

UNLV

UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed: Early Childhood Education

Degrees: Bachelor of Science, Master of Education

Program Chair or Director: Joseph Morgan, Ph.D.

Dean: Danica Hays, Ph.D.

Date of Report: February 1, 2024

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I. Program Description

A. College/Department/Program

1. College of Education/Department of Early Childhood, Multilingual, and Special Education/Early Childhood Education
2. Unit Web Address: <https://unlv.edu/ems>
3. Program being reviewed:
 - Degrees and their abbreviations:
Bachelor of Science in Early Childhood Education (ECEBS)
Master of Education in Early Childhood Education (ECEMED)

B. Primary individual completing this worksheet

1. Name: Joe Morgan, Ph.D.
2. Title: Associate Professor of Special Education and Department Chair
3. Date of self-study: Spring 2021; finalized February 2024
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C. Other faculty involved in writing this report:

Jeffrey I. Gelfer, Ph.D., Professor
John Filler, Ph.D. Professor
Jenna Weglarz-Ward, Ph.D. Assistant Professor
Claire Tredwell, Ph.D. Director of UNLV/CSUN Preschool

D. Catalog Description

Please insert the most recent catalog description(s) of the program(s).

ECEBS Catalog Description

Early Childhood Education Major- Bachelor of Science (BS)

The Department of Educational & Clinical Studies is dedicated to preparing students to excel in Early Childhood Education by obtaining the knowledge and skills necessary to support the teaching and learning of young children. Students may select a B.S. in Early Childhood Education that will lead to licensure or non-licensure status.

Please see the UNLV [College of Education web page](#) for information about department programs, faculty and facilities. Degree worksheets and 4/5 year plan for the major are available at <https://www.unlv.edu/degree/bs-early-childhood-education>.

Please see advising information at the UNLV College of Education Advising and Field Placement Center at <https://www.unlv.edu/education/essc>.

Accreditation

Institution - Northwest Commission on Colleges and Universities www.nwccu.org

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Learning Objectives

1. The Early Childhood Education graduate is learning about the central concepts, tools of inquiry, and structures of the discipline(s) and is learning to create learning experiences that make these aspects of content meaningful.
2. The Early Childhood Education graduate is learning about how individuals learn and how to develop and provide opportunities that support intellectual, career, social, and personal development.
3. The Early Childhood Education graduate is learning about how individuals differ in their approaches to learning and how to create opportunities that are equitable and adaptable to the needs of diverse learners.
4. The Early Childhood Education graduate is learning about planning processes based upon knowledge of content, learners characteristics, the community, and curriculum goals and standards.
5. The Early Childhood Education graduate is learning about how to employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills.
6. The Early Childhood Education graduate is learning about individual and group motivation and behavior and how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Early Childhood Education Degree Requirements - Total: 120 Credits

General Education Requirements - Subtotal: 36-44 credits

First-Year Seminar - Credits: 2-3

English Composition - Credits: 6

- ENG 101 - Composition I
- ENG 102 - Composition II

Second-Year Seminar - Credits: 3

Constitutions - Credits: 3-6

Mathematics - Credits: 3

Distribution Requirement - Credits: 19-20

Please see [Distribution Requirements](#) for more information.

Humanities and Fine Arts: 9 Credits

- Two courses 3 credits each from two different humanities areas - 6 credits
- One course in fine arts- 3 credits

Social Science:

- Automatically satisfied by Major requirements

Life and Physical Sciences and Analytical Thinking: 10 Credits

- Two courses from life and physical sciences category; at least one must have a lab -7 credits
- One course from Analytical Thinking - 3 credits

Multicultural and International - Credits: 0-3

- Multicultural requirement - EDU 280 (see note 4)

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- International, one 3 credit course required

These courses may overlap with general education and major requirements. A single course may not meet the multicultural and international requirements simultaneously. For the list of approved multicultural and international courses, go to: <https://www.unlv.edu/provost/multicultural-requirements>.

Major Requirements - BS in Early Childhood Education - Subtotal: 84

Education Core Requirements - Credits: 9

- EPY 303 - Educational Psychology
- EDU 214E - Preparing Teachers to Use Technology
- EDU 280 - Valuing Cultural Diversity

Licensure Track-Subtotal: 84

ECE Core - Credits: 75
(see note 3 below)

Core: 59 Credits

- ECE 250 - Orientation to Early Childhood Education
- ECE 251 - Curriculum in Early Childhood Education
- ECE 299 - Practicum for Infants/Toddlers
- ECE 431 - Teaching Communications Skills to Young Children
- ECE 441 - Play Theory, Creativity, and Aesthetics in Early Childhood Education
- ECE 453 - Methods for Early Childhood Education I: Social Sciences
- ECE 454 - Methods in Early Childhood Education II: Math and Science
- ECE 456 - Positive Discipline in Early Childhood Programs
- ECE 457 - Working with Families in Early Childhood Education
- ECE 483 - Pre-Student Teaching in Early Childhood Education
- ECE 463 - Science, Technology, Engineering, Art, and Mathematics in Early Childhood Education
- EDSP 471 - Introduction to Early Childhood Special Education
- EDSP 473 - Developmental Assessment in Early Childhood Special Education
- EDSP 474 - Curriculum Development in Early Childhood Special Education
- EDRL 470 - Policies, Critical Issues and Best Practices for Pre-K and Elementary ELs
- EDSP 475 - Strategies for Teaching Young Children with Disabilities

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- EDRL 471 - Theory and Practice for Academic English Language Development
- EDRL 474 - Methods and Curriculum for Teaching English Language
- EDRL 475 - Assessment and Evaluation of English Language Learners
- EDRL 480 - English Language Acquisition and Development (ELAD) Practicum

Practicums: 12 Credits

- ECE 491 - Student Teaching in Early Childhood Education
- ECE 492 - Student Teaching Seminar in Early Childhood Education

Optional Electives: 4 Credits

choose from the list below or another advisor approved elective.

- ECE 252 - Infant/Toddler Curriculum
- EDRL 401 - Children's Literature Elementary School Curriculum
- EDSP 423 - Collaboration and Consultation in Special Education

ECE Core (Administrative/Non-Licensure Track) - Credits: 75 (see note 4 below)

Core: 45 Credits

- ECE 250 - Orientation to Early Childhood Education
- ECE 251 - Curriculum in Early Childhood Education
- ECE 252 - Infant/Toddler Curriculum
- ECE 299 - Practicum for Infants/Toddlers
- ECE 431 - Teaching Communications Skills to Young Children
- ECE 441 - Play Theory, Creativity, and Aesthetics in Early Childhood Education
- ECE 453 - Methods for Early Childhood Education I: Social Sciences
- ECE 454 - Methods in Early Childhood Education II: Math and Science
- ECE 456 - Positive Discipline in Early Childhood Programs
- ECE 457 - Working with Families in Early Childhood Education
- ECE 461 - Early Childhood Education Management
- ECE 463 - Science, Technology, Engineering, Art, and Mathematics in Early Childhood Education
- EDSP 471 - Introduction to Early Childhood Special Education
- EDSP 473 - Developmental Assessment in Early Childhood Special Education
- EDSP 474 - Curriculum Development in Early Childhood Special Education
- EDSP 475 - Strategies for Teaching Young Children with Disabilities
- ECE 481 - Internship in Early Childhood Education Management/Administration

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- ECE 482 - Preschool Fieldwork in Early Childhood Education

Optional Electives: 18-21 Credits

Choose from the list below or other advisor-approved courses.

- EDSP 423 - Collaboration and Consultation in Special Education
- EDRL 401 - Children's Literature Elementary School Curriculum
- EDRL 470 - Policies, Critical Issues and Best Practices for Pre-K and Elementary ELs
- EDRL 471 - Theory and Practice for Academic English Language Development
- EDRL 474 - Methods and Curriculum for Teaching English Language
- EDRL 475 - Assessment and Evaluation of English Language Learners
- EDRL 480 - English Language Acquisition and Development (ELAD) Practicum

Notes

1. A candidate for the Bachelor of Science degree in Education must earn a minimum of 120 semester hours with 40 credits in upper-division courses.
2. A minimum GPA of 2.75 for all courses attempted must be maintained.
3. A grade of B or higher in ECE 483 (Pre-student Teaching in Early Childhood Education) must be earned to register for student teaching (ECE 491 and ECE 492). Student must register for a minimum of 10 credits of ECE 491 (Student Teaching) to earn their degree.
4. ECE 481 and ECE 482 can be repeated up to 12 credits.
5. ECE 250, ECE 491 are milestone courses for Early Childhood Education B.S.

ECEMED Catalog Description

Master of Education - Early Childhood Education

Plan Description

The Master of Education in Early Childhood Education is designed to provide a comprehensive contemporary program of teacher preparation and education for early childhood settings e.g., childcare, preschool education, hospitals, community education, early intervention programs, agencies, infant/toddler education and Pre-K-2nd grade teaching license. In addition, the program provides course work beyond and above the requirements of the State of Nevada's Licensure requirements. Students will learn about the typically developing children and children with disabilities and participate in field work. The program has two tracks, birth through 3 years and birth through 8 years. In the Early Childhood Education (ECE) Program, students gain knowledge and skills for a variety of careers in educational and intervention programs for young children.

For more information about your program, including your graduate program handbook and learning outcomes please visit the [Degree Directory](#).

Plan Admission Requirements

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[Application deadlines](#)

Applications available on the [UNLV Graduate College website](#).

In addition to meeting the admission requirements of the Graduate College, applicants must also meet the requirements established by the Department of Early Childhood, Multilingual, and Special Education.

They are:

1. A minimum grade point average of 2.75 for all undergraduate work or a 3.00 grade point average for the last two years of undergraduate work; and
2. A letter of application/intent.

Applications are processed when all credentials required by both the Graduate College and the Department of Early Childhood, Multilingual, and Special Education have been received by the Graduate Coordinator. The Graduate Coordinator evaluates the applicant's credentials and recommends either 1) admission to full, contingency, or provisional graduate standing (depending on the strength of the applicant's academic credentials); or 2) denial. Those who wish to begin studies but who miss the application deadline may enroll as a non-degree graduate student. However, since there is no guarantee that courses taken as a non-degree student will count toward a degree, and since a maximum of 15 credits taken prior to admission to the program may be used to meet degree requirements, candidates are urged to seek advisement prior to registering for any course(s).

Applicants should log back into their online applications to monitor the status of the application. Official decision letters will be posted in the online application once a decision has been made. Hard-copy letters are not issued. The online decision letter will include the name of the student's advisor. Students are responsible for contacting their advisors.

All domestic and international applicants must review and follow the [Graduate College Admission and Registration Requirements](#).

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 6

- EPY 702 - Research Methods
- ESP 722 - Multicultural Perspectives in Special Education

Early Childhood Education Courses – Credits: 21

- ECE 706 - Planning Curriculum for Young Children
- ECE 709 - Investigations in Early Childhood Education
- ECE 711 - Science and Math for Young Children

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- ECE 712 - Science, Technology, Engineering, and Mathematics Strategies in Early Childhood Education
- ESP 728 - Theory of Play Development
- ECE 740 - Early Language and Learning
- ECE 756 - Developing Positive Classroom Environments in Early Childhood Education

Early Childhood Special Education Courses – Credits: 9

- ESP 771 - Perspectives on Early Childhood Special Education
- ESP 772 - Family Education in Early Childhood
- ESP 775 - Strategies for Early Childhood Special Education

Field Experience Course – Credits: 10

Fieldwork is optional for the completion of the Master of Education in Early Childhood Education degree, however, may be required for licensure in the state of Nevada. Students should meet with their advisor to discuss fieldwork options aligned to licensure requirements. If students register for fieldwork, then they must register for 8 credits of fieldwork (ECE 781) AND 2 credits of seminar (ECE 692; 10 credits total).

- ECE 781 - Early Childhood Education Field Experience
- ECE 692 - Student Teaching Seminar in Early Childhood Education
-

Plan Degree Requirements

1. Students must complete a minimum of 36 credits with a minimum GPA of 3.00.
2. For licensure in the state of Nevada:
 - Students must complete a total of 8-10 credits of fieldwork (ECE 781), depending on their licensure area, plus a 2 credit fieldwork seminar (ECE 692); any additional credits will not count towards the degree program. Students should speak with their advisor to determine fieldwork courses that may be required for licensure.
 - In order to be endorsed in English Language Acquisition and Development the following five courses must be completed in addition to the courses required as part of the degree program:
 - TESL 751 – Theory and Practice for Academic English Language Development
 - TESL 752 – TESL Methods and Curriculum for Teaching ELs
 - TESL 754 – TESL Assessment and Evaluation of ELs
 - TESL 757 - Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs Seminar (2 credits)
 - TESL 759 - Critical Issues and Best Practices for Pre-K/Elementary or Secondary Practicum (1 credit)
3. Previous course work included in submitted graduate plans of study must have a grade of B or better. Only two subsequent grades of less than B- (one with an ESP or ECE prefix and one with any other prefix) will be permitted in a submitted plan of study. Under no circumstances will a Grade Point Average (GPA) of less than 3.00 be allowed on a finished plan of study. Failure to meet these standards will result in suspension from the degree program.

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4. Students must successfully complete and pass a comprehensive examination.
 - The comprehensive examination is taken during the student's last semester of coursework or in the semester immediately following completion of coursework listed on the student's Program of Studies. If student(s) do not pass the exam they will receive only one additional opportunity to take a 2nd comprehensive examination. If students opt to take the comprehensive exam the semester after completion of the coursework listed on their Program of Studies, they must enroll in ESP 766 or another graduate course. Per Graduate College Guidelines, students must be enrolled in a minimum of 3 credits of coursework the semester they graduate.
 - Students must apply to take comprehensive examinations. Specific application deadlines are available in the Department of Early Childhood, Multilingual, and Special Education.
5. Master's degrees must be completed within a six-year period and continuous enrollment must be maintained throughout the six years unless a formal request for a leave of absence is approved by the department and Graduate College.

Plan Graduation Requirements

Students may apply for graduation up to two semesters prior to completing their degree requirements. All required forms must be submitted to the graduate college via the [Grad Rebel Gateway](#).

II. Centrality to Mission

A. What is the program's mission statement (or the department's if the program does not have one.)

Undergraduate and graduate students participate in coursework and field experiences that contain a concrete theoretical and practical knowledge base in the areas of research design and implementation, teaching, and the provision of mandated services at the community, state, and national level. The faculty produces new knowledge concerning critical educational and clinical issues through original research and scholarly inquiry. The program embraces the concept of cultural diversity and maintains a deep commitment to the ethical standards of each respective discipline. The department will maintain professional accreditation in Early Childhood, English Language Learner Programs and Special Education. Through external funding (national and state grants), the creation of sustainable research labs, and publication of our research in ranked scholarly journals, department faculty contribute to the scientifically-based literature across all the professional areas represented in the department.

B. Department/Program Mission Alignment

Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission <https://www.unlv.edu/toptier> and how it supports achievement of the institutions mission.

In alignment with the UNLV's Top Tier 2.0 Mission, the Department of Early Childhood, Multilingual and Special Education (EMS) is committed to student, faculty and staff diversity.

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The program utilizes current evidence-based practices from the field that is supported by a productive scholarly environment as shown by publications, scholarly activities, and lab activities

C. Core Areas

Briefly describe how this program supports UNLV's Core Areas (the core areas can be found at: <https://www.unlv.edu/toptier/about#core>):

The ECE programs support core areas, 1, 2, and 5, in the following ways:

Core Area 1: **Advance Student Achievement**

Core Area 2: **Bolster Research, Scholarship, Creative Activity**

-In 2023, faculty in EMS had a total of 33 publications in peer-reviewed journals and book chapters.

-EMS faculty have also received more than \$6 million in external funding to support initiatives between 2020 and 2023.

Core Area 5: **Foster Community Partnerships:** The ECE/ECSE program faculty is committed to fostering and retaining partnerships with the Las Vegas Community, as well as surrounding areas. Additionally, the department works with the Clark County School District, Acelero Head Start, Nevada Early Intervention Services, other community early intervention agencies (Therapy Management, Tandem ABA, etc.), the UNLV CSUN Preschool, and the College of Southern Nevada's Child Development Center.

D. Excellence

List and briefly describe five highlights or areas of excellence of the program.

1. For almost 3 decades the Early Childhood programs (undergraduate and graduate) have been creative in the development of innovative teacher training programs for early childhood specialists, early childhood educators for children with and without disabilities, Alternative Route to Licensure programs (ARL), Bachelor weekend programs, Master's degree weekend programs, and Teach for America (TFA).
2. In addition to the traditional face to face methods of teaching and learning the faculty redesigned and converted all undergraduate licensure classes into online learning classes and a majority of graduate licensure classes into online learning.
3. The faculty in ECE serve in various national organization leadership positions (e.g., journal editor, officers in national organizations). For example, one of the faculty is in the presidential line of the Division for Early Childhood of the Council for

Exceptional Children

4. ECE faculty have been successful in securing external funding to further research and train teachers.
5. The ECE program recruited, hired and/or retained faculty from programs that have been nationally recognized as some of the best in the nation (University of Illinois, University of Kansas).
6. ECE graduate students interested in studying at the doctoral level can do so in the Special Education Doctor of Philosophy program. There are opportunities to emphasize early childhood education and young children within disabilities in the

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leadership cognates of the doctoral programs, and faculty across the department provide mentorship and advising for early childhood doctoral students. The ECE faculty have been effective at recruiting students from around the country to participate in this interdisciplinary program.

III. External Demand for Program

A. Stakeholders

1. *Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?*

ECEBS

There are four main stakeholders of the Bachelor of Science in Early Childhood Education within the local community: Clark County School District (CCSD), Acelero Head Start, Nevada State Public Charter School Authority (NVSPCA), and the early childhood private sector of Nevada. The vast majority of undergraduate early childhood education graduates are hired to work as licensed early childhood education teachers and/or provisional early childhood special educators. The UNLV ECE Program is an approved licensure program in the State of Nevada; all graduates who have successfully completed the curriculum meet the coursework requirements for an early childhood education license. In addition to the completion of the courses in the approved program, candidates must also pass competency exams (i.e., Praxis Core, Praxis II in Early Childhood Education, Praxis II in the Education of Young Children) to be fully eligible to work as licensed early childhood education teachers.

Another main stakeholder of the Bachelor of Science in Early Childhood Education program is the Master of Education in Early Childhood Education program at UNLV. Many students from the undergraduate program are recruited to study in the graduate program.

ECEMED

Clark County School District (CCSD), Acelero Head Start, Nevada State Public Charter School Authority (NVSPCA), Nevada Early Intervention Services (NEIS) and the early childhood private sector of Nevada are the main stakeholders of graduates from the Master of Education in Early Childhood Education. A larger number of ECE graduates work in schools as licensed teachers, private preschools, child development centers and Part C/early childhood special education and early intervention programs.

B. Needs for Graduates and Future Plans

1. *What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.*

According to the Bureau of Labor Statistics 2022, there will be a 3% increase in the number of early childhood teachers (Pre K-2nd grade) needed nationally. Additionally, there is a critical shortage of early childhood teachers and early childhood education faculty members (Garcia & Weiss, 2019, Suchter et al., Darling-Hammond, & Carver-

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Thomas, 2019 and Suchter, Darling-Hammond & Carver-Thomas, 2016), across the country that has persisted for well over 20 years and is anticipated to continue over time as a result of high attrition rates among early childhood educators (Carver-Thomas & Darling Hammond, 2017). In the 2023-2024 academic year, CCSD had approximately 20 open early childhood educator positions; this is pretty similar to previous years. Additionally, every Las Vegas and Henderson accredited early childhood program (14 National Association for the Education of Young Children (NAEYC) and 11 National Early Childhood Programs Accreditation (NECPA)) were contacted by the UNLV Early Childhood faculty Coordinator, surveying personnel needs of each program. Each accredited program reported a limitation of at least one or more head teachers and two or more support teachers. The growth rate predicted by the Bureau of Labor statistics paired with the shortages identified across the country ensure that there will continue to be a large need for highly trained early childhood professionals.

2. *What changes to the program will those require?*

Program faculty were happy to partner with colleagues in the Dean's office and the Nevada Department of Education to implement an accelerated pathways to licensure program for undergraduate students in early education. This program is designed for currently practicing early educators to complete their coursework while working in a one-year format. This program allowed program leaders to take stock of current programmatic needs and think through purposeful program revisions that are congruent with the needs of the community.

To continue to meet anticipated needs for program graduates, the early childhood program will need to recruit additional students into the program, examine program offerings and course delivery to ensure innovative and efficient preparation of early childhood professionals. Additionally, core curricula will need to be revised to ensure that graduates in the program are prepared to work in increasingly diverse areas of early childhood education.

C. Success of Graduates

1. *What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?*

ECEBS

A variety of activities occur to support the employment success of students in the ECEBS and ECE MED programs. These are delineated below.

Practicum Placements

The Licensure track of the Early Childhood Bachelor's degree program requires students to participate in two practicum placements. These practicums give students an opportunity to practice the skills being learned in an applied setting. Students participate in two practicum experiences: (1) infant/toddler practicum, where they work for 45 hours in the field under the direction of a head teacher in an infant/toddler room in an accredited early childhood program, (2) pre-student teaching, where they spend two hours per day five days per week for the entire 15-week semester where they work under the direction of a licensed Kindergarten teacher and ultimately take control of the classroom

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environment. This practicum experience is completed in partnership with the Clark County School District and students are placed with effective licensed Kindergarten teachers. They are designed so that students can apply their learning and also so they can gain experience in the classroom working with Kindergarten aged children.

The Non-licensure track of the Early Childhood Bachelor's degree program requires students to participate in three total field experiences, with at least one practicum placement one infant/toddlers practicum and at least one full time field placement in a preschool setting. Students are required to take all the courses of those who are in the licensure program but do not student teach in the public school. Students participate in an infant/toddler practicum where they work for 45 hours in the field under the direction of a head teacher in an infant/toddler room in an accredited early childhood program. The culminating experience (field placement) requires students to work in an early childhood program full time for one semester and practice and refine their knowledge and skills under the supervision and guidance of a master head teacher and university clinical supervisors.

The Early Childhood Master's degree licensure program infuses student teaching experiences in all of the methodology classes. Students apply strategies and assist classroom teachers in the Clark County School District. Each methods class requires students to observe and participate. Students utilize the strategies they are learning to provide assistance to classroom teachers. In addition, ARL students who are in the Master's degree program in the Early Childhood Education are required to spend 45 hours in the field observing and participating as well as participating in all course work.

Student Teaching

Both the Early Childhood Bachelor's and Master's degree licensure program require students to participate in a full semester student teaching experience. Student teaching is a comprehensive experience. It provides linkage between the research and theory based instruction of the university preparation program, the world of pedagogical decision making and classroom teacher implementation. Student teaching provides an opportunity for teacher candidates to practice and refine their knowledge and skills under the supervision and guidance of master teachers (cooperating teachers) and university clinical supervisors.

Partnering with CCSD Regarding Application Process

Each semester, program faculty work with CCSD to ensure candidates who are graduating and seeking employment as an early childhood teacher attend the district hiring fair. At this fair, CCSD walks potential teachers through the application process and answers questions about working as a licensed teacher in CCSD. Additionally, there are seminars attached with all practicum experiences and hiring and licensure processes are discussed in these seminars. Students are provided with checklists and resources to support them in securing their licensure in the state of Nevada and also securing employment in the state of Nevada.

2. Discuss the placement of recent graduates:

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ECEBS and ECEMED

The majority of students who graduate from the BS and MEd and programs work as licensed teachers in early childhood education in the Clark County School District. In addition, many program graduates also work as head teachers in the Acelero Head Start program, UNLV/CSUN preschool, private early childhood businesses and Nevada Early Intervention Services. There are well over 75 graduates per year of these licensure programs, so a complete listing of all graduates is beyond the scope of this self-study. Some examples of the public schools they are working at include:

- Paradise Elementary School
- John C. Bass Elementary School
- Walter Bracken Elementary School
- Clyde Cox Elementary School
- Vegas Verdes Elementary School

Some examples of the the non-public schools they are working at include:

- Acelero Head Start Centers
- UNLV/CSUN Preschool
- College of Southern Nevada Child Development Center
- Nellis Child Development Center
- Nevada Early Childhood Intervention (NEIS)

3. *If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?*

The department actively collects placement information on our graduates through exit surveys.

4. *Do placements match stakeholder needs as identified above in A of this section?*

Yes. Research has indicated a critical shortage of early childhood teachers and early childhood faculty members at Institutes of Higher Education (IHE) across the country. The placements being secured by UNLV program graduates are aligned to nationally-identified needs. Regularly, over 90% of graduates from the ECEBS and ECEMED programs are hired to teach preprimary and primary education in the CCSD or at local charter schools.

5. *If not, please explain:*

Not applicable.

6. *Does the program assess whether the graduates are meeting employer needs?*

Although the program collects placement data from students, the department is not currently distributing employer satisfaction surveys due to staffing shortages.

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7. If not, what will the program do to place this NSHE-required assessment in place?

Historically, the College of Education has disseminated an employer satisfaction survey for graduates of the licensure programs. The practice is on hold due to limited staffing. Additionally, College leadership is rewriting these exit surveys to better reflect current programs. It is anticipated that these surveys will be disseminated as a pilot in the spring of 2024 and implemented fully in the fall of 2024.

8. Additional Comments:

None.

IV. Program Resources

A. Faculty Time

1. Faculty and GA Resources

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Number of Full time Faculty:	4	3	3	3	4	3	3	3
Number of State-Supported GA Lines:	14	14	14	14	12	12	12	12
Number of PTI's:	7	3	6	6	8	7	14	11
Number of FIRS & Visiting Faculty:	0	0	0	0	1	2	1	1

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Percent of Classes Taught by Full Time Faculty:	33.3	33.3	25	19	26	12	18	10
Percent of Classes Taught by Number of State-Supported GA Lines:	4.2	16.7	8.3	23.8	.04	.04	.03	.04
Percent of Classes Taught by Number of PTI's:	41.7	16.7	37.5	28.6	39	39	39	47
Percent of Classes Taught by Number of FIRS & Visiting Faculty:	20.8	33.3	29.2	28.6	33	47	39	41

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Student Credit Hours Taught by Full Time Faculty:	24	18	18	12	435	144	285	72
Student Credit Hours Taught by								

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Number of State-Supported GA Lines:	3	9	3	15	102	78	60	51
Student Credit Hours Taught by Number of PTIs:	29	7	26	17	793	559	831	774
Student Credit Hours Taught by Number of FIRS and Visiting Faculty:	23	23	29	26	419	624	836	657

2. For non-major courses e.g., upper division for the college or university, estimate the unit's resources allocated to them:

There is one course offered as a lower division Bachelor degree course as well as three Master's courses that are offered for all licensure candidates in the College of Education in the Early Childhood Education program. These include ECE-250, ECE-709, ESP-728 and ECE-722.

B. Budget

1. Please provide three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget category	FY 18—19	FY 19-20	FY 20—21	FY 21-22
State Operating (2101)	20,408	20,408	20,408	20,408
Student Fees	0	0	0	0
Indirect Cost Recovery	0	0	0	0
Self-supporting	0	0	0	0
Total Allocations				
Number of Graduate Assistantships (including Gas on grants)	12	15	12	12

2. Are these resources sufficient to meet the degree program's instructional and scholarship needs?

No. The data demonstrates that the program had a dramatic increase in enrollment. This increase contributed to an increased load in advising and curriculum development. This strain is particularly true with regard to licensure programs, where field experience coordination is being handled by the special education field experience coordinator. As a result, her workload has doubled. Based on the increased student credit hours, the program requires additional faculty to support the surge in student enrollment.

3. If not, approximately what line items and amounts would be needed?

The program currently is staffed by four tenure-track or tenured faculty members: two at the Assistant rank and two at the Associate rank. The program also has a full-time visiting lecturer who provides support to early childhood and early childhood special education. To balance the program growth trajectory with providing exemplary service

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to students, the program needs to add one Assistant Professor of Early Childhood Education (emphasis on math, science, engineering, arts, and technology), two Faculty in Residence (FIR) positions to provide stability to program management, advisement of students, and coordination of field experiences, and two or more GA's. Trends suggest that there will be continued expansion of paraprofessional pathways project (PPP) and accelerated alternative routes to licensure (A-ARL) programs, so additional staffing is vital to keep pace with enrollment growth. With this balance of tenure-track and tenured faculty and faculty in residence, the program will be able to expand scholarship opportunities and meet increasing enrollment demand.

C. General Education

1. ***If your program offers General Education courses, please estimate what portion of the unit's resources are allocated to this area:***

The ECE programs do not offer General Education Courses because faculty are dedicated to program courses. Faculty offer four 200 level courses (ECE-250 Intro to Early Childhood Education, ECE-251 Curriculum Development in Early Childhood Education, ECE-252 Methods in Early Childhood Education and ECE-299 Infant/Toddler Practicum), and all other courses are 400 level or above.

2. ***Does the combined load from A and B above affect the unit's ability to offer courses for majors? If so, please describe:***

Yes it does. The program typically has a limited number of faculty teaching in the undergraduate (UG) program (due to Graduate College policy regarding GAs only being able to teach UG courses) and the program is currently down one tenure track position due to a retirement and one FIR position that was frozen during COVID.

Courses are provided on a regular basis, but most times the caps are raised to uncomfortable levels (35-40 seats) to accommodate students (particularly those needing to take the course to graduate on time).

The program has a number of Ph.D. graduates who remained in the Las Vegas area and can serve as Part-time Instructors (PTI) for the program. Acquiring outside assistance necessitates an unusually high PTI budget that may not be sustainable. Something else will need to be done to address this issue.

D. Other Funding and Resources

1. ***Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, etc.***

Yes. Faculty in early childhood education have been successful in obtaining grant funding. Currently all four ECE faculty have external grants to support faculty research and community engagement. These include funding from the Nevada Department of Education to analyze ECE and ECSE curricula in alignment with community colleges, to implement remote ABA services

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for young children and their families, large-scale data analysis regarding access to early education, and implementation of restorative practices for behavior management. Faculty have also submitted numerous projects to a variety of agencies, including the Office of Special Education Programs, the Specner Foundation, and the Institute of Education Sciences to explore access and impact of early education programs as well as to expand and enhance training of early educators.

2. *If not, which funding streams could most reasonably be increased to help the program attain its outcomes?*

Program faculty are working actively to continue generating funds through external grant dollars.

3. *Has any new donor revenue been generated since last program review?*

No

4. *Has the unit engaged in fundraising activities for the program over the last five years?*

No.

5. *What has been the result of these fundraising activities?*

Not applicable

6. Review the space data for your department and comment on its amount and quality.

- The EMS department consists of three programs (Special Education, English Language Learning and ECE/ECSE). There are 13 tenure-track (TT) faculty, 4 faculty in Residence (FIR) and 9 visiting lecturers. Of those, 4 TT are in the early childhood program and 1 is a Visiting Lecturer. Each TT faculty member has their own dedicated office space. Each of the classroom holds 25-30 students comfortably. These classrooms are scheduled with classes from 8am until 9:30pm on most days. The quality of CEB 117 and 133 is exceptional quality due to recent renovations. In the summer of 2019, the program invested in upgrades to classroom spaces including abatement, painting, and carpet replacement. Both classrooms also got significant technology upgrades and CEB 133 received additional cosmetic updates (i.e., removal of large wooden podium and equipment storage, kitchen pass-through patch). All space upgrades and the cost approximately \$110,000.
- Aside from the above two classrooms, faculty, GAs, and PTIs are scheduled to teach in classrooms across campus (including elsewhere in the Carlson Education Building). Typically, depending on the building assigned to, those classrooms have basic to the most up-to-date technology in them.

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- There are two research lab spaces – one at the Lynn Bennett Early Education Center and one in CEB 144, which houses postdoc and GA work. The GA space is shared and collaborative in nature.
7. ***Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:***
- At the present time, the quality and quantity of consumable materials and supplies (office and lab) are sufficient. The department fully stocks office supplies at the beginning of each academic year, and faculty can request these supplies and materials at any time. If the faculty has lab space, those materials and supplies are purchased through their grants.
8. ***Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:***
- Prior to summer 2019, technology resources and computers were outdated, and the program did not have sufficient resources to refresh technology. Specifically, this period had unmet technology needs in program classroom spaces C EB 117 and CEB 133. In the summer of 2019, the department invested approximately \$50,000 to upgrade all technology in both spaces.
 - Faculty and students can borrow devices and other technology. This technology loan program meets a variety of needs, such as conference travel, exam completion, or adapting to mobile and flexible work arrangements. .
 - The provision of software meets the needs and expectations of students and faculty. Software titles that are not immediately available can be accessed by contacting IT personnel who make a concerted effort to satisfy the request. Additionally, if faculty has grant funding, they purchase technologies through grant resources.
 - Faculty office technology is upgraded every three years. They can request a laptop or desktop (PC or Mac). There is typically a monetary limit per department. Older computers are then placed in GA spaces.
 - There is a computer lab in the Carlson Education Building (CEB) with just about any technology faculty or students would need.
9. ***Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not:***
- No issues with any other equipment.
10. ***Is the quality and quantity of available library and information resources adequate? If not, explain why:***

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- The Lied Library on campus is state of the art. Every College on campus also has a library liaison who is available for students when they are completing research assignments and available to faculty for class presentations, as well as assistance with their research. The library has meeting rooms, classroom space, computer lab space, etc. <https://www.library.unlv.edu/>
- Anything not available in the library can be accessed through interlibrary loan.
- Additionally, CEB has the Teacher Development Resource Library (TDRL) that is available to students and faculty. This library includes course textbooks, children's books, curriculum materials and assessment tools. See <http://www.unlv.edu/units/teacher-development-resources-library>

11. **Staffing**

- a) *Are available department staff resources sufficient to attain the program's outcomes?*

Staff resources are sufficient.

- b) *If not, what additional staff resources are needed and how would they be funded?*

Not applicable.

12. **Additional comments:**

None.

V. Size of Program

1. Below are headcount, course enrollment, and degrees conferred data from Decision Support.

Academic Level Key

Undergraduate (UGRD):	Graduate (GRAD)
10---Freshman	GR—Graduate
20---Sophomore	
30---Junior	

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40---Senior
50---Post Bac Undergrad

ECEBS						
Headcounts:						
Headcount declared majors in Early Childhood Education BS						
Plan code 'ECEPRE'						
Term	Freshmen	Soph.	Junior	Senior	Post-Bacc	Total
Fall 2012	16	10	17	27	2	72
Spring 2013	13	12	21	24	2	72
Fall 2013	34	18	22	19	3	96
Spring 2014	18	26	19	30	2	95
Fall 2014	18	19	23	23	1	84
Spring 2015	13	27	28	27	1	96
Fall 2015	18	23	39	26	0	106
Spring 2016	12	19	35	20	1	87
Fall 2016	14	15	29	28	2	88
Spring 2017	12	19	30	23	2	86
Fall 2017	21	15	38	23	1	98
Spring 2018	15	13	33	20	1	82
Fall 2018	30	13	26	19	0	88
Spring 2019	22	16	22	10	0	70
Fall 2019	20	19	26	6	1	72
Spring 2020	11	13	20	2	2	48
Fall 2020	18	13	23	11	2	67
Spring 2021	11	12	6	5	2	36
Fall 2021	12	14	18	5	1	50
Spring 2022	10	7	25	10	0	52

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Fall 2022	18	5	21	6	0	50
Spring 2023	9	8	13	3	0	33
Fall 2023	11	15	20	12	0	58

Headcount declared majors in Early Childhood Education BS
Plan Code 'ECEBS'

Term	Freshmen	Soph.	Junior	Senior	Post-Bacc	Total
Fall 2012	0	0	8	39	0	47
Spring 2013	0	1	5	40	0	46
Fall 2013	1	4	8	43	1	57
Spring 2014	0	3	8	33	1	45
Fall 2014	0	2	11	34	1	48
Spring 2015	0	0	13	32	1	46
Fall 2015	0	1	8	36	0	45
Spring 2016	0	0	9	37	0	46
Fall 2016	0	0	7	40	0	47
Spring 2017	0	1	4	38	0	43
Fall 2017	0	1	3	35	0	39
Spring 2018	0	0	10	32	1	43
Fall 2018	1	2	16	35	1	55
Spring 2019	1	3	11	53	0	68
Fall 2019	0	5	17	53	0	75
Spring 2020	0	5	27	53	0	85
Fall 2020	1	5	26	49	1	82
Spring 2021	0	7	41	52	1	101
Fall 2021	0	9	28	64	1	102

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Spring 2022	0	6	23	65	2	96
Fall 2022	0	4	25	63	2	94
Spring 2023	0	7	16	67	1	91
Fall 2023	0	5	12	42	0	59

Course Enrollments:

Department of Early Childhood, Multilingual & SP Ed enrollment by course subject

Enrollments in ECE lecture courses by course level

Term	Level - 200	Level - 400
Fall 2010	83	138
Spring 2011	2	85
Fall 2011	78	132
Spring 2012	4	144
Fall 2012	53	102
Spring 2013	10	115
Fall 2013	52	136
Spring 2014	34	123
Fall 2014	68	132
Spring 2015	48	126
Fall 2015	81	142
Spring 2016	68	184
Fall 2016	60	155
Spring 2017	42	152
Fall 2017	73	150
Spring 2018	34	170
Fall 2018	78	137

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Enrollments in ECE lecture courses by course level

Term	Level - 200	Level - 400
Spring 2019	36	147
Fall 2019	73	155
Spring 2020	39	205
Fall 2020	70	190
Spring 2021	50	196
Fall 2021	66	262
Spring 2022	63	240
Fall 2022	104	242
Spring 2023	16	201
Fall 2023	106	182

Enrollments in EDSP Lecture Courses by Course Level

	Level - 400
Fall 2010	446
Spring 2011	457
Fall 2011	390
Spring 2012	370
Fall 2012	447
Spring 2013	455
Fall 2013	352
Spring 2014	381
Fall 2014	418
Spring 2015	515
Fall 2015	542
Spring 2016	485
Fall 2016	591

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Enrollments in EDSP Lecture Courses by Course Level

Level - 400	
Spring 2017	548
Fall 2017	584
Spring 2018	484
Fall 2018	530
Spring 2019	498
Fall 2019	534
Spring 2020	507
Fall 2020	606
Spring 2021	505
Fall 2021	618
Spring 2022	841
Fall 2022	947
Spring 2023	699
Fall 2023	649

Enrollments in EDU Lecture Courses by Course Level

Level - 200	
Fall 2010	29
Spring 2011	33
Fall 2011	24
Spring 2012	16
Fall 2012	26
Spring 2013	21
Fall 2013	17
Spring 2014	25
Fall 2014	29
Spring 2015	13
Fall 2015	56
Spring 2016	20

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Enrollments in EDU Lecture Courses by Course Level

Level - 200	
Fall 2016	60
Spring 2017	23
Fall 2017	62
Spring 2018	17
Fall 2018	55
Spring 2019	15
Fall 2019	20
Spring 2020	52
Fall 2020	11
Spring 2021	43
Fall 2021	8
Spring 2022	62
Fall 2022	24
Spring 2023	132
Fall 2023	64

Enrollments in TESL Lecture Courses by Course Level

Level - 400	
Fall 2013	114
Spring 2014	111
Fall 2014	117
Spring 2015	133
Fall 2015	119
Spring 2016	158
Fall 2016	132
Spring 2017	165
Fall 2017	197
Spring 2018	155
Fall 2018	164

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Enrollments in TESL Lecture Courses by Course Level

Level - 400	
Spring 2019	146
Fall 2019	168
Spring 2020	141

Enrollments in CED Lecture Courses by Course Level

Term	Level 100	Level 200	Level 300	Level 400
Fall 2011	150	80	421	132
Spring 2012	60	59	259	162
Fall 2012	160	70	349	132
Spring 2013	150	70	337	151
Fall 2013	160	70	344	121
Spring 2014	151	72	297	147
Fall 2014	200	79	405	81
Spring 2015	200	80	330	124
Fall 2015	195	79	456	107
Spring 2016	199	78	461	161
Fall 2016	198	99	490	144
Spring 2017	200	81	480	183
Fall 2017	197	76	487	141

Degrees Conferred:

**Degrees conferred by Academic Year
(July to June)**

Early Childhood Education BS

Plan codes 'ECEBS', 'ECEPRE'

Bachelor of Science and Preparatory

Academic Year	Degree Count
1999-00	2
2000-01	2
2001-02	15
2002-03	19
2003-04	20
2004-05	28
2005-06	30

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**Degrees conferred by Academic Year
(July to June)
Early Childhood Education BS
Plan codes 'ECEBS', 'ECEPRE'
Bachelor of Science and Preparatory**

Academic Year	Degree Count
2006-07	27
2007-08	17
2008-09	35
2009-10	36
2010-11	28
2011-12	35
2012-13	30
2013-14	30
2014-15	24
2015-16	33
2016-17	30
2017-18	42
2018-19	19
2019-20	35
2020-21	35
2021-22	35
2022-23	50

ECEMED

Headcounts

Headcount declared majors in Early Childhood Education MED

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Plan code 'ECEMED'

Term	ECEMED Track in None	ECEMED Track in Early Childhood	ECEMED Track NDOEE Early Childhood	ECEMED Track Early Childhood Spec Ed
Fall 2010	69	2	2	4
Spring 2011	55	4	4	6
Fall 2011	48	0	0	0
Spring 2012	40	2	2	0
Fall 2012	28	21	21	11
Spring 2013	29	18	18	9
Fall 2013	62	13	13	5
Spring 2014	56	17	17	5
Fall 2014	14	45	45	9
Spring 2015	13	41	41	5
Fall 2015	10	49	49	6
Spring 2016	9	56	56	6
Fall 2016	15	58	58	4
Spring 2017	22	56	56	2
Fall 2017	46	24	24	2
Spring 2018	53	16	16	2
Fall 2018	63	8	8	1
Spring 2019	46	7	7	1
Fall 2019	58	4	4	0
Spring 2020	61	3	3	0
Fall 2020	67	2	2	0
Spring 2021	65	2	2	0
Fall 2021	72	1	1	0
Spring 2022	48	0	0	0
Fall 2022	62	0	0	0
Spring 2023	51	0	0	0
Fall 2023	46	0	0	0

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Enrollments in ESP and ECE Lecture Courses by Course Level Educational and Clinical Studies

	ESP Level 600	ESP Level 700	ECE Level 600	ECE Level 700
Fall 2010	0	1,015	0	72
Spring 2011	0	785	0	84
Fall 2011	0	731	0	34
Spring 2012	0	494	0	49
Fall 2012	0	640	0	81
Spring 2013	0	540	0	37
Fall 2013	0	606	0	119
Spring 2014	0	487	0	108
Fall 2014	0	833	0	84
Spring 2015	0	599	0	71
Fall 2015	0	990	0	96
Spring 2016	0	813	0	66
Fall 2016	0	1,094	0	98
Spring 2017	0	869	0	90
Fall 2017	4	1,112	0	95
Spring 2018	4	883	0	57
Fall 2018	8	1,073	0	80
Spring 2019	10	878	0	55
Fall 2019	9	935	0	76
Spring 2020	15	810	0	65
Fall 2020	12	806	0	84
Spring 2021	18	646	0	49
Fall 2021	7	693	0	79
Spring 2022	6	615	0	39
Fall 2022	6	647	0	115
Spring 2023	15	772	2	82
Fall 2023	3	800	2	62

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Enrollments in CED, TESL, and TESLR Lecture Courses by Course Level Educational and Clinical Studies

	CED Level 600	CED Level 700	TESL Level 600	TESL Level 700	TESLR 600
Fall 2012	9	289	104	0	0
Spring 2013	12	231	50	0	0
Fall 2013	9	275	157	2	0
Spring 2014	6	231	115	4	0
Fall 2014	7	255	135	2	0
Spring 2015	3	188	125	5	9
Fall 2015	3	228	0	107	0
Spring 2016	3	179	0	67	0
Fall 2016	5	194	0	148	63
Spring 2017	7	250	0	90	72
Fall 2017	0	0	0	202	60
Spring 2018	0	0	0	126	80
Fall 2018	0	0	0	215	30
Spring 2019	0	0	0	139	39
Fall 2019	0	0	0	205	17
Spring 2020	0	0	0	102	0
Fall 2020	0	0	0	166	0
Spring 2021	0	0	0	62	0
Fall 2021	0	0	0	123	0
Spring 2022	0	0	0	32	0
Fall 2022	0	0	0	470	0
Spring 2023	0	0	0	334	0
Fall 2023	0	0	0	521	0

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**Degrees conferred by
Academic Year (July to June)
Early Childhood Education MED (Plan code 'ECEMED')
Master of Education**

Academic Year	Degree Count
2006-07	13
2007-08	35
2008-09	41
2009-10	33
2010-11	48
2011-12	24
2012-13	17
2013-14	38
2014-15	29
2015-16	34
2016-17	46
2017-18	45
2018-19	25
2019-20	34
2020-21	21
2021-22	39
2022-23	32

2. Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan.

ECEBS --- For ECEBS and ECEPRE (i.e., undeclared, but intending to study early childhood education) the trends in enrollment are consistent and in line with projections (between 140 and 150 per year); for full-major students, the trends in enrollment have been consistent since 2013. The strategic plan is to increase enrollment in the undergraduate program with adding new faculty.

ECEMED---Trends across the last five years are in line with projections.

2. If not, why not.

Not applicable.

4. *Does your program's enrollment trend differ from national trends?*

ECEBS – No

ECEMED – No

6. *If yes, please discuss the reasons why?*

Not applicable.

7. *Additional comments:*

None.

VI. Retention, Progression, Completion

A. Major Course Offerings

1. *Are enough courses offered to meet enrollment demands?*

Yes; The program offers approximately 50 to 55 sections of early childhood education courses across all programs in the fall and spring semesters and approximately 10 to 15 sections of courses in the summer. There is a master schedule of courses sequenced across the fall, spring and summer semester to progress students through programs in an efficient way. The major coursework for the undergraduate program is designed to be completed in two academic years (e.g. the last 60 hours spent in early childhood education), the Master's program to be completed in 1.5-2 academic years (e.g., 36-41 credit hours). Each semester, the program monitors enrollment and increase caps or builds new sections based on student demand.

2. *How many courses have been added or eliminated in the last 5 years?*

ECEBS: 0 Added

ECEMED 0 Added

3. *Why were the actions taken?*

NA

4. *After reviewing the program, what additional actions should be taken to improve retention, progression and completion?*

Currently, the retention, progression and completion of students in the ECE programs is a strength. Course offerings and sequences are designed to support students in completing their programs of study in a timely efficient manner. Program leaders regularly analyze course offerings and meeting patterns to make necessary revisions to support students in completing their programs. These processes will continue to ensure that admitted students receive the support they need to progress and complete.

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5. *Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them.*

No, the program monitors enrollment to make sure students have access to courses and evaluate on a case-by-case basis if students need to get into a full class that is slowing their progression towards graduation.

6. *If last question was answered yes, what steps can be taken to reduce “bottle-necks?” Please indicate both financially-based and non-financially-based solutions.*

Not applicable; “bottle-necks” in course progression are not a current problem for any of the early childhood Education programs.

7. *Can any changes in sequencing of courses be made to facilitate graduations?*

As stated above, program leaders regularly analyze course offerings and meeting patterns to revise the sequence of courses to ensure that students can actively progress towards graduating. An example of this occurred three years ago: through a careful analysis, program faculty realized that the spring course offerings in the master’s program were limited and students were often having to add a semester to complete their program. To address this issue, the program added ECE-711 and ESP-775 to the program schedule. Program leadership will continue to monitor the sequence and offering of courses to ensure progression and completion.

B. Curriculum

1. *Is the program’s curriculum aligned with current development in the field?*

Yes. Much like the sequencing of courses, program faculty consistently review course content to ensure that current developments in the field are reflected in our coursework. Because only 18% of courses are taught by full-time faculty members, key courses across the early childhood program are coordinated by faculty with expertise in that particular content. Faculty then work directly with doctoral students who have an expertise in early childhood education and early childhood special education and part-time instructors to ensure that the objectives and content of the course are being delivered as designed. Additionally, program faculty are active in traveling to conferences to discourse new developments in the field with colleagues across the country and internationally. These ideas are then discussed among program faculty to determine any changes or revisions that may be need in curricular content. Program faculty also regularly review the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Education (DEC) updates to ensure that current ideas are being reflected in program content. Some highlights related to the integration of current developments in the field being reflected in coursework include:

- High-leverage practices in early childhood and early childhood special education have been integrated into the methods courses of the early childhood education program.

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- All undergraduate students and teacher licensure students complete the Teaching English as a Second Language endorsement as a required component of their program.
- Students participate in 250 hours in the field prior to be recommended for licensure, and
- Students learn how to identify evidenced-base techniques and practices so that they can analyze the impact of different teaching strategies that may arise to ensure that they are evidence based.

Finally, faculty members serve as leaders nationally in a variety of capacities (e.g., members of the board of professional organizations, program editors to journals, and officers of professional organization) who are engaging in critical discussions related to the needs of inclusion education and developmentally appropriate practices in early childhood education. These conversations are reflected in course curricula and in the experiences provided to students at all levels.

2. *If not, what needs to be done to make the curriculum current?*

Program faculty will continue to use information collected during the assessment process to reflect on curricular content to ensure that it is updated and reflective of current practices in the field. Last academic year program faculty began discussing critical competencies that should flow throughout the program and will spend this academic year using those competencies to ensure that program curricular content reflect the most current practices in the field and that subsequent practicum placements ensure candidate ability to practice and refine these critical practices.

C. Graduation Rates

Program graduation numbers and rates are summarized below.

ECEBS

First-time, Full-time College Students declaring Early Childhood Education BS (Plan codes 'ECEBS','ECEPRE') and graduating within 6 years							
Cohort Term	Cohort Size	Degree in Plan	Degree % Plan	Degree in Dept	Degree % Dept	Degree any Dept	Degree % any
Fall 2010	5	1	20.0	0	0.0	1	20.0
Fall 2011	8	0	0.0	0	0.0	2	25.0
Fall 2012	10	4	40.0	0	0.0	5	50.0
Fall 2013	24	2	8.3	0	0.0	11	45.8
Fall 2014	6	2	33.3	2	33.3	5	83.3

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First-time, Full-time College Students declaring Early Childhood Education BS (Plan codes 'ECEBS','ECEPRE') and graduating within 6 years

Cohort Term	Cohort Size	Degree in Plan	Degree % Plan	Degree in Dept	Degree % Dept	Degree any Dept	Degree % any
Fall 2015	9	2	22.2	2	22.2	3	33.3
Fall 2016	11	3	27.3%	3	27.3%	7	63.6%
Fall 2017	14	7	50%	7	50%	10	71.4%

ECEMED

Graduation Rates:

New Graduate Student Cohorts declaring Early Childhood Education MED (Plan code 'ECEMED') and graduating within 5 years

Fall	Size	Yr 2 rate (%)	Yr 3 rate (%)	Yr 4 rate (%)	Yr 5 rate (%)
2010	26	46.2	69.2	69.2	69.2
2011	9	44.4	66.7	66.7	66.7
2012	56	78.6	78.6	82.1	82.1
2013	30	40.0	53.3	60.0	60.0
2014	27	29.6	59.3	74.1	74.1
2015	29	89.7	89.7	93.1	93.1
2016	49	69.4	81.6	85.7	85.7
2017	17	58.8	76.5	76.5	NA
2018	17	58.8	64.7	NA	NA
2019	16	18.8	37.5	50	50
2020	20	50	55	55	NA
2021	19	31.6	36.8	NA	NA

Using the data in the tables above, please answer the following questions:

- 1. Are trends in 6-year cohort graduation close to the University's goals (UNLV's undergrad goal is 50%)?*

Graduation rates tend to be volatile changing with each cohort. Based on the five most recent cohorts, 25% of undergraduate students who start in ECE graduate in their starting program within six years. This percentage is equivalent to the pattern at UNLV with approximately 27% of UNLV bachelor's cohort students graduating within their starting college. In fact, 56% of

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ECE undergraduate students finish a bachelor's degree at UNLV within six years. This rate exceeds the target graduation rate of 50%.

For the ECEMED program the target graduation rate is 70% in 3 years. The numbers suggest that the program reaches or exceeds that target in six of the 12 cohorts (50%). The remaining cohorts have graduation rates between 36%-65%. The unusually low rates for the 2019 and 2021 cohorts are likely a reflection of disruption from the COVID-19 pandemic.

2. *If not, what is being done to reach the goal?*

NA.

3. *Discuss how and why the graduation rate is changing.*

Not applicable

4. *Additional comments:*

No additional comments.

VII. Relationship to Other Programs

1. *What relationship does your program have to other programs (e.g., articulation, transfers, collaborations, partnerships) in the NSHE system?*

The early childhood education program works actively with other institutions across the NSHE system, but through coordinated partnerships and on governance boards and committees that inform policy and practice throughout the state of Nevada. Highlights of these relationships can be found below:

- The ECE program works with the College of Southern Nevada (CSN). There is a 2 +2 agreement with CSN related to transfer students into the UNLV program, where the 60 credits they complete at CSN count as the general education required in their program. Additionally, program leadership partners with CSN to recruit students to enter degree programs at UNLV once they have completed their Associates degree.
- The program also works with early childhood education programs at the University of Nevada, Reno and Nevada State College through the state Common Course Numbering process. Thus, the courses at UNLV are congruent with the course offerings at other state institutions, which creates a smooth path for students to transfer between institutions.. Any changes made to UNLV courses are done so in collaboration with the other institutions in NSHE.
- The early childhood education program supports the Lynn Bennett Early Childhood Education Center that includes the UNLV/CSUN/Preschool and Early Childhood Assessment Center. The preschool is a five-star rated school by the Nevada Department of Education under the Quality Rating Improvement System (QRIS). The UNLV/CSUN

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Preschool has maintained National Accreditation (NAEYC) since the 1990's. Each semester the ECE program places between 10 and 20 undergraduate practicum students and field experience students at the preschool. Graduate students are also placed here for student teaching, coursework assignments and research studies. Additionally, the programs manage students enrolled in T.E.A.C.H. Early Childhood Program with the Nevada Association for the Education of Young Children (NevAEYC) the opportunity for employment while completing their studies at the preschool site.

- The ECE program is represented on the board of directors and works with Project Teacher Education and Compensation Helps (T.E.A.C.H). T.E.A.C.H addresses specific issues within the state of Nevada workforce, including urban-education, poor compensation, and high turnover within the early childhood field. The program provides scholarships and recommends state policy.
 - The UNLV ECE faculty has built a partnership with Acelero Head Start providing in-service trainings, seminars, and working with families. Acelero has provided access for UNLV student internships and UNLV faculty has representation on the Acelero board of directors
 - The ECE faculty is represented on state councils including the Nevada Part C Interagency Council, Early Childhood Advisory Board, and Nevada Pyramid Model. These groups provide guidance to state policies and programs on high quality services for young children across Nevada.
 - The ECE faculty represents UNLV on state licensure and professional competency workgroups to provide input into state requirements for early childhood professionals.
 - The ECE faculty has served as state affiliates for the National Association for the Education of Young Children (e.g., board members) and subdivisions for the Division for Early Childhood.
 - The ECE faculty takes part in the annual Nevada Early Childhood Research Consortium to share UNLV research and collaborate with other ECE faculty across the state.
 - Two ECE faculty members serve on the Nevada State Department of ED/ECSE Endorsement Revision Committee to revise state requirements of teacher certification in early childhood special education.
2. ***What relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements.***
- At the undergraduate level the program partners with the Department of Educational Psychology and Higher Education and require students to take a course in educational psychology. At the graduate level students take research methods.

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- Program leaders work closely with the Education Student Service Center for undergraduate programs to recruit and advise students to completion. The field experiences coordinator attends regular meetings with faculty and is also invited to attend program meetings.
- Program leaders also partner with the Graduate College on various initiatives relative to successful graduate studies on campus.

VIII. Impact

1. *What impact has this program had or will have in the following areas:*

- **University**

The early childhood program has had several impacts on the university. Some are highlighted below:

- Increased enrollment at the Bachelors level and Masters level across the last five years.
- Program faculty are active scholars in their respective fields of early childhood education bringing notice to the university through productive scholarship.
- Program faculty serve in a variety of leadership capacities across campus. (Women's Council and UNLV Student Needs Committee).
- Program faculty members have served as Faculty Senate Members, the Faculty Senate chairperson for three different terms, Chair of the UNLV Tenure and Promotion Committee, members of the the University Program Review Committee, Academic Appeals and the Priority and New Program Review.

- **Community**

The early childhood education program has a number of impacts on the community, both within Clark County and across the state of Nevada. Some highlights include:

- This program is the highest producer of early childhood education teachers in the state of Nevada with the vast majority working for the Clark County School District or for a charter school in the Nevada State Public Charter School Authority.
- Faculty service on the Nevada Partnership for Inclusive Education (NVPIE), a local nonprofit that provides professional development to schools and teachers to support inclusive practices on school campuses.
- Partnership with the Clark County School District to provide curriculum and teaching recommendations for inclusion education and partner on professional developmental

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initiatives. A formal Interagency Local Agreement (ILA) is maintained between CCSD and The UNLV/CSUN Preschool for EC inclusive program on site. Additional partnership with State Early Intervention Therapy Management Group, a community Part C EI agency for an inclusive play group.

- Service on numerous local community boards (Acelero Head Start, Nevada Easter Seals) that focus on improving outcome of students).

- **Field**

Finally, the early childhood education program has numerous impacts on the field of early childhood education. These include:

- Service on numerous editorial boards, including one faculty member served a program editor.
- An ECE faculty member was elected as the President of the Division for Early Childhood Education of the Council of Exceptional Education (DEC). Two ECE Administrative Faculty serve on the Nevada Division for Early Childhood (DEC) Board.
- A faculty member was appointed to the Advisory Board of Project T.E.A.C.H Early Childhood Nevada.
- A faculty member is on the board of the Nevada Association of Education of Young Children.

2. *What are the benefits to the institution of offering this program?*

There are a variety of benefits to UNLV offering this program. First, and foremost, UNLV has been the only NSHE institution in southern Nevada that offers undergraduate and graduate programs in inclusive early childhood education programs. The program is currently the largest producer of early childhood educators and professionals in the state of Nevada which addresses the shortage of early childhood education professionals in Clark County and in the state of Nevada. Additionally, the ECE program is the only university-based alternative route to licensure program in the state of Nevada to provide licensed early childhood teachers through a faster-track programming option. This program also offers a fast track weekend graduate program.

Second, the ECE program within the Department of Early Childhood Multilingual and Special Education is comprised of faculty who are productive scholars. This expands the name and impact of the university regionally and nationally.

Finally, the ECE program faculty are actively engaged with the community and professional organization related to the education of young children. ECE program faculty regularly serve on committees, the boards of organizations, and in leadership capacities that impact children's development and educational growth. Other regular partners include the Clark County School

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District and Acelero Head Start to support them in initiatives related to early childhood education. Faculty work to ensure that the findings of their scholarship is being actively disseminated throughout the field, which is important for the university's Carnegie Classification for Community Engagement.

3. *Provide examples of the integration of teaching, research, and service (e.g., faculty mentoring, leading to students' presentations at conferences, service-learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy).*

- Doctoral students whose leadership area is early childhood and early childhood special education, worked with their advisor to develop ideas and presented 3 times at national and international conferences in 2019 and 2020
- Students participate in a series of practicum and internship experience where they are able to apply skills being learned in their coursework
- Doctoral students whose leadership area is early childhood and early childhood special education volunteer to present professional development annually at the Nevada Partnership for Inclusive Education Inclusive Practices symposia.

4. *Additional comments:*

No additional comments.

IX. Productivity

1. *Please provide an indication of faculty productivity appropriate for your unit (lists of publications by type, grants by type, performances by type, installations by type, etc.)*

* See scholarly activity on page 4

X. Quality

A. Admission and graduation requirements

1. *Please insert program admission requirements from the current UNLV catalog.*

ECEBS Admissions Requirements

Students matriculating in the ECEBS licensure program must complete an application that includes their transcripts, passing scores on the Praxis Core or California Basic Educational Skills and a statement of intent as to why they would like to study early childhood education.

Students matriculating in the ECEBS non-licensure program must complete an application

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that includes their transcripts, have taken the Praxis Core or California Basic Educational Skills and a statement of intent as to why they would like to study early childhood education (see application included in the appendix).

Admission Policies

All students beginning their preparation leading to the bachelor's degree and or teaching licensure must be admitted into the Division of Teacher Education before being admitted to the department.

Teacher Division Requirements

No studies beyond ECE-250, will be permitted within the College of Education until the student has met all Teacher Division requirements below:

- Completion of 24 credit hours at UNLV at time of application.
- Grade point average of 2.75 or above.
- Students must take all three parts of the Praxis Core or California Basic Educational Skills Test.
- Students must earn a B or better in ECE-250 to continue to take course work in the department. If the student does not achieve a B or better the second time, the student will not be allowed to proceed forward in the department.
- Students who are working on their teacher license must earn a B or better in ECE-483 to be advanced to student teaching.

ECEMED Admissions Requirements

In addition to meeting the admission requirements of the Graduate College, as outlined in the front of this catalog, applicants must also meet the requirements established by the Department of Early Childhood, Multilingual and Special Education. The are:

A minimum grade point average of 2.75 for all undergraduate work or a 3.00 grade point average for the last two years of undergraduate work. Admission to a master's degree program in early childhood education requires that students with a GPA of less than 2.75 be admitted to the graduate program with provisional status; and a letter of application/intent.

Applications are processed when all credentials required by both the Graduate College and the Department of Early Childhood, Multilingual and Special Education have been received by the Graduate Coordinator. The Graduate Coordinator evaluates the applicant's credentials and recommends either 1) admission to full, contingency, or provisional graduate standing (depending on the strength of the applicant's academic credentials); or denial.

B. Outcomes and Assessment

1. Student Learning Outcomes and Program Assessment Plans are listed at <https://www.unlv.edu/assessment/reports-plans>. Please attach the most recent assessment report in the Appendix.

2. Describe specific program changes made based on the program's evaluation of its assessment reports.

The program uses the assessment reporting process in a variety of ways in the early childhood program to inform changes to identify and support students. A few specific changes are included below:

- Monitor student learning in courses to determine which courses need additional development or revision to support student learning.
- Asking instructors to submit sample student work with their assessment data so program faculty have an idea of what is being submitted in each of the core courses.
- Developed recommended course sequences based on both learning in assessment reports and student input to ensure that students are taking courses in a path that makes the most sense throughout the program.
- Created whole group orientations to programs so that all students are getting the same information regarding the essential things they need to keep in mind as they progress throughout their studies
- Identified critical pedagogies where there is a need to develop models for instructors so that students are learning the critical examples that have been identified as necessary.

3. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?

No programmatic changes related to prerequisites, addition or elimination of elective courses, or co-curricular experiences have been made in the last five years.

4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?

Yes.

In the last five years, the early childhood education program has converted all undergraduate courses to online classes. These courses can be included within the traditional ECEBS program or eventually be used for an online ECEBS program.

The ECEBS program has run courses in differing formats over the last five years (e.g., weekend courses, hybrid courses, large lecture courses, 4-week module classes) to support growing the teacher pipeline and more efficiently preparing high quality, licensed early childhood education teachers to work in classroom both in the Clark County School District and non-profit and private business. Program leaders and faculty analyzed curricula to ascertain which courses would work in these variety formats and then listened to feedback from students to ensure that they still felt they were attaining access to

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course objectives as well as progressing the program. Program faculty will continue to purposefully innovate within the programs to ensure a high-quality student experience.

5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

As enrollment in ECE courses and programs has grown, faculty resources have either gone down or stayed flat. It became clear that students were not mastering critical concepts through assessment reporting. The program addressed this by working with adjunct instructors prior to the beginning of the semester to discuss the scope and sequence of the early childhood education program and to ensure that instructors understood the learning objectives of their course and how it fit within the sequence of courses that established.

6. List and describe two specific improvements in student learning outcomes and why they represent forward movement.

There have been several improvements in student learning as a result of analyzing student outcome data. Two specific examples:

- Students were not appropriately discussing the impact of their different strategies during their student teaching action plan presentations. Therefore, faculty worked with the seminar instructor to develop ideas for how to teach students the methods for developing developmentally appropriate practice strategies, implementing them and evaluating the outcomes. The logic and clarity of these presentations has improved drastically. This improvement should help students become active researchers on their school campuses.
- Students showed limited knowledge with regard to integrating math and science in the classroom. Program faculty are developing a science methods class and revising math/science methods class to focus more on math.

7. Additional comments:

No additional comments.

XI. Conclusions, Self-Assessment

A. Faculty Review of self-study

1. On what date did the program and/or department faculty review this self study?

Faculty reviewed this self-study in the fall of 2023 for approval.

2. What were the results of the faculty review?

Early childhood program faculty unanimously agreed with the major conclusions of the self-study and review process. Faculty in the unit are committed to ensuring the continued success of the early childhood education programs at the

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undergraduate and graduate level. Faculty members believe that have the innovative skills and creative thinking required to continue and contribute to the field locally, regionally and nationally. However, early childhood education program faculty have identified critical needs within the program to support further growth. Primarily, these needs are time, space and additional faculty resources to support ideas and innovations. Related to time, current faculty report feeling stressed due to a lack of resources. There are not enough people to complete the tasks that are required of the faculty. Additionally, changes to reassigned time by the Dean's office have made it so that the individual completing programmatic work are not afforded the space to serve in that capacity as reassignments are prioritized by scholarship. To accomplish programmatic goals, it is imperative that program faculty have time to commit their energies to continued program success.

With regard to space, program faculty are concerned that there is not enough space within the department to grow programs and implement innovative techniques to support students at all levels. Additionally, there is no space for research and when space is allocated, it is moved regularly (e.g., grant space in the department has been moved by the Dean's office four times in the past six years).

Finally, program faculty are very concerned about a lack of faculty resources (e.g., lines for tenure-track faculty, visiting lecturer resources). As a result of the recession of 2008 and departmental reorganization, many faculty lines that used to be committed to early childhood education are now in other units. In fact, the department faculty in 2023-2024 is the same size as the department faculty in 2003 with additional programs being represented in current time. This indicates that the size of the program has reduced dramatically even with marked increase in student enrollment. Additional faculty and capacity resources are needed to continue this upward trajectory.

3. *What are the top 3 priorities and/or needs for the future development of the program?*

Based on the completed self-study, program faculty felt the top three priorities for the future development of the program include:

Additional tenure track faculty lines e.g., ECE assistant professor, to teach math and science methods and advise graduate students, two Faculty in Residence to support early childhood and early childhood special education advising, implementation of courses, and supervision of undergraduate and graduate practicum and student teaching. Program faculty members are at capacity in the ability to serve ECE/ECSE students. Only about 15-20% of courses are being taught by faculty, and faculty are often advising 60 to 100 graduate students at any given time. Additional faculty lines would allow the program to continue growing, while also providing a better-quality experience for current students. Adding faculty will also create space for innovation, scholarship, and external funding opportunities.

The second major priority that must be addressed is the allocation of space to the program. Due to reorganizations with the College, the EMS department has lost a significant amount of space for faculty offices, research and

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lab space and space allocated for collaboration and administration of programs. Space continues to be prioritized for other initiatives within the College but taken from departments. The early childhood program faculty are concerned that this continued loss of space impacts productivity and growth

Finally, to increase research capacity, current research facilities need renovation and additional dedicated laboratory space. Additional physical space is needed to broaden the scope of research and provide excellent, quality programming to meet the demand of a wider demographic in the community and provide more representative study samples and establish dedicated space for students and novice professionals to observe and practice assessment activities, allow multiple researchers to engage in research simultaneously, and conduct research across all age groups. This should include additional classroom and activity space with physical research spaces (e.g., observation rooms, lab space). Technology of the current program requires updating, including database development to maintain regularly collected data at the Lynn Bennett Early Childhood Education Center would allow for researchers to examine Center data cross-sectionally and longitudinally and updating and expansion of video and audio systems would allow researchers and students to unobtrusively and/or remotely observe early childhood classrooms. Finally, continual acquisition of current assessment, curricula, and instructional materials are necessary to implement both research activities and teacher training activities

4. *What are the strengths of the program?*

Program faculty noted several strengths of program including:

- Growing enrollment in teacher education programs, which is counter to national trends relative to education enrollment. This is particularly true at the graduate level for alternative pathways to licensure.
- Students return to continue on for future studies (e.g., graduate certificates, master's degrees, doctoral degrees).
- Continuous revisions of program curriculum to ensure coursework is aligned needs and innovations in the field. Program faculty continue to find innovative methods to meet the unique needs of students.
- Reflection on the progression and changes as they relate to major findings in the field. Program faculty work diligently to weave critical findings into educational programs.
- Faculty productivity (e.g., scholarships, contracts, grant monies, presentations).
- Diversity of faculty and students; program faculty prioritized increasing culturallinguistic diversity of faculty, instructors and student populations. Program faculty are proud of progress in these areas and will continue to ensure that individuals from diverse backgrounds are reflected throughout the program
- Community partnerships with schools and other organization. The early

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childhood program at UNLV is connected to many organizations within the community and program personnel are building on these relationships over time.

5. *What are the challenges facing the program?*

- Changing criteria across the university (e.g., number of teachers produced, students enrolled in classes, scholarship community focus). If often feels like there is not consistent messaging from leadership both within the college and across the university as to where energy should be focused. About six years ago, program faculty were tasked with drastically increasing number of enrolled students. Recently the focus has been on publications and external funding. There is a feeling that resources are being allocated disparately based on changing criteria and it is difficult for the program to establish a strong vision when that vision is not always clear from a leadership perspective.
- Lack of resources (e.g., faculty, space – lab and faculty office and GA space, GA). This has resulted in only about 18% of classes being taught by faculty members and a lack of alignment between some faculty objectives as they try to focus on multiple different points for growth and success.
- Dedicated office space for chair and AAs: this has led to a lack of identity for the department. The reduction in space has greatly inhibited program goals.
- Ensuring that students are getting common messages and advising. Simply put, there is not enough capacity for the number of students that are being served.

6. *What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?*

A few highlighted changes include:

- Syllabi are evaluated annually to ensure reflection of field (EBPs and research in the field). Following these reviews, revisions are made to courses to ensure alignment and focus on integration of evidence-based practices.
- Hybrid 4-week classes, specifically designed for increasing numbers of alternative pathways to licensure programs and completion of Masters degree programs. These classes have allowed students to enter the program and complete all requirements at the Master's level in 4-5 semesters.
- Based on research and faculty input, program faculty in the process of making revisions to undergraduate and graduate programs to include courses in cultural and linguistic delivery and additional infant/toddler education courses.

B. Other comments

Is there anything else you would like to discuss about the program?

One note that was made in the program review of this self-study was the amount of change that occurred within the department since the last program review. In 2011, the Department of Special Education and Early Childhood was merged with the English Language Learning and Counselor Education programs to become the Department of Educational and Clinical Studies. This reorganization was completed as a part of the university's response to the recession.

In 2013-2014 the longtime department chair retired and there have been two additional chairs prior to the current chair. In 2017-2018 the department was reorganized again by removing the Counselor Education programs from the department. A new unit was developed with a focus on Early Childhood Education, English Language Learning, and Special Education. Additionally, the number of the faculty in the program has been reduced significantly as there were 5 faculty members in early childhood education alone 10 years ago and there are now 3 who are responsible for overseeing a larger program. This amount of change over time has created many disruptions and changes in processes and program oversight. This context is hugely important in considering some of the changes and revisions that have been made and the request for additional resources to continue to support these innovations. Program faculty have accomplished a significant amount, but they have directly felt the impact of changes as a result of the recession and the university's move to a tier one university.