. Many are to replace teachers who leave the occupation. (US Bureau of Labor Statistics)

Please describe how you will determine whether graduates are successful in obtaining relevant employment or pursuing further study.

Graduates will be surveyed annually to determine employment or continuing student status.

Briefly describe evidence of student demand for the program, including enrollments in related coursework at your institution if applicable. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.

Collaborative education candidates (n= 34) completed a survey during the spring 2022 semester to determine interest. Students responded positively to the following questions:

1. Would you be interested in getting a master's degree in education focused on serving K-12 students with disabilities in an online format? 77% responded "yes."
2. Would you be interested in getting that master's degree in education focused on serving K-12 students with disabilities at the University of Montevallo? 77% responded "yes."
3. Do you think family members or friends might be interested in getting a master's degree focused on serving K-12 students with disabilities at the University of Montevallo? 85% responded "yes."
4. Do you think current K-12 teachers might be interested in getting a master's degree focused on serving K-12 students with disabilities from the University of Montevallo? 94% responded "yes."
5. 100% of respondents agreed or strongly agreed that the new master's degree program would enhance the University of Montevallo's visibility among teachers and prospective

teachers in Alabama. In comparison, 94% noted the same response for Shelby County and nearby counties.

As outlined above, there is a critical need for highly qualified special education teachers locally, regionally, and nationally.

4. Specific Rationale (Strengths) for Program

What is the specific rationale for recommending approval of this proposal? List 3-5 strengths of the proposed program.

- i. Special education teachers are essential for supporting students with disabilities and diverse learning needs. By offering a master's program in this field, we can better meet the educational needs of a wide range of students and ensure that they receive appropriate support and instruction.
- ii. Given the shortage of special education teachers in Alabama, a specialized master's program can help train more educators to fill this critical need. This can lead to improved learning outcomes and a more inclusive educational environment.
- iii. Legal and regulatory requirements, such as the IDEA, demand the provision of special education services. This new program will assist the state in complying with these requirements by increasing the number of well-trained, certified who serve students with disabilities across the state.

Please list any external entities that have supplied letters of support attesting to the program's strengths, and attach letters with the proposal.

5. Program Resource Requirements

A. Faculty. Please provide or attach a brief summary of primary and support faculty that includes their qualifications specific to the program proposal. Note: Institutions must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active, but you do not need to submit CVs with this proposal.

Please provide faculty counts for the proposed program:

| Status | Faculty Type | |
|------------------------------------|--------------|---------|
| | Primary | Support |
| Current Full-Time | 2 | 5 |
| Current Part-Time | 3 | 2 |
| Additional Full-Time (to be hired) | 0 | 0 |
| Additional Part-Time (to be hired) | 1 | 0 |

Note: Annual compensation costs for additional faculty to be hired should be included in the

NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3. Salary/benefits for current faculty should not be included.

Briefly describe the qualifications of any new faculty to be hired:

New part-time faculty will hold a terminal degree in Special Education of a related field, with experience in K-12 public school settings. We prefer the faculty hold current XALSDE certification in special education.

B. Staff. Will the program require dedicated staff? Yes No

If so, indicate the number or percentage of FTEs.

Note: Annual compensation costs for staff to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

C. Equipment. Will any special equipment be needed specifically for this program?

Yes No

If yes, please list. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

D. Facilities. Will any new facilities be required specifically for the program?

Yes No

If yes, please list. Only new facilities need be listed. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

E. Library. Will additional library resources be required to support the program?

Yes No

Please provide a brief description of the current status of the library collections supporting the proposed program.

Carmichael Library provides adequate resources for a Master of Education in Special Education. The library supports several master's degree programs in education, counseling, speech-language pathology, and exercise science, as well as undergraduate majors and/or minors in family consumer science, communication science disorders, psychology, and other related disciplines. The library's monograph and serial holdings, supplemented by interlibrary loan to fill in any gaps in the collection, meet the needs of education students and faculty. The Education Department has a designated faculty liaison to communicate budget information to the education faculty and to ensure that the library meets the curricular needs of the major. Faculty suggestions are almost always purchased, budget-allowing.

Journals/Databases: Within the 120+ databases the library provides access to, the following are specifically relevant to education:

| | |
|--|--|
| AccessScience | Human Anatomy Atlas (Visible Body) |
| African American Newspapers 1827-1998 | LearningExpress Library |
| Alabama Virtual Library Elementary School * | Mental Measurements Yearbook |
| Alabama Virtual Library Middle School * | PsycARTICLES |
| Alabama Virtual Library High School * | PsycINFO |
| Black Freedom Struggle in the US | SPORTDiscus |
| Educator's Reference Complete | Teacher Reference Center |
| ERIC (EBSCO & Institute of Education Sciences) | TeachingBooks |

*Collections identified by the Alabama Virtual Library and contain age-appropriate resources

Additionally, there are a number of multidisciplinary databases that fulfill the needs of students and faculty in education including [Academic OneFile](#), [Academic Search Premier](#), and several [news databases](#), among others. The library's subscription to [Films on Demand](#) has more than 44,000 educational films (300,000+ individually searchable segments). Ideally, the Library will add a full text database specific to the field of education, in order to enhance access to scholarly educational content for master's level researchers. For instance, a subscription to EBSCO's Education Full Text is approximately \$3,200 annually and would add access to over 500 full-text journals. In addition to the over 2,100 electronic journals about [education](#) available through library's databases and the discovery search, the library also subscribes to the following titles directly (or indirectly through a Springer package):

| Title Name | Format | ISSN |
|--|---------------|-------------|
| Alan Review | Print | 0882-2840 |
| American Educational Research Journal | Online | 1935-1011 |
| American Journal of Education | Online | 1549-6511 |
| Childhood Education | Online | 2162-0725 |
| Children's Literature in Education | Online | 1573-1693 |
| Communicator | Online | 0745-2233 |
| Comparative Education Review | Online | 1545-701X |
| Early Childhood Education Journal | Online | 1573-1707 |
| Education and Information Technologies | Online | 1573-7608 |
| Educational Assessment Evaluation & Accountability | Online | 1874-8600 |
| Educational Measurement | Online | 1745-3992 |
| Educational Psychology Review | Online | 1573-336X |
| Educational Research for Policy and Practice | Online | 1573-1723 |
| Educational Technology Research & Development | Online | 1556-6501 |
| Elementary School Journal | Online | 1554-8279 |
| English Education | Online | 1943-2216 |
| English Leadership Quarterly | Online | 1943-3050 |
| Equity & Excellence in Education | Online | 1547-3457 |
| Instructional Science | Online | 1573-1952 |
| Int'l Journal for Educational and Vocational Guidance | Online | 1573-1782 |

| | | |
|---|------------|-----------|
| Int'l Journal of Computer Supported Collaborative Learning | Online | 1556-1615 |
| International Review of Education | Online | 1573-0638 |
| Journal of Behavioral Education | Online | 1573-3513 |
| Journal of Digital Learning in Teacher Education | Online | 2332-7383 |
| Journal of Early Intervention | Online | 2154-3992 |
| Journal of Educational Change | Online | 1573-1812 |
| Journal of Educational Measurement | Online | 1745-3984 |
| Journal of First-Generation Student Success | Online | 2690-6023 |
| Journal of Intellectual Freedom and Privacy | Online | 2474-7459 |
| Journal of Negro Education | Print | 0022-2984 |
| Journal of Research in Childhood Education | Online | 2150-2641 |
| Journal of Research on Technology in Education | Online | 1945-0818 |
| Journal of School Psychology | Print | 0022-4405 |
| Language Arts | Online | 1943-2402 |
| Learning Environments Research | Online | 1573-1855 |
| Library Journal | Print | 0363-0277 |
| Monographs of the Society for Research in Child Development | Online | 1540-5834 |
| Principal | Print + OL | 0271-6062 |
| Principal Insights | Email | |
| Principal Leadership | Print | 2156-2113 |
| Prospects - UNESCO | Online | 1573-9090 |
| Reading Research Quarterly | Online | 1936-2722 |
| Reading Teacher | Online | 1936-2714 |
| Research in Higher Education | Online | 1573-188X |
| School & Community | Print | 0036-6447 |
| School Arts - The Art Education Magazine for Teachers | Print | 0036-6463 |
| Science & Children | Print + OL | 0036-8148 |
| Scientific & Technical Information Processing | Online | 1934-8118 |
| Social Psychology of Education | Online | 1573-1928 |
| Social Studies & the Young Learner | Print | 1056-0300 |
| Studies in Philosophy and Education | Online | 1573-191X |
| Talking Points | Online | 1943-3085 |
| Teacher Educator | Online | 1938-8101 |
| Teachers College Record | Online | 1467-9620 |
| Techtrends | Online | 1559-7075 |
| Theory into Practice | Online | 1543-0421 |
| Urban Review | Online | 1573-1960 |
| Vocations and Learning | Online | 1874-7868 |
| Voices from the Middle | Online | 1943-3069 |
| YC Young Children - Regular Subscription | Print | 1538-6619 |

Books: Education faculty are allocated \$2,150 annually to purchase books and films to support their curriculum. The Master of Education in Special Education would be supported by a robust historical and current education collection (10,192 print books and 8,667 eBooks), which includes materials about special education; cultural, social,

and economic diversity inclusion in education; and educational assessment evidence-based practices, and research methodology. Additionally, due to the multidisciplinary nature of education, there are strong library collections in counseling, family consumer science, psychology, and other related subjects to meet the needs of faculty and of students as they learn how to support learners with exceptionalities.

Services

Education students, both in-person and distance education, have access to research assistance via in-person help, scheduled consultation, chat, phone call, and email. All databases and eBooks are accessible 24-7 from on or off-campus by logging in with a UM username and password. The library is open 7 days a week (more than 90 hours) and offers a Sound Lab/Testing Room with ProctorU, open group workspace, group study rooms by reservation or first come basis, and quiet individual study space.

Library Hours

| Day | Library Open Hours | Librarian on Duty | Research Help Desk hours | Chat Hours |
|------------|---------------------------|--------------------------|---------------------------------|-------------------|
| Sunday | 2PM - 1AM | 2PM - 9PM | 2 PM – 9PM | 3PM - 8PM |
| Monday | 7:30AM - 1AM | 8AM - 9PM | 10AM – 9PM | 9AM - 8PM |
| Tuesday | 7:30AM - 1AM | 8AM - 9PM | 10AM – 9PM | 9AM - 8PM |
| Wednesday | 7:30AM - 1AM | 8AM - 9PM | 10AM – 9PM | 9AM - 8PM |
| Thursday | 7:30AM - 12AM | 8AM - 9PM | 10AM – 9PM | 9AM - 8PM |
| Friday | 7:30AM - 5PM | 8AM - 5PM | 10AM – 3PM | 9AM - 3PM |
| Saturday | 1PM - 5PM | | | |

All databases offer accessibility features, including but not limited to: VPAT documentation, text-to-speech, transcripts, alternative text, ARIA landmarks, access keys, and DRM-free content. The library has a Zoom-Text reader available to all students.

There are both PC and Mac labs with audio and video editing capability available for use inside the library. Students can check out tablets, cameras, laptops, tripods, etc. for use elsewhere.

Librarians consistently work with undergraduate and graduate level classes in education and disciplines related to the proposed degree. Over the last couple of years, the following classes have had an information literacy instruction session led by a librarian: EDL 650 - Systemic Planning and Design for School Improvement; EDF 600 - Applied Research in Education and Behavioral Sciences; ED 529 - Survey of Instructional Technology Leadership; EDF 375 - School and Society; and EDF 330 - Educational Psychology. We offer education faculty a number of resources to assist in their instruction and personal research needs including:

- Tailored library instruction in person or via Zoom that include general research strategies and assignment-specific classes
- Course research guides and course reserves
- Interlibrary loan to assist with resource access and reciprocal borrowing privileges with BACHE (Birmingham Area Consortium for Higher Education)

Digital Media Lab to assist with digital projects, including using digital media equipment, software, and editing audio and video content.

If yes, please briefly describe how any deficiencies will be remedied, and include the cost in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table.

F. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

Yes No

If "Yes", how many assistantships will be offered?

The expenses associated with any *new* assistantships should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

G. Other. Please explain any other costs to be incurred with program implementation, including lab start-up expenses or specialized accreditation costs. Be sure to note these on the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

PROPOSAL FOR A NEW DEGREE PROGRAM (Part 2: Course Info)

Name of Proposed Program:

Master's in Special Education (6-12)

Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

| | |
|--|------------------|
| Credit hours required in program courses | <u>21</u> |
| Credit hours in general education or core curriculum | <u>0</u> |
| Credit hours required in support courses | <u>6</u> |
| Credit hours in required or free electives | <u>NA</u> |
| Credit hours in required research | <u>3</u> |
| Total credit hours required for completion | <u>30</u> |

Maximum number of credits that can be transferred in from another institution and applied to the program: 12

Intended program duration in semesters for full-time students: 3

Intended program duration in semesters for part-time students: 6

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, through structured [work-based learning](#) with an employer partner, or through alignment with nationally recognized industry standards? If yes, please explain how these components fit with the required coursework.

NA

Does the program include any options/concentrations? If yes, please give an overview of the options, and identify the courses for each in the table below.

NA

Please indicate any prior education or work experience required for acceptance into the program:

Teaching certification (minimum of class B) with a minimum of a bachelor's degree

Describe any other special admissions or curricular requirements for the program:

Two letters of recommendation

Please complete the table below indicating all coursework for the proposed program, identifying any new courses developed for the program, along with courses associated with each option as applicable. Include the course number, and number of credits. Coursework listed should total the number of hours required to complete the program.

| Course Number and Title | Number of Credit Hours | * If New Course |
|--|------------------------|-----------------|
| ED 500: Standards-based Instruction for Diverse Populations | 3 | |
| EDF 540: Applied Educational Research | 3 | |
| SPED 536: Instructional Strategies & Transition in Special Education | 3 | * |
| SPED 540: Teaching Students with Moderate or Severe Disabilities | 3 | * |
| ED 529: Survey of Technology | 3 | |
| SPED 519: Inclusion, Collaboration, & Intervention | 3 | |
| SPED 500: The Law and Special Education | 3 | |
| SPED 526: Advanced Assessment and Evaluation in Special Education | 3 | * |
| SPED 520: Advanced Behavior Management | 3 | * |
| SPED 530: Multi-sensory Approaches for Literacy Development in Special Education | 3 | * |

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION: *University of Montevallo*

PROGRAM: *Professional Educator's Masters in Special Education 6-12*

Select Level:

Master's

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | TOTAL |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|
| FACULTY | | | | | | | | 0 |
| STAFF | | | | | | | | 0 |
| EQUIPMENT | | | | | | | | 0 |
| FACILITIES | | | | | | | | 0 |
| LIBRARY | | | | | | | | 0 |
| ASSISTANTSHIPS | | | | | | | | 0 |
| OTHER | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | TOTAL |
|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| REALLOCATIONS | | | | | | | | 0 |
| EXTRAMURAL | | | | | | | | 0 |
| TUITION | 19710 | 45990 | 59130 | 59130 | 65700 | 65700 | 65700 | 381060 |
| TOTAL | 19710 | 45990 | 59130 | 59130 | 65700 | 65700 | 65700 | 381060 |

ENROLLMENT PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | AVERAGE |
|--------------------------|-------------------------------------|--------|--------|--------|--------|--------|--------|-------------|
| FULL-TIME HEADCOUNT | Year 1 - No data reporting required | | | | | | | 0 |
| PART-TIME HEADCOUNT | Year 1 - No data reporting required | 7 | 9 | 9 | 10 | 10 | 10 | 9.166666667 |
| TOTAL HEADCOUNT | Year 1 - No data reporting required | 7 | 9 | 9 | 10 | 10 | 10 | 9.166666667 |
| NEW ENROLLMENT HEADCOUNT | Year 1 - No data reporting required | 4 | 5 | 4 | 5 | 4 | 5 | 4.5 |

DEGREE COMPLETION PROJECTIONS

Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | AVERAGE |
|-------------------------------|-------------------------------------|--------|--------|--------|--------|--------|--------|---------|
| DEGREE COMPLETION PROJECTIONS | Year 1 - No data reporting required | 3 | 4 | 4 | 4 | 5 | 4 | 4 |