




Board of Regents Program Action Request  
 Proposal to Discontinue a Program of Study  
 University of Alaska

1a. UA University	1b. School or College	1c. Department or Program
UAA	College of Arts and Sciences	School of Education
2. Complete Program Title:		
Early Childhood Special Education (MEd)		
3. Type of Program:		
Undergraduate Certificate	Associate	Baccalaureate
Master's X	Doctorate	Post-Baccalaureate Certificate
4. Type of Action:		
X	Discontinue	
Implementation Semester:		
Fall	Year: 2022	
5. Other programs affected by the proposed action, including those at other campuses (please list):		
Program Affected	Anticipated Effect	
N/A	N/A	

Page number of attached summary where effects on other programs are discussed:   N/A  

6. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': Council for Exceptional Children; Council for Accreditation of Education Preparation Programs	7. Aligns with University or campus mission, goals, core themes, and objectives (list): See pp. 7-10 in the attached.
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8. Teachout Plan (attached)    TBD

Submitted by:	 Chancellor/Provost		 Date:	
Consensus support of AC	X	Not supported by AC		
Recommend approval by VPASR	 Date:		April 6, 2020	
			Date:	







Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Vice Provost

Cc: John Perrains, Interim Dean  
Hattie Harvey, Associate Professor  
Susan Kalina, Vice Provost for Academic Affairs  
Cecilia Sampson

Re: AY20 Expedited Program Review - Business Administration - Early Childhood Special Education, MEd

I have reviewed the dean's findings, the program's response to the dean's findings, and the completed Expedited Program Review template for the Early Childhood Special Education, MEd.

**Recommendations**

My recommendation is to support the decision to remain after the receipt of the program's response to the program's findings. The program was suspended in fall 2019, due to the lack of faculty and the lack of funding. The program is currently meeting state needs in the area of Early Childhood Special Education, MEd.

**Decision**

Recommended Decision: **Remain**



I respectfully request that Dean Petraitis' statement be removed or edited: "The sole faculty member in the ECSE program then transferred from the School of Education to Psychology, leaving the program with the prospects of few students and no faculty. As such, admissions in the program were suspended in 2019." This insinuates the deletion of a program is the responsibility of faculty attrition andtt





Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriations and CAS has 30% less than it had two years ago.

The M.Ed in Early Childhood Special Education (ECSE) was designed to prepare a small but important group of specialist to work with children through age 5 who had developmental delays disabilities. As such, it was aligned with the health-related focus of UAA. The program was designed for students seeking initial licensure in this area, and for already-licensed educators who wanted further specialization in ECSE. Unfortunately, when UAA's School of Education lost accreditation for its initial licensure programs, this program lost an important group of students, namely those seeking initial licensure. The sole faculty member in the ECSE program then transferred from the School of Education to Psychology, leaving the program with the prospects of few students and no faculty. As such, admissions in the program were suspended in 2019.

Program Demand (including service to other programs), Efficiency, and Productivity  
Prior to admissions being suspended, 8-13 students were in the ECSE program in recent years, student credit hours were small, and tuition covered the instructional costs in some years but not others.

Program Quality, Improvement and Student Success  
All graduates of the program since 2015 passed their Praxis II test on early childhood special education.

Program Duplication / Distinctiveness  
There is no other program in Alaska that trains people to work with infants, toddlers, and children through age 5 who have developmental disabilities or delays.

Submission date: 2/10/20

Program/s in this review: Early Childhood Special Education M.Ed. \_\_\_\_\_

Specialized accrediting agency (if applicable): Council for Exceptional Children, Council for Accreditation of Educator Preparation Programs \_\_\_\_\_

Campuses where the program is delivered: UAA \_\_\_\_\_

Members of the program review committee:

[Hattie Harvey, Ph.D., Associate Professor, Department of Psychology, UAA](#)

1. Centrality of Program Mission and Supporting Role (700 words or less)

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endorsement typically required) to teach as a preschool special educator. Additionally, the State Part C Office implemented the ILP Tuition Scholarship in order to support the development of qualified personnel as part of their Comprehensive System of Personnel Development. Since the implementation of the ILP Tuition Uej qrtuj k 'lp'4237'\*322' "wklqp'tglo dwtugo gpvt:'37'uwf gpvuj' cxg'eqo r nggf 'yj g'WCC'O cuvgt a'lp'GEUG' under this scholarship.

*Community and Agency Partnerships*

The ECSE program partners with the Anchorage School District Preschool program to provide continuing education courses, offer graduate courses to non-degree seeking students, and coordinate with the GETS

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Interventions and EDSE 623Y: Preschool Interventions), complete a capstone electronic portfolio evidencing a culmination of their work to meet the Program Learning Outcomes, and a culminating 500-hour clinical internship experience. Students also have the opportunity to work on community-based service and research projects (i.e., with Anchorage School District preschool programs, Cook Inlet Native Head Start) and present at local and national conferences (i.e., Anchorage Association for the Education of Young Children, Division for Early Childhood International Conference).

*Program Student Learning Outcomes*

The Academic Assessment Plan for the M.Ed. in ECSE was substantially revised in January 2019 and the implementation of new/revised assessments began in Summer 2019. It is important to note that the Assessment Plan revision approved through the Academic Assessment Committee included plans for initial and advanced licensure tracks, as the work was completed prior to the loss of accreditation for initial licensure programs.

with Dr. Harvey at this conference. A number of students have also held Community-Engaged Student Assistant positions working with community agencies (2018,  $n = 3$ ; 2019  $n = 2$ ).

4. Program Duplication / Distinctiveness (300 words or less)

The M.Ed. in ECSE is the only degree program in the State of Alaska that prepares personnel to work with infant, toddlers, and preschoolers with disabilities and their families, and prior to Summer 2019 resulted in an either an initial licensure or an advanced endorsement in early childhood special education birth ó age 5 through the Alaska State Department of Education and Early Development. UAF offers one Early Childhood Special Education course in the Special Education program, and UAS offers two ECSE courses in their Special Education program. These courses are offered to elementary special education students seeking to add their preschool special education endorsement to their teaching licensure, but do not comprehensively cover the discipline in early intervention/early childhood special education birth ó age five.

It is also critical to recognize that the ECSE program up until Spring 2019 used to offer the only minor in ECSE in the state, which led to an endorsement in ECSE Birth ó Age 5 with the completion of an initial teaching certification program. For example, in 2019 of the ten baccalaureate degrees awarded in Early Childhood Education (ECE), five of the students completed a minor in ECSE resulting in an initial teaching license in Birth ó Age 8 and an special education endorsement in Birth ó Age 5. This was a unique offering which helped to fulfill the workforce development need for early intervention and preschool special educators. It is no longer offered due to the loss of initial licensure programs at UAA School of Education.

5. Summary Analysis (500 words or less)

In the following section the program strengths are addressed, followed by considerations and recommendations. The M.Ed. Early Childhood Special Education program has a number of strengths to consider. *First and foremost*, is the o

Program, etc. However, this again would require the commitment of a faculty appointment to help with coordination and program development.

3. UAS or UAF could add an M.Ed. in Early Childhood Special Education with both initial and advanced licensure options and allocate appropriate resources with at minimum a full-time faculty appointment with expertise in this discipline. Consider consultation with Dr. Harvey to share newly revised curriculum, key assessments in order to integrate into the CAEP accreditation processes underway.
4. UAS or UAF could consider adding an early childhood special education minor to an existing BA in Elementary Special Education degree to meet workforce needs without an advanced degree.