

The UAF Faculty Senate passed the following at Meeting #190, April 1, 2013:

MOTION:

The UAF Faculty Senate moves to approve the new Bachelor of Arts in Secondary Education with Content Area.

EFFECTIVE: Fall 2014, with Board of Regents approval.

RATIONALE: Alaska has a chronic need for teachers. This proposed new major provides a structured path, within a baccalaureate degree, for a student to gain the complete education necessary to become a secondary education teacher in the State of Alaska. The program is structured to improve access to interested students and to increase availability of qualified and successful secondary school teachers in Alaska, particularly in rural Alaska. The additional cost of this program is essentially administrative, with no new courses or faculty required, but the likely benefits are considerable.

Currently a student intending to become a secondary educator earns a baccalaureate degree in a subject area and then undergoes 1-2 years of post-baccalaureate teacher training. There are numerous disadvantages to this approach, including extremely limited financial aid for the post-baccalaureate training and a disconnect between studying the major subject and learning to teach that subject. The new approach addresses these problems by enrolling the student in a unified, integrated double major in Secondary Education combined with a major in an approved Secondary Education field (English, Mathematics, Art, Biology, etc.).

Other advantages of the proposed program stem directly from identification of interested students early in their career at UAF. These students interact with (and provide moral support to) each other and establish long-term working relationships with the secondary education faculty. Further, through integration of their education coursework and their major they receive consistent encouragement in their intended career path. Finally, through their continuous interaction with the secondary education faculty they receive encouragement to pursue careers in secondary education in rural Alaska.

This program addresses UA's Strategic Direction Initiatives, specifically SDI Theme 2: *Productive Partnerships With Alaska's Schools*, Topic 2.c *Teachers for Alaska Schools*. In particular, the program will address SDI through (1) improving teacher education, (2) providing greater incentives for Alaskan students to teach in rural communities, and (3) providing greater opportunities for incoming Alaskan minority educators. The program is also likely to result in the desired SDI effects of (1) high-quality UA-educated teachers, (2) a greater proportion of UA-educated Alaskan new teacher hires, and (3) better retention of students interested in a career in secondary education.

The full program proposal, #31-UNP (revised) from the Fall 2012 review cycle, is available at <http://www.uaf.edu/uafgov/faculty-senate/committees/curriculum-review-committ/12-13-curric-review/>


President, UAF Faculty/Senate

APPROVAL: 
Chancellor's Office

DATE: 1 April 2013

DISAPPROVED: _____
Chancellor's Office

DATE: _____

STATEMENT OF THE PROPOSED PROGRAM, ITS OBJECTIVES AND CAREER OPPORTUNITIES

New Degree Request

The University of Alaska Secondary Education Department prepares teachers for 7-12 grade classrooms. The program's aim is to develop teachers who can demonstrate through standards-based, performance assessment that they will be effective teachers for all students. The primary mission is to provide teachers for the unique environments of Alaska's urban and rural communities. This will be a truly unique degree program as it is the only BA degree that requires a double major. In order for students to be certified by the State of Alaska, they need to complete a teacher education program as well as a content major for which they will be endorsed on their certificate. This double major results in more than 120 credits, which is the minimum number of credits for a degree in a content area. However, a student cannot be certified unless they have an accompanying content major along with the secondary education major.

The Alaska Content/Performance and Cultural Standards for school students are the foundations of education for children in Alaska. The Standards for Alaska Teachers adopted by the Department of Education and Early Development are recognized as indicators of successful teachers. The goal of the Secondary Education Department is to develop teachers who successfully incorporate Content/Performance and Cultural standards into their instruction and who successfully meet all Standards for Alaska Teachers.

To assist in meeting state mandated standards, the effective preparation of teachers requires participation of university faculty and master practitioners actively involved in the teaching profession. Currently, the secondary program involves collaborative partnerships among districts, schools and the university. It draws upon the expertise of public school teachers who serve as mentors throughout the academic year. The program seeks to build a collaborative learning community between the university and secondary faculties from schools throughout the state.

Students in the secondary teacher preparation program are assessed relative to state and national standards, including National Council for Accreditation of Teacher Education (NCATE) standards, the Alaska Teacher Standards, Alaska Content Standards, Alaska Standards for Culturally Responsive Schools and standards relative to academic specialty organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Council of Social Studies, National Science Teachers Association, American Council on the Teaching of Foreign Languages).

Specific Objectives of the new baccalaureate degree are:

1. To provide a teacher certification program that can be completed concurrent with an undergraduate degree.
2. To provide undergraduate teacher certification course work leading to a baccalaureate degree that includes both academic and classroom internship requirements necessary to meet NCATE Standards, standards of academic specialist areas, Alaska Teacher Standards, and Alaska Standards for Culturally Responsive Schools through close and on-going collaboration with districts and schools in urban and rural Alaska.
3. To provide an undergraduate teacher certification degree that responds to the State of Alaska's critical need for more teachers who are prepared to successfully teach in linguistically and culturally diverse schools.

The central components of the new baccalaureate degree include:

1. Identified undergraduate majors in content areas suitable for public school teaching that can be completed concurrently with education courses leading to teaching certification.
2. Early, appropriate and consistent advising of students who seek to enter the teaching profession in an identified content area.
3. An integrated set of education courses and fieldwork experiences in school and community contexts throughout the degree offering to provide the foundation for a successful internship.
4. A year-long school internship with a mentor teacher with concurrent enrollment in professional coursework that focuses on the integration and application of theory, research and practice in both urban and rural school environments.

Career Opportunities

There are unlimited career opportunities for secondary teachers in the State of Alaska, as well as nearly every other state in the United States. This program is designed to help fill the hundreds of positions in the State of Alaska open every year to qualified teachers that are currently filled by candidates from outside the State. Existing and predicted shortages of teachers are well documented in the Alaska Department of Education and Early Development, in the Alaska Teacher Placement Office and in the U.S. Office of Education.

Description of the Program

1. Program title B.A., Secondary Education; Content Area (e.g. English, history, biology, mathematics)

2. Credential level of the program, if appropriate Secondary (7-12) Teacher Licensure

3. Admission Requirements

- Complete the general university requirements.
- Complete the B.A. degree requirements.
- Enrollment in a major in a content area usually taught in public schools AND enrollment in a major in secondary education.

Admission to professional year

- a) Senior standing
- b) 2.75 Minimum grade point average
- c) Three current letters of reference that address potential as a teacher
- d) *A personal statement of 500-800 words addressing motivation to enter the teaching profession, self-assessed qualifications to teach, experiences which have prepared candidate for teaching.
- e) Alaska passing scores from the Praxis I exam in reading, writing and mathematics
- f) Academic Content Testing
Content Area Exams: Candidates must submit a score report from the relevant content knowledge Praxis II Subject test for each content area the applicant expects to teach. The scores must meet the score set by the State of Alaska
(www.eed.state.ak.us/TeacherCertification/pdf/Content_Area_Exams_2008.pdf)
World Language Exams: Applicants applying to teach a World Language are required to submit Praxis II scores in the target language AND are required to submit scores for the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Applicants must meet the Advanced Low rating for both tests (www.languagetesting.com).
- g) An extemporaneous writing sample
- h) Interview with secondary faculty.

Each candidate is evaluated based on the above requirements. Each candidate must receive acceptable rating on each of the criteria and be interviewed by three faculty members prior to being accepted into the professional year. The entire faculty meets and either approves the candidate or rejects the candidate. In rare cases the candidate may be provisionally admitted with areas needing strengthening.

4. Course descriptions of required and recommended elective courses.

These required education courses are currently available through face-to-face delivery on the Fairbanks campus and through a variety of distance delivery modes (synchronous/asynchronous or a combination). Courses have been developed as part of an overall program that connects theory and practice and sufficiently grounds prospective teachers in pedagogical theory and classroom practice.

Content course selections are designed to both meet the requirements for specialty organizations and NCATE and to fulfill requirements for content area majors.

Proposed General Catalog Layout Copy of Program

Bachelor of Arts Secondary Education; Content Area (e.g. English, history, biology, mathematics)

The requirements for a secondary school teaching certificate include completion of both a teaching major in an academic subject area appropriate to the secondary school and the professional education sequence. The degree is awarded as a B.A. with a double major.

Upon declaration of a major in secondary education, students are assigned an advisor in the Education Department to plan the completion of the teaching major and the education sequence of courses.

Teaching Majors

The teaching major must be in an academic subject area approved for a State of Alaska secondary school teaching certificate and available as a B.A. degree: art, biology, chemistry, earth science, economics, English, French, German, history, mathematics, political science, or Spanish.

Course work provides students on the Fairbanks campus and in distance sites with the experience necessary to be eligible for a secondary teacher license. The integrated of content major degree requirements and secondary education degree requirements are designed to prepare students to meet standards that recognize, respect and build upon Alaska's cultural, linguistic and geographic factors.

· Complete the following secondary course work:

- EDSC F110—Becoming a Middle School/High School Teacher (1)
- EDSC F407--Reading Strategies for Secondary Teachers (3)
- EDSC F414--Learning, Development and Special Needs Instruction (3)
 - or EDSE 422 – Curriculum and Strategies II: High Incidence (3)
 - or EDSE F482 Inclusive Classrooms for All Children (3)
- EDSC F205--Introduction to Secondary Education (3)
 - or EDSC F415--Foundations of Modern Educational Practices (3)
- EDSC F458--Classroom Organization and Management (3)

Must be admitted to the Professional year

- EDSC F402--Methods of Teaching in the Secondary School (3)
- EDSC F442 --Technology Applications in Education I (1)
- EDSC F443--Technology Applications in Education II (2)
- EDSC F457--Multicultural Education and School-Community Relations (4)
- EDSC F471--Secondary Teaching: School Internship I and Seminar (3)
- EDSC F472--Secondary Teaching: School Internship II and Seminar (3-9)

One of the following

- EDSC F432--English/Language Arts Secondary Instruction and Assessment (3)*
 - or EDSC F433--Mathematics Secondary Instruction and Assessment (3)*
 - or EDSC F434--Science Secondary Instruction and Assessment (3)*
 - or EDSC F435--Social Studies Secondary Instruction and Assessment (3)*
 - or EDSC F436--Art Secondary Instruction and Assessment (3) *
 - or EDSC F437—World Language Secondary Instruction and Assessment (3) *

**Candidates must take the section or course that corresponds with their major teaching content areas*

Complete requirements for a major in content area: art, biology, chemistry, earth science, economics, English, French, German, history, mathematics, political science, or Spanish.

**RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM**

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	\$392,970 budgeted salary, \$142,961 benefits 5.875 FTE	No Change	No Change	\$392,970 budgeted salary, \$142,961 benefits 5.875 FTE
Adjunct Faculty (FTE's & dollars)	\$106,969 budgeted salary, \$10,697 benefits 1.75 FTE	\$3,000	No Change	\$109,969 budgeted salary, \$10,697 benefits 1.75 FTE
Teaching Assistants (Headcount)	1	No Change	No Change	1
Instructional Facilities (in dollars and/or sq. footage)	160 Old U Park 820 sq. ft	No Change	No Change	160 Old U Park 820 sq. ft.
Office Space (Sq. footage)	701A, 714C, 714B, 709A, 719, 721, 723, 707C, 701A Gruening 973 sq. ft.	No Change	No Change	701A, 714C, 714B, 709A, 719, 721, 723, 707C, 701A Gruening 973 sq. ft.
Lab Space (Sq. Footage)	162 Old U Park 820 sq. ft.	No Change	No Change	162 Old U Park 820 sq. ft.
Computer & Networking (in dollars)	\$37,285 for all SOE	No Change	No Change	\$37,285 for all SOE
Research/ Instructional/ office Equipment (in dollars)	\$7,000 for SOE	No Change	No Change	\$7,000 for SOE
Support Staff (FTE's & dollars)	\$94,866 budgeted salary, \$45,214 benefits 1.5 FTE	\$5,000	No Change	\$99,866 budgeted salary, \$45,214 benefits 1.5 FTE
Supplies (in dollars)	Avg \$1,000 / FY	No Change	No Change	Avg \$1,000 / FY
Travel (in dollars)	Avg \$10,000 / FY	No Change	No Change	Avg \$10,000 / FY



Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAF	1b. School or College EDUCATION	1c. Department SECONDARY
2. Complete Program Title SECONDARY EDUCATION; CONTENT AREA (e.g. English, History, Biology, Mathematics)		
3. Type of Program <input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate		
4. Type of Action <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	5. Implementation date (semester, year) Fall, 2013	
6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5 th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 rd year after program approval if a master's or associate degree program; and for the 2 nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)		
Projected Annual Revenues in FY 2013-14		Projected Annual Expenditures in FY 2014 for all of Secondary not just this degree
Unrestricted		Salaries & benefits (faculty and staff) \$793,677
General Fund	\$-0-	Other (commodities, services, etc.) \$45,285
Student Tuition & Fees	\$121,900-145,900	TOTAL EXPENDITURES \$838,962
Indirect Cost Recovery	\$-0-	One-time Expenditures to Initiate Program (if >\$250,000)
TVEP or Other (specify):	\$-0-	(These are costs in addition to the annual costs, above.)
Restricted		Year 1 \$-0-
Federal Receipts	\$-0-	Year 2 \$-0-
TVEP or Other (specify):	\$-0-	Year 3 \$-0-
TOTAL REVENUES	\$-0-	Year 4 \$-0-
Page # of attached summary where the budget is discussed, including initial phase-in: 30		
7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.		
Revenue source	Continuing	One-time
a. In current legislative budget request	\$-0-	\$-0-
b. Additional appropriation required	\$-0-	\$-0-
c. Funded through new internal MAU redistribution	\$-0-	\$-0-
d. Funds already committed to the program by the MAU ¹	\$-0-	\$-0-
e. Funded all or in part by external funds, expiration date	\$-0-	\$-0-
f. Other funding source Specify Type:	\$-0-	\$-0-
8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.		

¹Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 15	Year 2: 15	Year 3: 20	Year 4: 20
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Page number of attached summary where demand for this program is discussed: 17

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	None
Adjunct	None
Term	None
Tenure track	None

11. Number* of TAs or faculty to be reassigned:

Graduate TA	None
Adjunct	None
Term	None
Tenure track	None

Former assignment of any reassigned faculty:
For more information see page of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
Teacher education programs at other MAU's.	Some students may be attracted to the Fairbanks campus because of the offering, however the impact to other campuses is likely to be minimal. It is anticipated that the highest number of recruitments will be from rural areas currently served by UAF.	Departments at UAF that offer content majors suitable for teaching (math, English, sciences, history)	Departments may see an increase in enrollment if students choose UAF because of the baccalaureate degree leading to a degree and teacher license.

Page number of attached summary where effects on other programs are discussed: 20, 22

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':
National Council for Accreditation of Teacher Education (NCATE).
(As of January 1, 2013, NCATE will be called Council for the Accreditation of Educator Preparation (CAEP).

14. Aligns with University or campus mission, goals, core themes, and objectives (list):
Educate undergraduate students.
Prepare: Alaska's Career, Technical and Professional Workforce
Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

Page in attached summary where alignment is discussed: 1, 2, 14, 15, 25, 26

15. State needs met by this program (list):

The Institute for Social and Economic Research 2011 report "Alaska's University for Alaska's Schools," indicates that 28% of all teachers statewide are prepared in the UA system. Research shows that teachers trained in Alaska stay longer, which means better continuity, especially in the rural areas. More continuity means higher achievement. The need for secondary teachers is significantly more pronounced than that for elementary teachers.

Page in the attached summary where the state needs to be met are discussed: page 18, 19, 25

16. Program is initially planned to be: (check all that apply)

Available to students attending classes at campus(es).

Available to students via e-learning. **All EDSC courses available by e-learning.**

Partially available students via e-learning. **Not all content degree courses are available by e-learning.**

Page # in attached summary where e-learning

is discussed: 25

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.

_____/_____
Provost Date Chancellor Date

Recommend Approval
 Recommend Disapproval
_____/_____
UA Vice President for Academic Affairs on behalf of Date
the Statewide Academic Council

Recommend Approval
 Recommend Disapproval
_____/_____
Chair, Academic and Student Affairs Committee Date

Recommend Approval
 Recommend Disapproval
_____/_____
UA President Date

Approved
 Disapproved
_____/_____
Chair, Board of Regents Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: Summary of Degree or Certificate Program Proposal Other (optional)