

Secondary Education Licensure - Post-baccalaureate Licensure (Graduate Licensure Program)

Current Compliance Year: 2024-2025

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Increase enrollment, Increase retention/persistence

Continue to work on recruitment through exploring additional content area pathways and consider how proactive advising and support might increase your retention.

Response to Previous Recommendations (if any):

We continue to work across all the aspects mentioned above. We have a developed pathway in Courseleaf currently with the Math BS and Secondary Education M.Ed that will be approved for next year. We are in conversations with the Art and other UAF programs for a similar program to increase enrollment. We will also begin conversations with the History Dept on a similar pathway for their students. Those updated pathways will support the enrollment and retention of students.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Discuss your SLOA findings, the changes you are making, and what you hope to see as a result:

Our goals, measures, and data are consistent with our 2021 SLOAs. We had a successful CAEP Accreditation visit last October with recommendations for accreditation and no stipulations. We continuously evaluate student performance data and feedback to refine diversity enrollment strategies, integrate technology and distance learning approaches into course delivery, and incorporate research-based instructional methods.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

We have changed course progression in secondary, specifically the sequence of EDSC 407 Literacy in the Content Areas (now Summer Session II) and EDSC 415 Foundations of Modern Education Practice (now Summer Session I) during the summer based on student feedback and a need for more evidenced success in our students learning the concepts of cognitive science-based lesson design, instruction and assessment. We've also developed a programmatic common calendar with major critical assessments logged so as to maximize students' success by spacing out these major assessments over the course of the fall and spring semesters during their internship year.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs. Please mark the appropriate box below.

Embedded:	X
Not Embedded:	

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence		8.6%	
Pass Rates		5.2%	
Student Credit Hours		.7	
Majors	20		
Degrees Awarded	6		
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

The data presented in PAIR reveal no apparent equity gaps; however, we recognize the need to increase representation of [REDACTED] students specifically and people of color more broadly across all School of Education (SOE) majors and degree programs. All our courses are available digitally to support equitable access, enabling students in rural communities to pursue their education without geographical barriers.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

The data would be more useful with further disaggregation into BASC-Sec, PB-Sec, and K-12 Art Sec.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects	x	Research (Graduate Level)	x
Collaborative Assignments & Projects	x	Writing-Intensive Courses	x
Diversity/Global Learning		Publications	
ePortfolios	x	Communications	
First-Year Seminars & Experiences	x	Publications	
Internships	x	Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

Collaborative work is integral throughout the courses in the secondary teacher certification program, fostering teamwork and practical application of educational theories. For example, in **Introduction to Educational Research**, students collaborate in teams to design and implement research projects focusing on current educational topics using a mixed-methods approach. This process involves designing surveys, collecting and analyzing data, and collectively addressing research questions, culminating in a shared presentation of findings and recommendations. Similarly, in the **Math and Science Methods** course, students collaboratively develop STEM lessons and place-relevant curricula, emphasizing the importance of local context in education. In **English Language Arts Methods** and **Social Studies Methods**, student teachers participate in 3 lesson plan workshops where they critically provide feedback to each other on lesson plans in their content area. These innovative, collaboratively created materials are then shared online, broadening their impact and fostering a shared learning and professional growth culture.

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

EDSC 657 Multicultural Education and School Community Relations is built upon the foundation of diversity and global multiculturalism across Alaska's classrooms and school sites. Our teacher preparation program emphasizes Alaska Native cultures and allows students to engage in a weeklong rural practicum, teaching in a rural Alaska community. Data indicate that this experience significantly enhances candidates' understanding of rural communities and increases their willingness to pursue teaching positions in these areas.

ePortfolios

After their student teaching internship, teacher candidates compile a standards-based portfolio demonstrating their proficiency in key program requirements and supporting CAEP accreditation standards. This portfolio includes critical assessments, such as a comprehensive teacher work sample featuring detailed lesson plans, instructional strategies, assessments, and reflective analyses conducted after implementing lessons in public school classrooms. Additionally, the portfolio incorporates multimedia presentations highlighting candidates' ability to integrate technology and professionally present their teaching practices.

First Year-Seminars & Experiences

All secondary teacher certification program candidates engage in a year-long student-teaching internship in a public school under the guidance of a mentor teacher. This internship aligns with the Alaska Department of Education and Early Development (DEED) requirements and supports CAEP

accreditation standards. To enhance the internship experience, candidates concurrently participate in the **EDSC 671/672 Seminar**, which provides a structured environment for critical reflection and discussion of their teaching practices, experiences, and learning throughout the internship year. This integrated approach ensures candidates are well-prepared for professional teaching roles.

Writing-Intensive Courses

To prepare undergraduate candidates for a profession that requires much written communication and feedback and being a graduate-level post-baccalaureate program, all the classes except the EDSC 671/672 series and the EDSC 642/643 Tech I/II courses are writing intensive courses with a research project or paper completed in each class in the graduate sequence.

Service-Learning and/or Community-based Learning

(250 Word Limit)

Internships

The core of the M.Ed. program is a year-long internship in an Alaska secondary classroom mentored by a teacher at the local school site and supervised by a Secondary Program faculty member. This internship aligns with the Alaska Department of Education and Early Development (DEED) requirements and supports CAEP accreditation standards.

Capstone Courses & Projects

During the final phase of their student teaching internship, pre-service teachers complete the **Alaska Teacher Culminating Assessment Task** ([Alaska Teacher Culminating Assessment Task \(ATCAT\)](#)) and a comprehensive student teaching portfolio. These standards-based assignments are rigorously evaluated, and the resulting data is collected to support accreditation processes (CAEP) and program review. Through these assessments, teacher candidates demonstrate critical competencies developed throughout the program, including planning effective instruction, analyzing student learning data, and assessing student outcomes. These tasks synthesize their preparation, ensuring readiness to enter the teaching profession and meet the demands of the workforce.

Other or None of these (explain)

(250 Word Limit)

Submission

Submitter & Collaborator Names

Douglas Cost and Ute Kaden

Submitter Email

[Douglas Cost](#) [Ute Kaden](#)

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap	x	Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

See Student Success and Equity Feedback below for additional details.

Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision	x	Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan	x	Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

Would like to see more depth and development on how the recommendations from the last full program review (in 2022-23) were addressed, particularly those tied to increase enrollment, retention, and persistence.

With the exception of the School Counselor Certification – Post-MA Certification (GLP), Local Knowledge Educator – Certificate, Elementary Education – ME, and Counseling – ME, the other programs largely had the same SLOs (6 for UG programs, 7 for graduate and PB programs). Note that the School Counselor Certification – Post-MA Certification (GLP) and Counseling – ME programs have the same SLOs as well. Need to have some distinction in SLOs among programs (cannot be identical).

This report shows strong alignment between the SLOA plan, the results, and the analysis done by the program. Provided 7 SLOs, each of which have a clear and well-defined set of criteria and procedures for assessment, implementation plan (that includes when the SLO must be completed and assessed [including how will be assessed] in the program), and the data reporting process. One area that could be improved is that each of the 7 SLOs could be more clearly articulated/defined, i.e., a more well-defined statement (e.g., what disciplinary content knowledge must students attain?).

Noted that student performance data is continuously evaluated, and feedback is used to refine enrollment strategies. However, no details are provided on this to demonstrate closing the loop and continuous improvement. Noted curricular changes and should also document why those changes were made and the results from that outcome (again tied to closing the loop and continuous improvement).

What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

Does the inclusion of more rural students provide more value in and of itself? What does the lack of the internet, and thus passing rates on tests have on this? There is a decrease in persistence, pass rates, and student credit hours. What do these numbers suggest? Do you plan to address these? How would you do so?

If the data points do not fully capture the program's nuances, consider what additional metrics might be necessary for a comprehensive understanding. What assistance can the Accreditation Office provide to better address this need?

High-Impact Practices Feedback (narrative)

Capstone projects, collaborative assignments and projects, eportfolios, first-year seminar experiences, internships and research & writing intensive courses were all selected under this analysis of their HIP SLOA review.

While these sections are great to see, and we understand they are a part of their program and accreditation. Perhaps a sentence or two talking about the data points used or how it is used to measure impact would help with review. But overall, these are really succinct.

A suggestion would be to provide specific examples for each HIP to give depth to the descriptions provided. This would demonstrate the types of experiential activities in which students are engaged in during their program of study.