



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

1a. UA University UAF	1b. School or College CNSM/School of Education	1c. Department or Program Education
2. Complete Program Title:		Med in People, Place, and Pedagogy
3. Type of Program:		
Undergraduate Certificate	<input type="checkbox"/>	Associate
Master's	<input checked="" type="checkbox"/>	Doctorate
		Baccalaureate
		Post-Baccalaureate Certificate
4. Type of Action:	<input checked="" type="checkbox"/> Discontinue	
Implementation Semester:	Fall	Year: 2020
5. Other programs affected by the proposed action, including those at other campuses (please list):		
Program Affected	Anticipated Effect	
UAF Indigenous Studies M.A.	0-6 students could choose to transfer to the program	
UAA Teaching an Learning M.Ed.	0-6 students could choose to transfer to the program	
Graduate committees in other UAF Education M.Ed. programs and in Indigenous and Interdisciplinary Studies Ph.D. programs	Some program faculty in the PPP program serve on or chair graduate committees for Indigenous and INDS Ph.D. committees, and for other M.Ed. programs in the UAF School of Education. Beginning Fall 2021, faculty changes could impact committee composition.	
Page number of attached summary where effects on other programs are discussed: ___ Included in program summary template ___		
6. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':		7. Aligns with University or campus mission, goals, core themes, and objectives (list):
None		PPP aligns with UAF's emphasis on " the circumpolar North and its diverse peoples ."
		Page in attached summary where alignment is discussed: included on page 17 of UAF SOE consolidated expedited review program report
8. Teachout Plan (attached)	<input checked="" type="checkbox"/>	Access teach-out plan here
Submitted by:		Date: 3/31/2020
Consensus support of AC	<input checked="" type="checkbox"/>	Not supported by AC <input type="checkbox"/>
Recommend approval by VPASR	DocuSigned by: 	
Recommend disapproval by VPASR	Date: April 10, 2020	
	Date:	

Revised: 11/11/2019

In the Academic Council, this program action was supported by the provosts and the committee as a whole, but concerns were raised by the faculty members. The concerns centered around the unique cultural education that this program provides. However it was also pointed out that this type of education might be better served through professional development programs designed for current and future teachers, rather than as a stand-alone Masters degree.

Degree Program Name	People, Place & Pedagogy concentration, M.Ed.
PROGRAM DEMOGRAPHICS	
FY19 Majors	8
FY19 Graduates	0
FY19 SCH from degree program	15
FY19 UGF allocated to the program	236,232
FY19 total program budget	268,124
UGF/Major or SCH	UGF/SCH = \$15,748
STAFFING	
Tenure-track FTE faculty impacted by program deletion	2.72
Non-tenure track FTE faculty impacted by program deletion	0
staff impacted by program deletion	0.05
-- for each of these describe reduction phase-in during teachout	Faculty reduction would be effective beginning Fall 2021. Staff (.05) would be reassigned (within SOE) during FY21.
PROGRAM IMPACTS	
Potential for the program to obtain external funding	None outside external grant applications
Impacts on meeting state or workforce needs	The degree does not lead to an educational certification or endorsement, and is therefore not directly tied to any workforce needs.
PROGRAM UNIQUENESS AND TEACH-OUT PLAN	
Is this program unique in the UA system? If no, describe duplicate or similar programs	The UAA School of Education offers a non-licensure M.Ed. program in Teaching and Learning that has not been recommended for discontinuation. UAF Cross-cultural studies department offers an M.A. in Indigenous Studies with similar coursework options.
Are there other majors to which the students may transfer (at MAU and at other MAUs)?	Teach-out plan: There are 8 students currently enrolled in the program. 1 is on a leave of absence. 1 enrolled in spring 2020 and has 21 course credits and 6 thesis/project credits remaining in the program. The other 6 require between 6-15 credits of coursework and 3-6 thesis/project credits to complete the program. Most or all of the impacted students would be able to complete their coursework as planned, through UAF, with faculty in the program, during the 2020/21 academic year. Due to the small number of students, some of the classes would be directed or independent study courses with program faculty. For students who did not complete program courses during the 2020/21 academic year, there are several options: Adjunct faculty or faculty from other SOE programs could teach needed courses through directed or independent study from Fall 2021 forward. Courses in other departments at UAF (such as cross cultural studies) could be substituted for program courses. Courses from other education programs at UAA or UAS could be substituted. Project/thesis supervision for students not yet graduated by Fall 2021 could be transferred to other faculty in the UAF School of Education. All PPP courses and requirements are currently already offered via distance delivery, and the teach out options would also be offered via distance delivery.
What reasonable options within your university do students have ?	
What reasonable options do students have across the UA System?	
What reasonable options do students have for transfer to another university?	
What are the on-line options within UA for completion?	
PROGRAM REDUCTION SAVINGS	
Total UGF savings following teachout	~250,000
Timeline for cost savings and faculty/staff reductions	Faculty reduction would be effective beginning Fall 2021. Staff (.05) would be reassigned (within SOE) during FY21.

Teach-out plans for UAF School of Education M.Ed. programs

People, Place and Pedagogy M.Ed.

**Number of students impacted by proposed program deletion =
8**

Student status:

There are 8 students currently enrolled in the program. 1 is on a leave of absence. 1 enrolled in spring 2020 and has 21 course credits and 6 thesis/project credits remaining in the program. The other 6 require between 6-15 credits of coursework and 3-6 thesis/project credits to complete the program.

Teach-out plan:

Most or all of the impacted students would be able to complete their coursework as planned, through UAF, with faculty in the program, during the 2020/21 academic year. Due to the small number of students, some of the classes would be directed or independent study courses with program faculty. For students who did not complete program courses during the 2020/21 academic year, there are several options: Adjunct faculty or faculty from other SOE programs could teach needed courses through directed or independent study from Fall 2021 forward. Courses in other departments at UAF (such as cross cultural studies) could be substituted for program courses. Courses from other education programs at UAA or UAS could be substituted. Project/thesis supervision for students not yet graduated by Fall 2021 could be transferred to other faculty in the UAF School of Education.

On-line Innovation and Design M.Ed.

**Number of students impacted by proposed program deletion =
5**

Student status:

There are 5 students currently enrolled in the program. 1 is on track to graduate

in Fall 2020. 1 has only 6 credits left in the degree sequence. The other 3 require between 15-18 credits of coursework and comprehensive exams, or a combination of coursework and project/thesis credits to complete the program. (The program offers a comprehensive exam route or a thesis/project route)

Teach-out plan:

Most or all of the impacted students would be able to complete their coursework as planned, through UAF, with coursework taught by adjunct faculty (as is currently done now, as the program has no regular faculty outside the SOE faculty member assuming program lead duties) during the 2020/21 academic year. Due to the small number of students, some of the classes would be directed or independent study courses. As the coursework in the program is already taught by adjunct faculty, adjunct contracts can continue to meet any lingering needs of students who do not complete required program courses during the 2020/21 academic year. Comprehensive exam or thesis/project oversight and supervision for students not yet graduated by Fall 2021 could be transferred to other faculty in the UAF School of Education.

Second Language Acquisition, Bilingual Education and Literacy

M.Ed. Number of students impacted by proposed program deletion =

0



Daniel M. White, Chancellor

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March 23, 2020

TO James R. Johnsen, President, University of Alaska

FROM Daniel M. White, Chancellor, University of Alaska Fairbanks

RE UAF Expedited Academic Review

In accordance with Regents' Policy 10.06.10, and as required by University Regulation 10.06.10.C.2, UAF followed the following process for expedited, exceptional Program Review that was tailored to UAF's particular financial circumstances. The process and timeline are included on the Provost's web site (<https://uaf.edu/assessment-review/expedited-review.php>). The effort began last October and we are now nearing the final stages of the process. Remaining steps are as follows with this step constituting step number 1, below:

1. Monday, March 23 by 5pm - Chancellor recommendations will be sent to the UA President and VP of Academic, Students, and Research.
2. April 1, 2020 – President's recommendations go to the SW Academic Council
3. April 9, 2020 – BOR Public Testimony
4. April 13-14, 2020 – BOR Academic and Student Affairs committee meets to discuss recommendations
5. June 4-5, 2020 – Board of Regents meets to vote on any program changes, including eliminations.

My program review recommendations are based on my review of the committee's analysis and recommendations, dean's reviews, consultation with the Provost, faculty senate motions, public input, budget considerations, and our need to make vertical cuts rather than ongoing horizontal cuts. I did not ask the program review committee to reach a specific budget target because I wanted to make sure that the review committee members were given the latitude to evaluate all of the aspects of the programs and not pit programs against one another. As a result, and not surprisingly, very few program reductions were recommended by the committee. I think that is a reasonable result of the process to date. While it is true that all of our programs have value, history, and students, it is also true that some programs will need to be reduced. All aspects of the university will need to play a part in meeting our budget targets. Furthermore, I have received feedback imploring me to make some vertical cuts to programs, not just horizontal percentages from all units. As a result, my recommendations for program reduction are greater than what has been recommended by the committee. Even with greater reductions, academic programs are only one aspect of our overall reductions. I continue to focus on reductions in space, functions at the

UAF Expedited Program Review

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edges of our mission, and reducing footprint. And we will continue to identify what work we can simply stop doing.

Per the review committee's recommendations we will proceed to deletion the following programs already suspended.

1. Chemistry
 - a. BA Chemistry
 - b. MA Chemistry
 - c. MS Biochemistry
 - d. MS Environmental Chemistry
2. Construction Trades Technology
 - a. AAS Construction Trades Technology
3. Economics
 - a. MS Resource and Applied Economics
4. Physics
 - a. MS Computational Physics
 - b. MS Space Physics
5. Power Generation
 - a. Certificate in Power Generation
6. Process Technology
 - a. Certificate in Mining Application and Technology
7. Renewable Resources
 - a. AAS Renewable resources
8. Sociology
 - a. BA Sociology
 - b. BS Sociology
9. Veterinary Science
 - a. Certificate in Veterinary Science

Per the review committee's recommendations we will reinstate the following program already suspended

1. Music
 - a. Masters in Music, Music Performance

I agree with the review committee's new recommendations for suspension or deletion in the following programs:

1. AAS Drafting Technology – Suspension
2. MEd People, Place and Pedagogy – Delete
3. MEd Second Language Acquisition, Bilingual Education and Literacy – Delete
4. Certificate Safety, Health and Environment Awareness Technology – Delete
5. MS Water and Environmental Science – Delete

UAF Expedited Program Review

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I concur with the committee's recommendations in all other areas of continuation or deletion except in the following where I have recommended a different path:

1. Atmospheric science – delete with opportunities for students in existing departments in similar areas (e.g., physics, chemistry, engineering) including possible alternative appointments at UAF for research intensive faculty
2. BA Earth Science – delete
3. BA in Arctic and Northern Studies – continue
4. Certificate in Ethnobotany – delete
5. Certificate Environmental Studies – delete
6. Masters of Education, Med Online Innovation and Design – delete
7. Geography – delete with opportunity to recombine with synergistic programs, including alternative appointments at UAF for research intensive faculty
8. Mining and Geological Engineering – Separate programs. Maintain Mining Engineering BS and MS. Merge Geological Engineering with Civil Engineering in order to offer the ABET accredited GE program with fewer resources than currently needed.

The programs above were selected because there are logical paths for many of the students in those programs to continue pursuing degrees at UAF. It is important to note that only half of our programs were considered this year. We will look at the other half next year. This means that our less expensive programs (on a per student basis) will have the same scrutiny.

If UAF's reduction is ~ \$30 million over the next two years, how will these reductions get us there? We expect less than 10% of the cuts to come directly from academic programs. I do think that we will identify significant savings for this year as a result of our expedited administrative review, our shared services model, and continued strategic use of land, facilities and resources.

This is a difficult time within the university and within the state. No decisions made on program reductions or resource elimination are made lightly. As academic needs, wants and delivery strategies change, we have to change with them and understand that we are committed to a long-term strategy and looking to the future. Thank you.

DMW:jdp

CENTRALITY TO MISSION:

- Educate: Preparing NEW AK teachers, support life-long learning.
- Research: Creation and dissemination of new knowledge and scholarly work throughout AK schools.
- Prepare: Licensed professionals for AK workforce.
- Connect: Long history of collaboration/partnership with schools throughout Alaska. Connect the state through Indigenous pedagogies, recruitment, and support for language continuity.

INDICATORS OF QUALITY:

- National recognition of programs.
- Designed by and for Alaskans to prepare teachers for AK's schools.
- Assignments are place-based and culturally responsive to interests and needs of Alaska students, schools and communities in rural and urban contexts.
- Successfully received CAEP accreditation.
- Graduates are typically employed within 6 months of graduation.
- Over 225 hours of observation and practice before student-teaching.
- Quality Matters International Exemplary Status for Special Education.
- Faculty are nationally/internationally recognized for their research (\$1M in grants, NSF CAREER awards, etc).
- Collaborative partnerships with several Alaska school districts.
- SLABEL was designed with a \$2.3M DOE grant that supported the first cohort, largely from rural Alaska.
- SLABEL meets all TESOL/CAEP accreditation standards.

COST-EFFECTIVENESS:

- Elementary Education 3.3 FTEs for 228 students (200 undergraduates and 28 graduates) averaged over five years.
- Secondary Education 3 FTEs for 151 students (57 undergraduates and 94 graduates) averaged over five years.
- Special Education 1 FTE for 59 graduate students averaged over five years.
- Non-Licensure 5.24 FTEs for 18 graduate students averaged over five years.
- Cost of instruction for SOE Non-licensure programs (People, Place and Pedagogy; Second Language Acquisition, Bilingual Education; Online Innovation and Design) were not provided by PAIRs.

	Majors	Degrees
Elementary Education BA	FY15: 202/ FY19: 210	FY15: 21/ FY19: 22
Secondary Education BA	FY15: 44/ FY19: 62	FY15: 0/ FY19: 4
Elementary Education MEd	FY15: 15/ FY19: 22	FY15: 2/ FY19: 2
Secondary Education MEd	FY15: 48/ FY19: 45	FY15: 9/ FY19: 4
Special Education MEd	FY15: 31/ FY19: 24	FY15: 7/ FY19: 6
People, Place and Pedagogy MEd	FY15: 9/ FY19: 10	FY15: 3/ FY19: 1
Second Language Acquisition, Bilingual Education MEd	FY15: 4/ FY19: 3	FY15: 1/ FY19: 3
Online Innovation and Design MEd	FY15: 6/ FY19: 6	FY15: 2/ FY19: 4

COMMITTEE RECOMMENDATION FOR EDUCATION

- Consider moving out of CNSM into a stand-alone unit

Elementary Education BA

RECOMMENDATION:	ADDITIONAL COMMENTS:	DATE FOR FOLLOW-UP:
Continuation w/ improvement plan (8 votes)	Improve retention and time to degree	One year

Secondary Education BA

RECOMMENDATION:	ADDITIONAL COMMENTS:	DATE FOR FOLLOW-UP:
Revision or restructure (8 votes)	Restructure to improve retention and time to degree through curricular changes	One year

Elementary Education MEd

RECOMMENDATION:	ADDITIONAL COMMENTS:	DATE FOR FOLLOW-UP:
Revision or restructure (8 votes)	Restructure to improve retention and time to degree through curricular changes	One year

Secondary Education MEd

RECOMMENDATION:	ADDITIONAL COMMENTS:	DATE FOR FOLLOW-UP:
Continuation w/ improvement plan (8 votes)	Improve retention and time to degree	One year

Special Education MEd

RECOMMENDATION:	ADDITIONAL COMMENTS:	DATE FOR FOLLOW-UP:
Continuation (8 votes)		One year

People, Place, and Pedagogy MEd

RECOMMENDATION:	ADDITIONAL COMMENTS:	DATE FOR FOLLOW-UP:
Deletion (5 votes, 3 votes for suspension)		

Second Language Acquisition, Bilingual Education MEd

RECOMMENDATION:	ADDITIONAL COMMENTS:	DATE FOR FOLLOW-UP:
Deletion (8 votes)	Delete and consolidate into existing Linguistics SLABEL program	

Online Innovation and Design MEd

RECOMMENDATION:	ADDITIONAL COMMENTS:	DATE FOR FOLLOW-UP:
Continuation w/ improvement plan (8 votes)	Consider student demand for degree or whether course offerings might stand on their own without degree	One year

UAF School of Education Expedited Program Review Report
Cover sheet prepared by Dr. Amy Vinlove, Director, UAF School of Education
 November 11, 2019

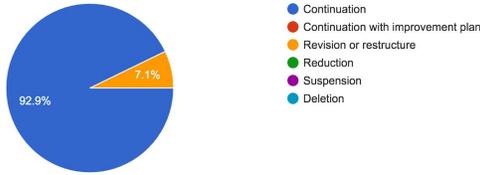
	Program	Recommendation	Justification
ELEMENTARY	BA Elementary Education	Continue	This program has robust enrollment, is cost effective, and serves a critical statewide need, now expanded due to UAA's loss of accreditation.
	Elementary post-bac licensure	Continue	This program has adequate enrollment, is cost effective as the majority of coursework is stacked with the elementary BAE program, and serves a critical statewide need, now expanded due to UAA's loss of accreditation.
	M.Ed. Elementary	Restructure	Low completion rates in the existing M.Ed. program suggest a need for restructuring to make the degree more obtainable for post-bac program completers. Restructuring options should be considered to boost completion rates.
SECONDARY	BA Secondary Education	Continue	This is the only undergraduate BA in secondary education option in Alaska and serves a critical need. Restructuring might be considered to boost program completion rates and expand content area licensure/endorsement options.
	Secondary post-bac licensure	Continue	This program has robust enrollment, is aligned with the BA in secondary, and serves a critical statewide need, now expanded due to UAA's loss of accreditation.
	M.Ed. Secondary Education	Continue	This program has robust enrollment, and offers a straightforward pathway for post-bac secondary students to obtain a Master's degree in conjunction with their post-bac licensure coursework for minimal additional personnel costs.
SPECIAL ED	Special Ed licensure	Continue	These programs collectively offer multiple pathways to special education initial licensure or add-on endorsement. They are high quality on-line programs that meet a documented need in Alaska's K12 context. Program faculty are adding a special education minor pathway to endorsement, which will hopefully boost program enrollment and class size.
	M.Ed. Special Education	Continue	
NON-LICENSURE M.ED.	M.Ed. People, Place and Pedagogy	Discontinue	<p>Low enrollment & high cost: Ten years worth of enrollment data, backed up by another ten years worth of graduate numbers demonstrates that non-licensure M.Ed. programs in all recent iterations do not have a sufficient student base to sustain enrollment. Collectively, the three Non Licensure M.Ed. programs require 18 graduate level program specific courses to be taught, 14 within the SOE. The limited enrollment in each program (programs have an average of 3.5 enrolled students per year) and the high number of program specific sections mean that many sections are needed that have fewer than six students in them. Cost of faculty salaries mean sections need 9 students to "break even." Course sections in these programs almost never have this number of students. While some of the faculty in these programs have been successful in securing grants, <u>none of the grant funding is being used to offset faculty contract costs.</u> ICR revenue from the two faculty grants in these programs totaled \$2,680 in FY19.</p> <p>Not aligned with statewide needs: Historically, the vast majority of students seeking an M.Ed. program are teachers. They are typically looking for an advanced degree that will offer them new career opportunities, such as an education admin program, a special ed program, or a counseling program. These three programs do not offer an additional certification or revised career pathway. UAA offers an M.Ed. in Teaching and Learning that has a 7 year enrollment average of 22 students/year, indicating that students interested in an M.Ed. are looking for one that is centered on improving instructional practice.</p> <p>Although there is a need for more ELL preparation in Alaska's teachers, the lack of post grant-funded interest in the SLABEL program indicates that the research focus of the degree does not align with the practical needs of teachers who might want to expand their knowledge and understanding of ELL students. A shorter program sequence (9 credit micro-credential, or 18 credit endorsement program) and/or infusion of this content area knowledge into existing degree programs for initial licensure programs is recommended.</p>
	M.Ed. Second Language Acquisition, Bilingual Education & Literacy	Significant restructure, Suspend or Discontinue	
	M.Ed. On-line Innovation & Design	Discontinue	

Summary of faculty input on UAF School of Education expedited program review

Process: Following faculty completion of one page program review documents, programs gave presentations to the full SOE faculty to answer questions on their programs and associated program data. After the meeting, SOE faculty (50% or higher) were invited to provide input on program recommendations to inform the cover sheet of the SOE consolidated program review packet. 14 out of 17 full time SOE faculty responded to the survey (82%).

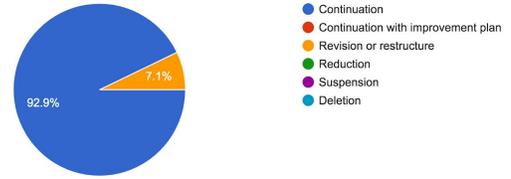
BA Elementary Education recommendation

14 responses



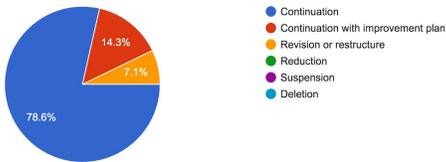
Elementary Education Post-bac Licensure recommendation

14 responses



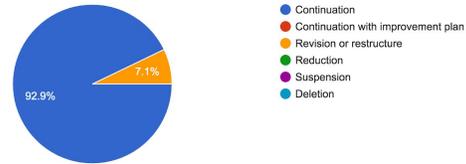
M.Ed. Elementary Education recommendation

14 responses



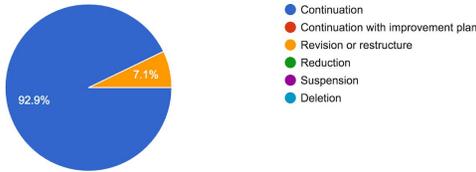
BA Secondary Education recommendation

14 responses



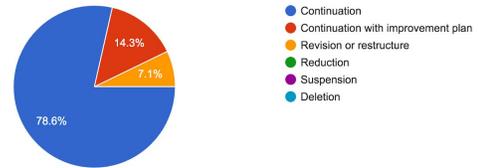
Secondary Education Post-bac Licensure recommendation

14 responses



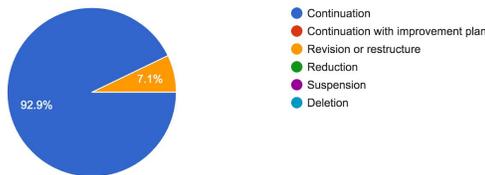
M.Ed. Secondary Education recommendation

14 responses



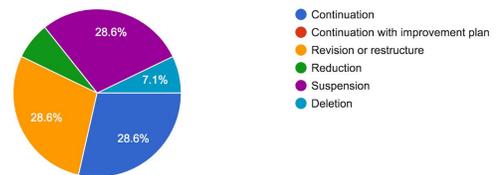
M.Ed. Special Education recommendation

14 responses



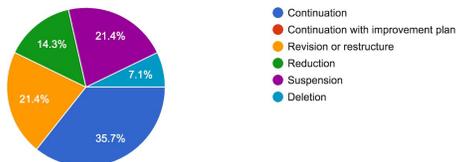
M.Ed. People Place and Pedagogy recommendation

14 responses



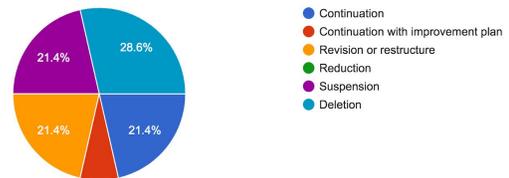
M.Ed. Second Language Acquisition and Bilingual Emergent Literacies recommendation

14 responses



M.Ed. On-line Instructional Design recommendation

14 responses



School of Education generated data

Program	Associated personnel ¹	Personnel costs based on SOE FY20 budget ²	Current enrollment (unduplicated) ³	Cost per student ⁴
BA Elementary Education	3.795 FTE faculty + 2.32 adjunct FTE + 2.35 admin	863,498	218	3776
Elementary post-bac licensure				
M.Ed. Elementary Education				
BA Secondary Education	3.4 FTE faculty + .75 adjunct FTE + 1.25 admin	604,987	84	7202
Secondary post-bac licensure				
M.Ed. Secondary Education				
Special Education initial and advanced licensure	.75 FTE faculty + .30 adjunct FTE + .25 admin	192,289	36	5341
M.Ed. Special Education				
<i>M.Ed. Counseling in the Community*</i>	2.72 FTE faculty + .79 adjunct FTE + .5 admin + clinic personnel	477,052	78	6116
<i>M.Ed. Counseling in Schools*</i>				
M.Ed. People, Place and Pedagogy	1.875 faculty + .05 admin	236,232	11 (10 PPP, 1 XCED)	21,475
M.Ed. Second Language Acquisition and Bilingual Emergent Literacies	.375 faculty + .05 admin	54,232	2 (Lang & Lit)	27,116
M.Ed. On-line Innovation & Design	0 faculty + .3 adjunct FTE + .05 admin	14,795	6	2465

* *Counseling programs not under review. Data for comparison purposes only*

Note 1: FTE Faculty calculated based on 9 month regular position = .75 FTE. Adjuncts calculated at 30 credits = .75 FTE. Admin calculated based on % of 12 month position.

Note 2: Costs include all budgeted personnel costs for FY 20, including Anchorage personnel and expenses, not including salary adjustments incurred from statewide compensation study.

Note 3: Unduplicated enrollment count attempts to remove students who are co-currently enrolled in two or more programs (e.g. secondary post-bac certificate + secondary M.Ed.) and count separate humans.

Note 4: Cost per student = Personnel cost divided by unduplicated enrollment

Consolidated PAIR data

Elementary

	Program	fy2015	fy2016	fy2017	fy2018	fy2019
Majors	BA Elementary Education	202	172	207	211	210
	GLI Elementary Education	4	4	3	2	
	MED Education - EDEL	15	15	16	20	22
	GLI Elementary Education – Post-bac cert	8	6	7	8	9
Degrees	BA Elementary Education	21	10	22	15	22
	GLI Elementary Education	1	1	1	1	2
	GLI Elementary Education – Post-bac cert	5	6	6	7	6
	MED Elementary Education	2	2	5	2	2
FTEs	Faculty FTEs	3.6	3.77	3.93	3.05	2.16
FY 2019 Instructional expenditures	Restricted	\$ 155,794.29				
	Unrestricted	\$ 484,537.31				

Special Education

	Program	fy2015	fy2016	fy2017	fy2018	fy2019
Majors	GLI Post-Bacc K-12 Spec Ed Lic Prg	17	5	3	2	3
	GLI Post-Bacc K-12 Spec Ed Lic Prg – Advanced licensure	13	16	21	18	21
	GLI Post-Bacc K-12 Spec Ed Lic Prg – Initial licensure	4	6	4	3	3
	MED Special Education	31	33	32	34	24
Degrees	GLI Post-Bacc K-12 Spec Ed Lic Prg	11	2	4		6
	GLI Post-Bacc K-12 Spec Ed Lic Prg – Advanced licensure	3	3	7	3	7
	GLI Post-Bacc K-12 Spec Ed Lic Prg – Initial licensure	2	1	1	1	
	MED Special Education	7	4	8	6	6
FTEs	Faculty FTEs	1.50	1.37	0.78	0.77	0.78
FY 2019 Instructional expenditures	Restricted	\$ 0				
	Unrestricted	\$ 180,000.20				

Secondary

	Program	fy2015	fy2016	fy2017	fy2018	fy2019
Majors	GLI K-12 Art - ITCP	2	2	2	1	0
	BA Secondary Education	44	57	62	59	62
	GLI Secondary Education	22	7	3	3	3
	GLI Secondary Education – Post-bac cert	14	24	42	29	40
	MED Secondary Education	48	51	50	38	45
	ULC Teach Cred-Sec Ed	7	2	2	2	1
	ULC Teach Cred-Sec Ed - ITCP	7	9	7	4	6
Degrees	BA Secondary Education	0	4	2	4	4
	GLI K-12 Art	1	0	3	2	0
	GLI Secondary Education	14	5	4	9	16
	GLI Secondary Education – Post-bac Cert	3	6	16	14	21
	MED Education - EDSC	9	15	7	8	4
	ULC K-12 Art - ITCP	0	1	0	1	0
	ULC Teach Cred-Sec Ed	4	0	2	2	0
	ULC Teach Cred-Sec Ed - ITCP	3	2	2	1	2
FTEs	Faculty FTEs	4.42	4.09	2.54	2.16	2.89
FY 2019 Instructional expenditures	Restricted	\$ 0				
	Unrestricted	\$ 536,465.41				

Non-Licensure M.Ed.

part	label	fy2015	fy2016	fy2017	fy2018	fy2019
Majors	MED Education - CRIN	6	4	3	1	1
	MED Education - LALI	4	2	4	4	3
	MED Education - ONID	6	5	6	5	6
	MED Education - XCED	3	1	7	7	1
Degrees	MED Education - CRIN	1	1	2		1
	MED Education - LALI	1	1	1	1	3
	MED Education - ONID	2	2	5	5	4
	MED Education - XCED	2		2	7	
FTEs	Corrected FTEs	3.41	2.99	2.3	2.25	2.25
FY 2019 Instructional expenditures	Restricted	\$ 0				
	Unrestricted	\$ 362,196.00				

UAF Expedited Program Review, Fall 2019

SOE Elementary Instruction

part	label	fy2015	fy2016	fy2017	fy2018	fy2019	2018-2019 Change	2015-2019 Change
Majors	BA Elementary Education	202	172	207	211	210	0%	4%
	GLI Elementary Education	4	4	3	2		-100%	-100%
	MED Education - EDEL	15	15	16	20	22	10%	47%
	GLI Elementary Education - ITCP	8	6	7	8	9	13%	13%
*A student seeking more than one degree, or changing major during a fiscal year, is counted more than once.								
Degrees	BA Elementary Education	21	10	22	15	22	47%	5%
	GLI Elementary Education	1	1	1	1	2	100%	100%
	GLI Elementary Education - ITCP	5	6	6	7	6	-14%	20%
	MED Education - EDEL	2	2	5	2	2	0%	0%
FTEs	Faculty FTEs	3.6	3.77	3.93	3.05	2.16	-29.2%	-40.0%

*For the faculty, staff, and student job classes, this table is based on the actual number of days each employee is in active status in each fiscal year, and on the organization code(s) responsible for paying each person's salary. Note that full-time faculty on 9-month contracts will be counted as only 0.75 FTEs each. Adjunct FTE has been approximated by counting the number of course hours taught by people who have adjunct contracts with each department and dividing by 40.

Produced by Pair:

Adam Watson, Director of Pair: atwatson@alaska.edu

Daniel Karwoski, graduate student responsible for creating the report: dkarwoski@alaska.edu

FY19 Salaries and Benefits		
SOE Elementary	Restricted	\$ 117,230.23
	Unrestricted	\$ 685,884.82
	Total	\$ 803,115.05

FY19 Instructional Expenditures		
SOE Elementary	Restricted	\$ 155,794.29
	Unrestricted	\$ 484,537.31
	Total	\$ 640,331.60

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>BA in Elementary Education: Elementary Education</i>	
1 page report author: <i>Carol Barnhardt</i>	
Brief history of program, including program predecessors: <i>Bachelor in Elem Ed available on Fbks Campus and by distance since 1972 serving high percent of non-traditional, first generation students. New BA in Elem Ed in 1989 with additional Math, Science, English & SS; 100+ hrs of fieldwork in classrooms and 1000+ hours during year long internship aligned with integrated coursework. Standards-based (AK Teacher & AK Cultural Stds) assessment system in place since 1999. 95% of instructors and supervisors have AK teaching experience. Education course assignments provide for development and use of place-based and culturally responsive teaching with assessment strategies relevant to AK rural and urban contexts. 95% of distance education courses offered synchronously allowing interaction with instructor and among participants.</i>	
Centrality to UAF mission (https://uaf.edu/uaf/about/mission/): <i>Educate: Preparing NEW AK teachers; Research: Creation & dissemination of new knowledge and scholarly work throughout AK schools by UAF-prepared teachers; Prepare: Licensed professionals who move immediately into AK workforce; Connect: Long history of collaboration/partnerships with schools throughout Alaska.</i>	
Strengths: <ul style="list-style-type: none"> ● <i>Continued national recognition/approval from only elem professional association</i> ● <i>BAE requirements align directly with SOE mission: The UAF School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska's diverse communities.</i> 	Weaknesses: <ul style="list-style-type: none"> ● <i>Limited offerings of distance delivered “content” courses (math, science, ss, English) at limited times of day</i> ● <i>Limited number of synchronous distance courses in areas other than education</i> ● <i>Rural Practicum (1 week in an off-road rural community) is dependent on external funding and funds only 10 students</i>
Opportunities: <ul style="list-style-type: none"> ● <i>Demonstrated high demand for AK prepared teachers in urban and rural</i> ● <i>High number of AK Native teachers prepared at UAF attracts more AK Native students to UAF and teaching degrees</i> ● <i>Hiring data analysis provides evidence that teachers prepared in Alaska stay in Alaska and stay in the profession longer</i> ● <i>Elem Margaret A Cargill external funding major asset financially and academically</i> 	Threats: <ul style="list-style-type: none"> ● <i>Continued competition within the UA system for students & tuition works against efforts to collaborate across institutions</i> ● <i>UA tuition model is a disincentive for developing stronger UA partnerships</i> ● <i>Extremely high level of work and time associated with assuming responsibility, in a very short period of time, for over 120 UAA transfer students</i>
Program academic quality: <i>BAE tightly aligned degree requirements are academically demanding and innovative: curriculum, assessments and pedagogy are designed by and for Alaskans to prepare teachers for AK's schools</i>	

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>Post-bac Licensure Elementary Education</i>	
1 page report author: <i>Carol Barnhardt</i>	
<p>Brief history of program, including program predecessors: <i>Prior to 1999, the only option for post-bac students seeking an elem teaching license was to spend 18 months following UAF's undergraduate licensure requirements. After the development of a new BA in Elem Ed in 1998, the current Elem Post-Bac program was designed. It is closely aligned with the BA and allows students to complete licensure requirements in 11 months. The 39 credit program provides 15 credits at the 600 level that can be applied to a 30 credit M.Ed. The program includes 3 grad level summer courses followed by a 30 credit internship in a school. Post-bacs complete intern year courses with BAE students and have the option to complete 6 credits at the 600 level in stacked 400/600 level courses. Having post-bac & undergrad students in their senior year, in the same intern year classes is mutually beneficial. Post-bacs bring knowledge & experience from "real world" life and work experience and undergraduates bring more knowledge and experience from classrooms due to 100+ hours of prior fieldwork. The elem post-bac program is officially recognized by UAF as a "certificate" program and is posted on students' transcripts.</i></p>	
<p>Centrality to UAF mission (https://uaf.edu/uaf/about/mission/): <i>Educate: Preparing NEW AK teachers; Research: Creation & dissemination of new knowledge and scholarly work throughout AK schools by UAF-prepared teachers; Prepare: Licensed professionals who move immediately into AK workforce; Connect: Long history of collaboration/partnerships with schools throughout Alaska</i></p>	
<p>Strengths:</p> <ul style="list-style-type: none"> ● <i>Quality of elem post-bac applicants is typically outstanding</i> ● <i>Choose UAF due to 1000 hr in classroom</i> ● <i>Post-bacs typically stay in teaching profession longer (it's a deliberate choice)</i> ● <i>Continued national recognition/approval from only elem professional association</i> 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● <i>Very few internal or external scholarships available for post-bac students</i> ● <i>Would like to increase number of post-bac students (% in elem is from 10% to 20%)</i> ● <i>Fewer than 50% of post-bacs choose to complete M.Ed. after licensure due to 15 remaining required credits</i>
<p>Opportunities:</p> <ul style="list-style-type: none"> ● <i>Demonstrated high demand for AK prepared teachers in urban & rural schools</i> ● <i>Elem Margaret A Cargill external funding major asset financially and academically</i> 	<p>Threats:</p> <ul style="list-style-type: none"> ● <i>Threat of losing potential post-bac students who want masters to UAS & APU</i> ● <i>UA tuition model is a disincentive for developing stronger UA partnerships</i>
<p>Program academic quality: <i>Comprehensive post-bac admission criteria designed to meet both UAF Grad Sch & Elem Dept requirements—including sufficient coursework and/or life/work experiences in science, math, English, social sciences (about 30% of applicants required to take additional courses before admission). Intensive year-long 1000 hour internship in classroom aligned with 30 credits of university coursework; assessment system meets national, state, and SOE standards; assignments are place-based and culturally responsive to interests and need of Alaska students, schools and communities in rural and urban contexts.</i></p>	

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>M.Ed. Education: Elementary Education</i>	
1 page report author: <i>Carol Barnhardt</i>	
Brief history of program, including program predecessors: <i>The M.Ed. in Elementary Education was originally a concentration from a core of 15 credits of shared coursework across multiple programs. The core coursework has not been shared between this program and any other M.Ed. program since 2007. At that time, the program became aligned with the post-bac elementary certification program, and students enrolled in the post-bac program were able to use credits obtained in the post-bac certification program towards their masters. Students currently complete their post-bac internship with 15 credits towards an M.Ed., and then need to take 6 credits of research coursework, 3 credits of an elective, and 6 credits of project or thesis to complete the M.Ed. All of the Elementary M.Ed. coursework is taught by elementary program faculty outside the research credits and possibly the elective (which could be taught by anyone teaching a 600 level course related to the students area of interest).</i>	
Centrality to UAF mission (https://uaf.edu/uaf/about/mission/): <i>The M.Ed. in Elementary allows students completing the post-bac elementary licensure program to “stack” their certificate program with a Masters degree, helping students to be lifelong learners. Half of the coursework is meant to prepare students for a career in teaching. The other half introduces students to the process of educational research.</i>	
Strengths: <i>A post-bac certification program that is connected with an opportunity to earn a Master’s degree is very appealing to future teachers who already possess a Bachelor’s degree. Nearly every district pays a teacher with a Master’s degree more than one without, so earning a certification that also leads to a Master’s degree is an appealing selling point for this program.</i>	Weaknesses: <i>Although the enrollment numbers for the program are sufficient, very few students graduate from this program each year. This suggests that perhaps the second part of the program (the research component) is not aligned with the interests and needs of the post-bac licensure students who complete the first half. The program would likely graduate more students if the second half was more aligned with the practical needs of a classroom teacher.</i>
Opportunities: <i>The secondary M.Ed. program contains coursework that is nearly all aligned with post-bac internship classes, and only requires 6 credits of additional work beyond the internship year. The elementary M.Ed. program should be modified to a similar structure to encourage a higher level of completion among students enrolled in the elementary post-bac licensure program.</i>	Threats: <i>The University of Alaska Southeast offers an “all-in-one” licensure + Masters of Arts in Teaching for prospective elementary teachers. In order to get more students through the Masters degree program, the program should better align graduate-level practice based coursework from the post-bac internship program with the M.Ed. requirements.</i>
Program academic quality: <i>The M.Ed. program is not part of the CAEP accreditation process. Half of the coursework, however, is aligned with the post-bac licensure program which is National Recognized as an exemplary program by the Association of Childhood Education International (ACEI) and is accredited by CAEP. There are minimal indicators of program quality associated with the research component of the degree, outside of the successful completion and defense of a thesis or project.</i>	

UAF Expedited Program Review, Fall 2019

SOE Secondary Instruction

part	label	fy2015	fy2016	fy2017	fy2018	fy2019	2018-2019 Change	2015-2019 Change
	GLI K-12 Art - ITCP	2	2	2	1	0	-100%	-100%
	BA Secondary Education	44	57	62	59	62	5%	-100%
	GLI Secondary Education	22	7	3	3	3	0%	-86%
Majors	GLI Secondary Education - ITCP	14	24	42	29	40	38%	186%
	MED Education - EDSC	48	51	50	38	45	18%	-6%
	ULC Teach Cred-Sec Ed	7	2	2	2	1	-50%	-86%
	ULC Teach Cred-Sec Ed - ITCP	7	9	7	4	6	50%	-14%

*A student seeking more than one degree, or changing major during a fiscal year, is counted more than once.

	BA Secondary Education	0	4	2	4	4	0%	
	GLI K-12 Art	0	0	1	1	0		
	GLI K-12 Art - ITCP	1	0	2	1	0		
	GLI Secondary Education	14	5	4	9	16	78%	14%
Degrees	GLI Secondary Education - ITCP	3	6	16	14	21	50%	600%
	MED Education - EDSC	9	15	7	8	4	-50%	-56%
	ULC K-12 Art	0	0	0	1	0		
	ULC K-12 Art - ITCP	0	1	0	0	0		
	ULC Teach Cred-Sec Ed	4	0	2	2	0	-100%	-100%
	ULC Teach Cred-Sec Ed - ITCP	3	2	2	1	2	100%	-33%

FTEs Faculty FTEs 4.42 4.09 2.54 2.16 2.89 33.8% -34.6%

*For the faculty, staff, and student job classes, this table is based on the actual number of days each employee is in active status in each fiscal year, and on the organization code(s) responsible for paying each person's salary. Note that full-time faculty on 9-month contracts will be counted as only 0.75 FTEs each. Adjunct FTE has been approximated by counting the number of course hours taught by people who have adjunct contracts with each department and dividing by 40.

Produced by Pair:

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FY19 Salaries and Benefits		
SOE Secondary Instruction	Restricted	\$ -
	Unrestricted	\$ 593,664.45
	Total	\$ 593,664.45

FY19 Instructional Expenditures		
SOE Secondary Instruction	Restricted	\$ -
	Unrestricted	\$ 536,465.41
	Total	\$ 536,465.41

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>Post-bac Licensure Secondary Education</i>	
1 page report author: <i>Douglas Cost</i>	
Brief history of program, including program predecessors: See <i>M.Ed. Education: Secondary Education</i>	
Centrality to UAF mission: <i>The UAF SOE Secondary Program is built upon the core themes of UAF's mission: 1. We perpetuate the cycle of education and lifelong learning through our work. 2. Our work is centered and grows out of our strong research strands to build new knowledge and continued improvement of our programs. 3. We prepare educators to impact the lives of Alaska's youth. 4. We connect the state through Indigenous pedagogies, recruitment, and support for language continuity across all of Alaska's communities. 5. We engage through continuing education and community outreach building bridges across social divides.</i>	
Strengths: <i>-All faculty previously taught in secondary classrooms and bring that experience to our students & programs. -Students typically finish in 3 semesters and finish with secondary licensure in content areas. -Advisors work closely with applicants from pre-admission through final licensure. -Comprehensive electronic portfolio as the culminating assessment for programs demonstrates high levels of student achievement and useful data for program improvement via teacher artifacts -Courses offered F2F and online & Instructors trained in online course design and delivery</i>	Weaknesses: <i>-Lack of recruitment, public relations, or trust-building bridges to students, state and public after monumental shake-ups and failures across UA SOEs -After loss of faculty at UAA SOE we need to hire more faculty, advisors, and admin to keep pace -Lack of clarity surrounding structure, role, and function of AKCOE, including being situated so distant from state's needs in teacher workforce -Inconsistent funding for Rural Practicum</i>
Opportunities: <i>-High demand in Southcentral region following the discontinuation of UAA's secondary MAT program -With local presence in ANC, increased opportunity to collaborate and engage in research with the two largest school districts in the state (ASD, MSBSD) also more thoughtful collaborations with school districts and communities across the state -Recruiting more Indigenous and rural Alaskans to the profession to increase stability in the state's teacher workforce -Continued development of GoReact- video obs tool</i>	Threats: <i>-Without a switch in the fiscal model under which our UA SOEs operate, we will continue to compete head-to-head and collaboration will be inhibited -Other (Outside) SOEs infiltrating state to serve students with stability while we sit on the sidelines being distracted at best or infighting at worst -UA SOEs have been wandering endlessly after 2+ years of "reorganization" that have produced more work yet little improvement</i>
Program academic quality: <i>-CAEP accreditation and program level recognition for secondary licensure programs -Teaching quality evidenced by CAEP Annual Measures. Graduate and employer effectiveness and satisfaction measured and reported yearly through comprehensive quality assurance system -Program graduates who want employment are employed within 6 months of graduation -Scope of available support has increased to include Anchorage and the surrounding areas. Local support has included student advising, F2F courses, attendance at local recruitment events, and mentor teacher communication -Over 225 hours of observation and practice before student-teaching</i>	

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>BA Secondary Education</i>	
1 page report author: <i>Douglas Cost</i>	
Brief history of program, including program predecessors: <i>We prepare teachers for teaching in diverse schools across the state, from Noatak to Ketchikan to Fairbanks and Anchorage. UAF's undergraduate secondary program was shut down in 1999 by the Board of Regents. From 1999-2015 there was no undergraduate pathway to secondary licensure available in Alaska. In 2015, we began rebuilding the program as the BA in Sec Ed and now we seek to partner with units across campus to offer it as a licensure add-on to the many content areas we currently offer at secondary. After being successfully accredited through CAEP in 2018, we have established a culture of continuous improvement based on meaningful data gathered from our work and through our students' work.</i>	
Centrality to UAF mission: See <i>Post-bac Licensure Secondary Education</i>	
<p>Strengths:</p> <ul style="list-style-type: none"> -Only undergraduate secondary program in AK -Combined content area BA and secondary BA ensures teachers with robust content knowledge -Courses offered F2F and online -Instructors trained in effective online course design and delivery -Scope of available support has increased to include Anchorage and the surrounding areas, including student advising, F2F courses, attendance at local recruitment events, and mentor teacher communication -Classroom observations are targeted to maximize school & classroom experience with rural and in situ practica producing highly prepared student teachers -Rural Practicums broaden interns' experiences 	<p>Weaknesses:</p> <ul style="list-style-type: none"> -UA SOEs are haunted by inconsistent and obfuscating data sets that do not tell the actual story & become faulty springboards for decision-making -Lack of recruitment, public relations, or trust-building bridges to students, state and public after monumental shake-ups and failures across UA SOEs -After loss of faculty at UAA SOE we need to hire more faculty, advisors, and admin to keep pace with student needs -Difficulty offering to students outside Fairbanks due to need for content area specific coursework
<p>Opportunities:</p> <ul style="list-style-type: none"> -Recruiting more Indigenous and rural Alaskans to the profession to increase stability in the state's teacher workforce -Continued fruitful development of BA/BS with licensure collaborations across campus departments -High demand in MSBSD & ASD, and with local presence, increased opportunity to collaborate and engage in research with the two largest school districts in the state (ASD, MSBSD) 	<p>Threats:</p> <ul style="list-style-type: none"> -UA SOEs are haunted by inconsistent and obfuscating data sets that do not tell the actual story & become faulty springboards for decision-making -Lack of clarity surrounding structure, role, and function of AKCOE and a fundamental misunderstanding of the need for continued positive messaging about UA system's strong and est. teacher preparation in AK.
<p>Program academic quality:</p> <ul style="list-style-type: none"> -CAEP accreditation and program level recognition for secondary licensure programs -Teaching quality evidenced by CAEP Annual Measures. Graduate and employer effectiveness and satisfaction measured and reported yearly through comprehensive quality assurance system -Program graduates who want employment are employed within 6 months of graduation -Internship is unique. Over 225 hours of observation and practice before student-teaching. This is more than double other programs across the nation. 	

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>M.Ed. Education: Secondary Education</i>	
1 page report author: <i>Douglas Cost</i>	
Brief history of program, including program predecessors: <i>UAF SOE began preparing secondary teachers over 100 years ago. UAF has had a Master's degree option in secondary education for at least 50 years. At some points it has been a Master's of Arts in Teaching (M.A.T.) and at other times (as is currently the situation) it has been an M.Ed. program. At all times the Master's option has been designed for post-bac students who are completing a secondary licensure program and look to have the certification program count also towards a Master's level degree. After being successfully accredited again in 2018 by CAEP, we have established a culture of continuous improvement based on meaningful data gathered from our work and through our students' work in the field of education.</i>	
Centrality to UAF mission: See <i>Post-bac Licensure Secondary Education</i>	
Strengths: <i>-Only MEd Secondary Program in the state -All of our faculty previously taught in secondary classrooms and bring that experience to our students & programs. -Courses offered F2F and online & Instructors trained in online course design and delivery. -Comprehensive electronic portfolio and comprehensive exams as culminating assessment for M.Ed. program demonstrates high levels of student achievement and useful data for program improvement via teacher artifacts and scholarly writing -Rural Practicums broaden interns' experiences</i>	Weaknesses: <i>-Lack of recruitment, public relations, or trust-building bridges to students, state and public after monumental shake-ups and failures across UA SOEs -After loss of faculty at UAA SOE we need to hire more faculty, advisors, and admin to meet statewide demands -Instead of spending our efforts building capacity, goodwill and capacity about programs, often we find that our message must center on overcoming the obstacles that the AKCOE situation and UAA SOE accreditation failure have presented in public's eye</i>
Opportunities: <i>-Recruiting more Indigenous and rural Alaskans to the profession to increase stability in the state's teacher workforce -With local presence in ANC, increased opportunity to collaborate and engage in research with the two largest school districts in the state (ASD, MSBSD). -We are concertedly designing the UAF SOE licensure program in ANC to better address the needs and build collaborations with school districts and communities across the state. -Continued development of GoReact- video obs tool</i>	Threats: <i>-UA SOEs are haunted by inconsistent and obfuscating data sets that do not tell the actual story & become faulty springboards for decision-making -Other SOEs infiltrating state to serve students with stability while we sit on the sidelines being distracted at best or infighting at worst -Lack of clarity surrounding structure, role, and function of AKCOE -Competition and confusion with UAS MAT secondary program</i>
Program academic quality: <i>-CAEP Accreditation & SPA recognition for associated secondary licensure programs -Teaching quality evidenced by CAEP Annual Measures. Graduate and employer effectiveness and satisfaction measured and reported yearly through comprehensive quality assurance system -Program graduates who want employment are employed within 6 months of graduation -Research-based. High standards of writing and communication integral to program outcomes -Innovative internship experience with over 225 hours of observation and practice before student-teaching</i>	

UAF Expedited Program Review, Fall 2019

SOE Special Education

part	label	fy2015	fy2016	fy2017	fy2018	fy2019	2018-2019 Change	2015-2019 Change
Major	GLI Post-Bacc K-12 Spec Ed Lic Prg	17	5	3	2	3	50%	-82%
	GLI Post-Bacc K-12 Spec Ed Lic Prg - AEND	13	16	21	18	21	17%	62%
	GLI Post-Bacc K-12 Spec Ed Lic Prg - ITCP	4	6	4	3	3	0%	-25%
	MED Special Education	31	33	32	34	24	-29%	-23%
*A student seeking more than one degree, or changing major during a fiscal year, is counted more than once.								
Degrees	GLI Post-Bacc K-12 Spec Ed Lic Prg	11	2	4		6		-45%
	GLI Post-Bacc K-12 Spec Ed Lic Prg - AEND	3	3	7	3	7	133%	133%
	GLI Post-Bacc K-12 Spec Ed Lic Prg - ITCP	2	1	1	1		-100%	-100%
	MED Special Education	7	4	8	6	6	0%	-14%
FTEs	Faculty FTEs	1.50	1.37	0.78	0.77	0.78	1%	-48%

*For the faculty, staff, and student job classes, this table is based on the actual number of days each employee is in active status in each fiscal year, and on the organization code(s) responsible for paying each person's salary. Note that full-time faculty on 9-month contracts will be counted as only 0.75 FTEs each. Adjunct FTE has been approximated by counting the number of course hours taught by people who have adjunct contracts with each department and dividing by 40.

Produced by Pair:

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Daniel Karwoski, graduate student responsible for creating the report: dkarwoski@alaska.edu

FY19 Salaries and Benefits		
SOE Special Education	Restricted	\$ -
	Unrestricted	\$ 179,956.30
	Total	\$ 179,956.30

FY19 Instructional Expenditures		
SOE Special Education	Restricted	\$ -
	Unrestricted	\$ 180,000.20
	Total	\$ 180,000.20

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>Post-bac Licensure Special Education (initial and advanced)</i>	
1 page report author: <i>Joanne Healy</i>	
<p>Brief history of program, including program predecessors:</p> <p><i>In 2008, the only faculty member for special education program collaborated with the special education faculty at UAA and UAS and both campuses agreed another program would be beneficial for the state. The program was first approved in July of 2009 by the Northwest Commission on Colleges and Universities. The program at UAF has an emphasis on strategies and interventions for students with autism, the infusion of STEAM education into coursework, and collaboration between students and between students and faculty. Students co-present with faculty and conferences and co-author publications. It is now a fully online program which meets the needs of Rural Alaskans. It is the only program which has received the Quality Matters International Exemplary Status for completing Quality Matters Higher Education Program Certification in Online Program Design, Online Teaching Support, Online Learner Support, and Online Learner Success.</i></p>	
<p>Centrality to UAF mission (https://uaf.edu/uaf/about/mission/):</p> <p><i>The program faculty research and present locally, nationally, and internationally focusing on educating students with special needs in Alaska. All coursework is designed to prepare, engage, and connect competent teachers from all over the state and can continue providing education to those who have to leave the state until they graduate. Preparing a teacher workforce is a state priority, notably to fill the nearly 100 open special education positions in the state. Most students are teaching on an alternative certificate while they complete their endorsement, our program provides needed support to teachers in training.</i></p>	
<p>Strengths:</p> <p><i>Autism focus</i></p> <p><i>STEAM Education</i></p> <p><i>Quality Matters International Exemplary Status</i></p> <p><i>Fully online program</i></p> <p><i>Collaborative and Engaging course assignments</i></p> <p><i>Faculty collaborates statewide with all special education directors, state and national organization keeping current on local needs to national trends.</i></p>	<p>Weaknesses:</p> <p><i>Currently only one full-time faculty member</i></p>
<p>Opportunities:</p> <p><i>To train and support students from anywhere</i></p> <p><i>Encourage students to move to Alaska from other locations due to multiple job opportunities.</i></p>	<p>Threats:</p> <p><i>Limited funded</i></p>
<p>Program academic quality:</p> <p><i>There currently is no program (special education or other) that has received the Quality Matters International Exemplary Status for completing Quality Matters Higher Education Program Certification in Online Program Design, Online Teaching Support, Online Learner Support and Online Learner Success. This program provides multiple opportunities to be in a special education classrooms during the 75 hours of fieldwork prior to the 500 hours of clinical practice placement. Candidates completing this program have a sense of the age group and the exceptionality of students they want to teach. Candidates increase their skills in infusing technology by teaching coding to students using robots which has inspired student engagement and has administrator providing funding for additional robots in both rural and urban Alaska.</i></p>	

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>M.Ed. Special Education</i>	
1 page report author: <i>Joanne Healy</i>	
Brief history of program, including program predecessors: <i>Since the Post-bac Licensure Special Education is part of the M.Ed. program these responses are very similar. Many of our students will take a year leave of absence to teach before returning to completing their M.Ed. In 2008, the only faculty member for special education program collaborated with the special education faculty at UAA and UAS and both campuses agreed another program would be beneficial for the state. The program was first approved in July of 2009 by the Northwest Commission on Colleges and Universities. The program at UAF has an emphasis on strategies and interventions for students with autism, the infusion of STEAM education into coursework, and collaboration between students and between students and faculty. Students co-present with faculty and conferences and co-author publications. It is now a fully online program which meets the needs of Rural Alaskans. It is the only program which has received the Quality Matters International Exemplary Status for completing Quality Matters Higher Education Program Certification in Online Program Design, Online Teaching Support, Online Learner Support, and Online Learner Success.</i>	
Centrality to UAF mission (https://uaf.edu/uaf/about/mission/): <i>The program faculty research and present locally, nationally, and internationally focusing on educating students with special needs in Alaska. All coursework is designed to prepare, engage, and connect competent teachers from all over the state and can continue providing education to those who have to leave the state until they graduate. Preparing a teacher workforce is a state priority, notably to fill the nearly 100 open special education positions in the state. Most students are teaching on an alternative certificate while they complete their endorsement, our program provides needed support to teachers in training.</i>	
Strengths: <i>Autism focus STEAM Education Quality Matters International Exemplary Status Fully online program Collaborative and Engaging course assignments Faculty collaborates statewide with all special education directors, state and national organization keeping current on local needs to national trends.</i>	Weaknesses: <i>Currently only one full-time faculty member</i>
Opportunities: <i>To train and support students from anywhere Encourage students to move to Alaska from other locations due to multiple job opportunities.</i>	Threats: <i>Limited funded</i>
Program academic quality: <i>There currently is no program (special education or other) that has received the Quality Matters International Exemplary Status for completing Quality Matters Higher Education Program Certification in Online Program Design, Online Teaching Support, Online Learner Support and Online Learner Success. This program provides multiple opportunities to be in a special education classrooms during the 75 hours of fieldwork prior to the 500 hours of clinical practice placement. Candidates completing this program have a sense of the age group and the exceptionality of students they want to teach. Candidates increase their skills in infusing technology by teaching coding to students using robots which has inspired student engagement and has administrator providing funding for additional robots in both rural and urban Alaska. The M.Ed allows students to take additional coursework in their area of interest.</i>	

UAF Expedited Program Review, Fall 2019

SOE Non-Licensure MEd Programs

part	label	fy2015	fy2016	fy2017	fy2018	fy2019	2018-2019 Change	2015-2019 Change
	MED Education - PPE				2	8	300%	
	MED Education - CRIN	6	4	3	1	1	0%	-83%
Majors	MED Education - LALI	4	2	4	4	3	-25%	-25%
	MED Education - ONID	6	5	6	5	6	0%	-17%
	MED Education - XCED	3	1	7	7	1	-86%	-67%
*A student seeking more than one degree, or changing major during a fiscal year, is counted more than once.								
	MED Education - CRIN	1	1	2		1		0%
Degrees	MED Education - LALI	1	1	1	1	3	200%	200%
	MED Education - ONID	2	2	5	5	4	-20%	100%
	MED Education - XCED	2		2	7		-100%	-100%
FTEs	Faculty FTEs	5.8	5.58	4.7	5.06	5.06	0.0%	-12.8%
FTEs	Faculty FTEs	3.41	2.99	2.3	2.25	2.25		Corrected AV

*For the faculty, staff, and student job classes, this table is based on the actual number of days each employee is in active status in each fiscal year, and on the organization code(s) responsible for paying each person's salary. Note that full-time faculty on 9-month contracts will be counted as only 0.75 FTEs each. Adjunct FTE has been approximated by counting the number of course hours taught by people who have adjunct contracts with each department and dividing by 40.

Produced by Pair:

Adam Watson, Director of Pair: atwatson@alaska.edu

Daniel Karwoski, graduate student responsible for creating the report: dkarwoski@alaska.edu

Salaries and Benefits		
SOE Non Licensure M.Ed	Restricted	0
	Unrestricted	\$362,196.00
	Total	\$362,196.00
Instructional Expenditures		
SOE Non Licensure M.Ed	Restricted	0
	Unrestricted	\$362,196.00
	Total	\$362,196.00

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: *M.Ed. Education: People, Place and Pedagogy*

1 page report author: *Carie Green*

Brief history of program, including program predecessors:

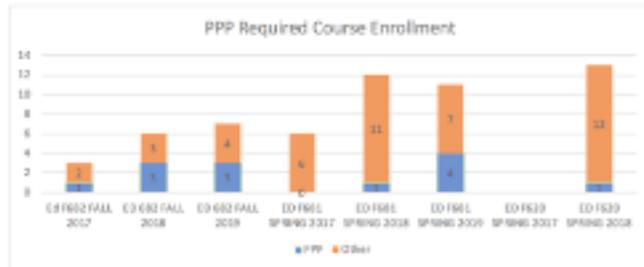
The People, Place, and Pedagogy (PPP) M.Ed. program was initiated in fall 2017, consolidating and revamping the previous Curriculum and Instruction and Cross-Cultural Education programs into one. Courses build upon the Graduate Faculty’s strengths in Alaska Native and Indigenous cultural values, place-based and environmental education, children’s agency and active citizenry, language, literacy, and social justice. As a non-licensure M.Ed., it serves the needs of current certified K-12 teachers in Alaska as well as informal educators in non-traditional settings (i.e., government agencies, science outreach, and non-profit organizations).

Centrality to UAF mission (<https://uaf.edu/uaf/about/mission/>):

The PPP aligns with UAF’s emphasis on “*the circumpolar North and its diverse peoples.*” **The Program extends UAF’s mission of “*educating students for active citizenship,*” through “*connecting*” educators working in “*Alaska Native, Rural, and Urban Communities*” and beyond through “*Sharing Knowledge and Ways of Knowing.*” Our courses “engage” Alaskan educators in “*continuing education,*” “*inspiring*” students and serving as a “*catalyst*” for change through research and education to enhance “*Alaskan communities.*”**

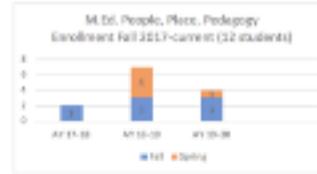
Strengths:

- 13 active graduate students, from across the globe, including Japan, Panama, Tennessee, Arizona, Nome...and various sectors K-12 teachers, National Park Service, non-profits, science outreach, military...
- Program costs SOE very little, majority of courses serve all M.Ed. students (see chart below)



Weaknesses:

- Program enrollment slow but steady.



PAIR data makes the program appear more expensive than it actually is. Three faculty affiliated with PPP (Non-licensure) programs actually teach across SOE undergraduate and graduate programs. FTE shows faculty 100% Non-licensure. However, average faculty teaching load is 39% ElementaryEd, 31% Non-lics., 30% all M.Ed. or Ph.D.

Opportunities:

- Development of strategic advertising and recruitment effort (locally, nationally, and internationally)
- Synergies with CNSM Natural Science programs, Indigenous Studies, INDS PhD to increase enrollment
- Investment in research and education initiatives through current and future grant funding (i.e. One Health, circumpolar Indigenous initiatives)

Threats:

- Inaccurate PAIR data, program appears costly
- Uncertainty of UA system and Education programs has contributed to low enrollment
- Website redesign removed crucial information necessary for program recruitment
- Loss of Graduate Program chair
- No budget for advertising

Program academic quality:

- Faculty are nationally/internationally recognized for their research (~ \$1m. in grants, NSF CAREER award, ~ 31 articles, book chapters since 2014, invited keynotes (Children & Nature Network, UNESCO).
- Transformative education approaches (e.g., ED 693 Children as Cultural Change Agents course was recently awarded a \$21K Alaska EPSCoR grant: “*Equipping Educators to Empower Children as Environmental Stewards*” for graduate-student led collaborative research)
- External funding for a Graduate Research Assistant; 6 undergraduate student researchers (URSA, BLaST)
- Collaborative partnerships with several Alaska school districts, UAF Bunnell House Lab school

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>M.Ed. Education: Second Language Acquisition, Bilingual Education and Literacy (SLABEL)</i>	
1 page report author: <i>Maureen Hogan</i>	
Brief history of program, including program predecessors: <i>SLABEL began at the request of former Provost Henrichs, noting below-average test scores by Alaskan English Language Learners (ELL) on state and federal standardized assessments. Alaskan students labeled ELL are 60-80% below mean scores. SLABEL is a retooling of our previous Language and Literacy M.Ed., and is an innovation between applied linguists in CLA and literacy specialists in SOE. Coursework comes half from Linguistics and half from Education. Currently, pre-service teachers trained in Alaska are not required to take a class in ELL or bilingual education. Yet, Alaska has the most culturally and linguistically diverse schools in the nation—indeed the top five are in Anchorage (Farrell, 2018.) The total AK ELL population is 11.5%.</i>	
Centrality to UAF mission: <i>SLABEL fits UAF's "Connect" mission: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing. Language and literacy are integral to preserving and honoring culture and identity. No teacher can ignore the ways in which language mediates learning and culture.</i>	
Strengths: <i>Includes a state-approved K-12 endorsement for a Type A teaching license, the only one in AK aligned with Teachers of English as a Second or Other Language (TESOL) standards, the international gold standard. SLABEL is further aligned with three other state and local standards, including the AK cultural standards. Only language acquisition program in the state that combines both second- language and literacy acquisition. Available by distance-delivery. No new hires necessary.</i>	Weaknesses: <i>No recent allocation for marketing, advertising or website development. School districts have not been systematically informed about this program. Because of the above, we have had low post-cohort enrollments. SOE has two new applicants for SP 2020. CLA has one taking SLABEL classes. We hope for 5-10 more for Fall 2020.</i>
Opportunities: <i>Create an 18-credit endorsement-only off-ramp. Align our courses with similar courses at UAS and UAA for state-wide efficiency. From 2008-2012, about 64% of teachers hired by districts statewide were from outside Alaska. Thus, most likely growth market in AK is already-practicing teachers looking for Master's and concomitant pay increase.</i>	Threats: <i>Graduate-level cohorts are small and grow slowly. Quality graduate education is time-consuming. Current institutional instability</i>
Program academic quality: <i>SLABEL was designed with a 2.3 million-dollar DOE grant that supported the first SLABEL cohort, largely from rural Alaska. Thus, it was pain-stakingly crafted with funds for extensive professional development, materials, and travel, and with Alaska Native consultants, in partnership with Lower Kuskokwim School District. Meets all TESOL/CAEP accreditation standards. Aligns with 2016 federal Every Student Succeeds Act. Core faculty are seasoned Ph.D.s with strong research records in linguistics, literacy, and Alaska Native culture, and a combined 70 years of graduate teaching.</i>	

UAF School of Education program review

Please read [SOE template guidance](#) prior to completing

Name of Program: <i>M.Ed. Education: Online Instructional Design</i>	
1 page report author: <i>Amy Vinlove</i>	
Brief history of program, including program predecessors: <i>The fully online Master of Education in Online Innovation and Design (ONID) was developed in 2013 to equip graduates to navigate the intersections of education and technology. Students develop a digital portfolio of work that reflects practical application of theory. The program culminates with a comprehensive exam or by completing a research project or thesis (majority of students choose comps option). The ONID program was developed as a cooperative endeavor between the UAF School of Education and UAF eCampus. Classes are taught primarily by eCampus professionals who work in the field of online course design on a daily basis.</i>	
Centrality to UAF mission (https://uaf.edu/uaf/about/mission/): <i>The connection of the ONID program to UAF's mission is primarily in Preparing Alaska's Career, Technical and Professional Workforce. The program helps strengthen the skills of individuals who facilitate instruction via distance delivery technologies including asynchronous instruction, synchronous distance delivery instruction, video-based instruction and additional emergent technologies. Alaska's geographic challenges lend the state to distance delivery instruction, but the need for quality and strategies to support distance learning is great. This program meets that need.</i>	
Strengths: <ul style="list-style-type: none"> ● <i>The program is entirely on-line and asynchronous</i> ● <i>The program, as currently structured, is staffed entirely by adjunct faculty and as such is not expensive to operate. Program faculty are skilled in the content and already UAF employees (most are eCampus instructional designers)</i> ● <i>The program content is aligned with current education contexts and needs, and the need for high quality on-line instruction will likely only grow</i> 	Weaknesses: <ul style="list-style-type: none"> ● <i>Enrollment has been low (5-6 student per year). This makes running courses with a viable section size (n>6) difficult. Courses are often cancelled.</i> ● <i>No affiliated faculty in the School of Education. Difficult to run a program with integrity and consistency with no affiliated faculty.</i> ● <i>Program doesn't lead to any additional endorsement or certification. Most people pursuing an M.Ed. are looking for a new career trajectory, which is enhanced by a new endorsement or certificate.</i>
Opportunities: <ul style="list-style-type: none"> ● <i>The program could be marketed more aggressively to Alaska's K12 school districts, as all are currently using some form of distance learning/teaching</i> ● <i>The ability to earn a Distance Teaching & E-Learning endorsement could be added through paperwork with the Alaska Department of Education</i> 	Threats: <ul style="list-style-type: none"> ● <i>Low enrollment reflecting a small potential student population base</i> ● <i>No associated faculty. Would need at least a .5 faculty member to sustain and strengthen program, and boost program enrollment. Adding a .5 faculty would increase program costs unless enrollment increased also.</i>
Program academic quality: <i>Course evaluations from eCampus instructors in ONID courses reflect satisfaction in the course delivery.</i>	

UAF Expedited Program Review, Fall 2019

SOE Non-Licensure MED Programs

part	label	fy2015	fy2016	fy2017	fy2018	fy2019	2018-2019 Change	2015-2019 Change
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PPE = People, Place and Pedagogy
 CRIN = Curriculum and Instruction
 LALI = Language and Literacy
 ONID = Online Innovation & Design
 XCED = Cross-Cultural Education