

NEW DEGREE PROGRAM REQUEST
(UA Regulation 10.04.02)

**Bachelor of Arts in Secondary Education;
Content Area (e.g. English, History, Biology, Mathematics)**

Report prepared by:

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I. 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

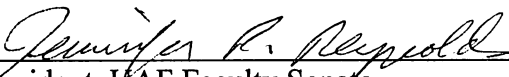
There are unlimited career opportunities for secondary teachers in the State of Alaska, as well as nearly every other state in the United States. This program is designed to help fill the hundreds of positions in the State of Alaska open every year to qualified teachers that are currently filled by candidates 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.

APPROVAL SIGNATURES:

 Date: 9/20/12
Education Chair, Secondary Programs/School of Education

 Date: 9-25-12
Chair, School Curriculum Council for School of Education

 Date: 9-26-12
Dean, School of Education

 Date: 4/26/13
President, UAF Faculty Senate

 Date: 4/26/13
Chancellor

Date: _____
President

Date: _____
Board of Regents

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO GOVERNANCE OFFICE

Date: _____
Chair, Senate Curriculum Review Committee

6/00

II. IDENTIFICATION OF THE PROGRAM

A. 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.

Complete all of the following:

EDSC 110 - Becoming a Middle/High School Teacher (1) credit

Introduces students at the freshman and sophomore level to the requirements for secondary teaching licensure and promotes discussion of pertinent issues in teaching. Course meets for three hours five times during the semester.

EDSC 402 Methods of Teaching in the Secondary School (3 credits)

Focus on methodologies appropriate for teaching middle and high school students in a variety of settings. Candidates explore the structure of schools, the nature of their audiences and will plan, implement and assess both teacher and student centered instructional strategies. Includes Alaska Content/Performance Standards.

EDSC 407 Developing Literacy in the Content Areas (3 credits)

Preparation for secondary teachers (middle school, junior, and senior high school) to integrate listening, speaking, reading, writing and viewing strategies into a content area of the classroom. Candidates examine and evaluate learning theories related to literacy development and varied methods of instruction and assessment to help design and develop an appropriate pedagogical model for teaching. Completion of EDSC F205 or EDSC F415 is recommended prior to enrollment in this course.

EDSC F442 Technology Applications in Education I (1 credit)

The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools.

EDSC F443 Technology Applications in Education II (2 credits)

The course is designed to increase participants' use of technology tools to create and implement instructional material in a variety of media to support and assess learning. Participants will develop an electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools.

ED457 Multicultural Education and School-Community Relations (4 credits)

Focuses on the philosophy and theories underlying multicultural education as well as the development of positive school community relationships. Encourages pre-service educators to identify their own philosophy and culture and to recognize their cultural background as they instruct, assess and manage their students. Helps educators clarify the value of diversity in the classroom setting. Candidates discern the influence of diversity factors on students' educational careers and the value of diversity to the Alaskan community. Acquaints candidates with teaching in rural Alaska. Explores models for effective teaching, means of village socialization, cultural information and programs that are particularly effective in rural and small school settings.

EDSC 458 Classroom Organization and Management (3 credits)

Focus on establishment of a positive learning environment, development of a successful discipline plan consistent with an educator's philosophy of education and a review of the major

discipline models. Candidates will examine the role that factors such as culture, gender, interest, ability and exceptionality play in student's behavior. Techniques to maintain positive student-teacher interactions in the classroom and establish a positive relationship with parents. Developing strategies to incorporate local knowledge and community culture in to classroom practice. Field experience required. Completion of EDSC 205 or EDSC 415 is recommended prior to enrollment in this course.

EDSC 471 Secondary Teaching: School Internship I and Seminar (3 credits)

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Graded Pass/Fail. Special fees apply.

EDSC 472 Secondary Teaching: School Internship II and Seminar (3-9 credits)

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. Credits may be added upon completion of designated special projects developed by students and faculty. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Special fees apply.

Complete one of the following – EDSC 205 or EDSC 415

EDSC 205 Introduction to Secondary Education (3+0+.5) credits

Introduction to the profession of teaching in middle/high school. Incorporates historical, cultural and sociological factors, with attention to the Alaska context influencing current practice. Students will have the opportunity to explore current issues and reform facing educators today and to observe master teachers in the field.

or

EDSC 415 Foundations of Modern Educational Practice (3 credits)

Historical, political, sociological and curricular foundations of secondary education in the U.S. with particular attention to Alaska. For pre-service teachers to understand and reflect on the teaching profession at the secondary level and to explore current issues and controversies confronting education at national, state and local levels.

Complete one of the following – EDSC 414, EDSE 422 or EDSE 482

EDSC 414 Learning, Development and Special Needs Instruction (3 credits)

Survey of learning theory, adolescent development and special needs instruction. Attention will be given to the cognitive, social and moral theories of development, and to current theories of learning. Consideration will be given to cultural and individual differences among learners including those with special needs. Completion of EDSC F205 or EDSC F415 is recommended prior to enrollment in this course.

EDSE F422 Curriculum and Strategies II: High Incidence (3 credits)

Methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Field experience required.

EDSE F482 Inclusive Classrooms for All Children (3 credits)

An in-depth understanding of concepts, strategies and issues that surround supporting the needs of students who experience disabilities in the general education classroom. Field experience required.

Complete one of the following: EDSC 432, 433, 434, 435, 436 or 437

EDSC 432 English/Language Arts Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in English/language arts. Course is taught by content specialists. Includes discussion of current issues, methodologies and teaching strategies specific to English/language arts.

EDSC 433 Mathematics Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in mathematics. Course is taught by content specialists. Includes discussion of current issues, diverse methodologies and practical application lessons for teaching mathematics.

EDSC 434 Science Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in science. Course is taught by content specialists. Includes discussion of current issues, diverse methodologies, inquiry-based lessons, laboratory experiences and field trips for teaching science.

EDSC 435 Social Studies Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in social studies. Course is taught by content specialists. Includes discussion of current issues, diverse methodologies, project-based activities and community-as-laboratory experiences for teaching social studies.

EDSC 436 Art Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in art. Course is taught by content specialists. Includes discussion of current issues, methodologies and teaching strategies specific to arts.

EDSC F437 World Language Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in world languages. Course is taught by content specialists. Includes discussion of current issues, diverse methodologies, and current application of teaching strategies and assessment specific to world languages.

II A5

a. Sample Course(s) of Study

1. See Appendix for content specific courses of study to complete dual majors.
2. Three-Year Cycle of Course Offerings

This degree is offered in Fairbanks and in areas served by the College of Rural and Community Development (CRCD) campuses and their service areas. Courses in content majors are offered at the discretion of the department in which they are housed. Education courses are offered on an annual basis.

b) 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.

II .Program Goals

B1 Identification of Objectives and Means of their Evaluation.

UNIVERSITY OF ALASKA FAIRBANKS Student Learning Outcomes Assessment Secondary Education; Content Area Bachelor of Arts

Expanded Statement of Institutional Purpose	Intended Objectives/ Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>MISSION STATEMENT: The School of Education’s mission is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’s Schools. Such educators:</p> <ul style="list-style-type: none"> • Respond to the individual needs of the child; • Seek to develop the classroom as an inclusive community of learners; • Work collaboratively within the community; • Affirm the varied cultures and languages of Alaska’s children in the learning environment. 	<p><i>IDENTIFY INDIVIDUALS WITH THE POTENTIAL TO BE WELL QUALIFIED SECONDARY TEACHERS FOR ALL CHILDREN</i></p> <p>A. Provide evidence of knowledge and understanding of content appropriate for secondary school.</p> <p>B. Provide evidence of ability to interact appropriately with children & adults of diverse backgrounds.</p>	<p>ENTRY LEVEL PORTFOLIO</p> <ul style="list-style-type: none"> ▪ Identification of a major in a content area which is usually taught in public schools ▪ PRAXIS I test scores that meet Alaska standards (national exam of reading, writing and mathematics competency). ▪ Overall undergraduate GPA of 2.75. ▪ Extemporaneous writing sample ▪ Computer competency assessment ▪ 3 letters of reference ▪ Admissions essay ▪ Interview ▪ resume <p>Criminal background check</p>	<p>1. Office of advising summarizes applicant portfolios once a year, prior to beginning of summer sessions.</p> <p>2. Secondary program faculty review and evaluate applicant portfolios based on faculty developed rubrics, to determine admission to program.</p> <p>3. Candidate exhibits performances that indicate he/she has potential to meet Alaska Standards for Teachers, SOE Candidate Proficiencies and NCATE Knowledge, Skills and Dispositions for teachers</p>
<p>GOAL STATEMENT: We situate our vision and mission in practice through goals and objectives, summarized in the following list.</p> <p>1. Increase the number of qualified educators for Alaska’s schools by:</p> <ul style="list-style-type: none"> • providing licensure programs at undergraduate and graduate levels • providing education programs to place-bound students in 	<p>II DEVELOP KNOWLEDGE, SKILLS AND DISPOSITIONS OF PROGRAM CANDIDATES THROUGHOUT PRE-SERVICE TRAINING</p>	<p>ON-GOING ASSESSMENT</p> <p>Practica performance; assessment of conceptual understanding; assessment of dispositions.</p> <p>Academic performance in</p>	<p>Mentor teacher, school principal, & university supervisor provide ongoing assessment of content knowledge, appropriate use of pedagogy and demonstration of appropriate dispositions in internship (minimum nine observations - form J and a disposition form (B) from each instructor, mentor and intern supervisor).</p> <p>Monitored by SOE faculty</p>

<p>rural Alaska</p> <ul style="list-style-type: none"> recruiting Alaska Native candidates aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework <p>2. Enhance the professional skills of Alaska’s K-12 educators and university faculty by:</p> <ul style="list-style-type: none"> providing professional development opportunities throughout their careers providing graduate degree programs statewide developing partnerships with public schools <p>3. Develop and support educational collaborations with Alaska schools and communities to:</p> <ul style="list-style-type: none"> respond to the needs and interests of youth, families, and communities better serve Alaska’s diverse populations enhance learning opportunities for individuals with exceptionalities <p>4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support for</p> <ul style="list-style-type: none"> the quality of Alaska’s K-12 schools the preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska 		<p>content area courses.</p> <p>Successful passage of Praxis II Content area tests.</p> <p>Grade point averages in continuing education course work.</p> <p>Consistent and coherent assessment of continuing professional growth .</p> <p>Consistent and continuing review of field performances utilizing forms developed collegially by faculty.</p>	<p>and staff. A minimum GPA of 2.75 to be maintained.</p> <p>Before the internship year candidates will successfully achieve passing scores, as set by the State of Alaska, on appropriate Praxis II tests 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. Applicants must also submit a writing sample in the target language.</p> <p>Monitored by SOE faculty and staff. A minimum GPA of 2.75 to be maintained.</p> <p>Thirteen Critical Assignment embedded with program course work. Minimum grade of “B” required.</p> <p>Work Sample(s) completed during clinical practica.</p> <p>University faculty and mentors provide end of course assessments of conceptual understanding & application of pedagogical principals. Reviews of field experience with candidate and mentor (Forms, D, E F)</p> <p>Regular Observation of classroom performance (Form J)</p>
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			Mid-Term Review of progress toward meeting Alaska Teacher Standards/Cultural Standards (Form G)
III. PROVIDE PROFESSIONAL EDUCATORS WHO ARE CULTURALLY RESPONSIVE, EFFECTIVE PRACTITIONERS FOR ALASKA'S SECONDARY SCHOOLS	EXIT ASSESSMENTS Final field assessments – form H		At completion of two-semester internship: Mentor teacher and university supervisor (and possibly school site principal) provide end of semester assessment of content knowledge, appropriate use of pedagogy and demonstration of appropriate dispositions in internship.
	Course Assessments		University faculty provide end of course assessments of conceptual understanding & application of pedagogical principals.
	Content Units		Two comprehensive units completed during final semester-based internship and assessed using a formalized assessment rubric. Assessed by university supervisor.
	Content Observation Checklist		Content Observation Checklist specific to content area demonstrates application of SPA guidelines for content area instruction. Assessed by university field supervisor and mentor.
	Electronic portfolio		Candidate portfolio evaluated by faculty includes philosophy, videotapes and photos of practica, lesson and unit plans, sample assessments, sample secondary student products and case studies.

		Exit surveys	<p>Must maintain a grade point of 2.75 or better.</p> <p>All students at completion of internship. Students and mentors complete surveys evaluating the program, university supervisors, mentor teachers, and program.</p>
	<p>IV. CANDIDATES ARE HIRED AND RETAINED AS FACULTY MEMBERS IN SECONDARY SCHOOLS IN ALASKA</p> <p>CANDIDATES TAKE PART IN CONTINUING PROFESSIONAL DEVELOPMENT</p>	<p>INDUCTION YEAR Employment and retention by school district.</p> <p>SUBSEQUENT YEARS Enrollment in graduate level course work; eventual completion of master's level or higher degree</p>	<p>SOE conducts: End of induction year survey School district satisfaction survey</p> <p>Progress and performance in graduate course work (refer to details of M.Ed. program)</p>

II B2. Relationship of Program Objectives to "Purposes of the University"

B.2 Program Goals

Relationship of program objectives to “Purposes of the University”

In its Strategic Development Plan, the University of Alaska lists, among other efforts, the following:

- Identify and resolve problems related to functions and services offered to our stakeholders
- Enhance flexibility within the University System to meet the changing needs of students
- Develop our responsiveness to the State and Global issues that affect the University’s environment

The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) supports these efforts in a variety of ways.

- First, the proposed degree allows for completion of a baccalaureate degree leading to teacher licensure, in most cases, within four years, thus allowing entrance into the job market sooner than is currently possible.
- Second, students who are off campus can complete degree requirements through distance delivery as content area majors make offerings available in modes other than face-to-face, consistent with university’s objectives.
- Third, the school districts in Alaska, particularly small, rural districts are challenged in recruitment and retention of teachers. The proposed degree takes advantage of the strong program of Future Teachers Clubs throughout the state to recruit students who have shown an interest in education, assist them in completing degrees within four years, and allow them to return to local communities as teachers.

The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) is consistent with the five Strategic Direction themes of:

- Student Achievement and Attainment
- Productive Partnerships with Alaska’s Schools
- Productive Partnerships with Alaska’s Public and Private Industries
- Research and Development to Help Build and Sustain Alaska’s Economic Growth
- Accountability to the People of Alaska

The proposed degree supports student achievement and attainment by providing consistent, appropriate and supportive advising, consistent monitoring and completion of a job-ready degree within four years. Productive partnerships with Alaska’s Schools and Industries is apparent as the proposed degree readies new teachers who are prepared to live and work in Alaska’s unique environments. Such teachers are well equipped to assist their students in meeting content and performance standards, graduate from high school, go on to post-secondary education and thus become productive members of their communities, hence helping to build and sustain Alaska’s economic growth. Education is the key. Certainly, accountability to the people of Alaska is paramount. The proposed degree provides an avenue to an essential component of Alaska’s continued stability, a good education for our children, as greater numbers of high quality teachers are produced.

B. 3 Occupational/Other Competencies to be Achieved

The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) provides students with the coursework and experiences necessary to become certified secondary teachers. Students who complete degree requirements will have special competencies in teaching in the contexts specific to Alaska and its unique cultural, linguistic and cultural conditions.

B.4 Relationship of Courses to the Program Objectives

Courses in each content major have been carefully selected to both meet major requirements and NCATE Standards for Accreditation. In addition courses in each major have been selected to fulfill requirements of content specialty organizations, National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA), National Council for the Social Studies (NCSS), and the American Council on the Teaching of Foreign Languages (ACTEL). Courses and integrated field work experiences and assessments in the education major have been developed to make certain that students have the necessary pedagogical expertise to meet NCATE and Alaska Teacher Standards. Combined content and education course work, field experiences and assessments ascertain that successful graduates are well prepared to successfully step into classrooms throughout Alaska.

III. PERSONNEL DIRECTLY INVOLVED WITH PROGRAM

III-A. List of Faculty Involved in the Program Including Brief Statement of Duties & Qualifications

The table on the following page includes information on current School of Education faculty who are currently teaching courses in the Post-Baccalaureate Certificate for Secondary Education and will teach courses in the baccalaureate degree on both the Fairbanks Campus and by distance-delivery for students in rural areas. Some School of Education faculty members teach only in the secondary program—others have additional responsibilities that include elementary education and graduate courses.

Course Instructor (Fbks & Distance) • TT = tenure track; • Adjunct (%) • PT = teaching 1 or 2 courses • Affiliated (with other UAF unit)	Bachelor of Arts in Secondary Education; Content Area (e.g. English, History, Biology, Mathematics)	Qualifications
Anne Armstrong (Term faculty)	EDSC 472 – Secondary Teaching: School Internship I and Seminar – Fairbanks EDSC 458– Classroom Organization and Management (3 cr.) – Fairbanks	M.Ed., Experienced teacher
Maida Buckley (PT Adjunct)	EDSC 471 – Secondary Teaching: School Internship I and Seminar – Fairbanks EDSC 435- Social Studies Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class.	M.Ed., Experienced teacher
Richard Burmeister (Term faculty)	EDSC 471 – Secondary Teaching: School Internship I and Seminar - Distance Delivery EDSC 472 – Secondary Teaching: School Internship I and Seminar - Distance Delivery EDSC 436 - Art Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class. EDSC 457 – Multicultural Education and School-Community Relations (3 cr.) – Distance Delivery	Ed.D., Experienced teacher
Gail Chagnon (Adjunct PT)	EDSC 205 – Introduction to Secondary Education (3 cr.) – Fairbanks campus	M.Ed., Experienced teacher
Joanne Healy, (Term faculty)	EDSE 422 – Curriculum and Strategies II: High Incidence (3 cr.) – Fairbanks and Distance Delivery	M.Ed., Experienced teacher

Instructors (various)	EDSC 110 – Becoming a Middle/High School Teacher (1 cr.) – Fairbanks and Distance Delivery EDSC 414 – Learning, Development and Special Needs Instruction (3 cr.) – Fairbanks	M.Ed., Experienced teacher
Gary Jacobsen (TT faculty)	EDSC 402 – Methods of Teaching in the Secondary Schools (3 cr.) – Distance Delivery EDSC 457 – Multicultural Education and School-Community Relations (3 cr.) – Fairbanks	Ed.D., Experienced teacher
Ute Kaden, (TT faculty)	EDSC 434 - Science Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class. EDSC 458 – Classroom Organization and Management (3 cr.) – Distance Delivery	Ph.D., Experienced teacher
Larry Meath, (Adjunct faculty)	EDSC 432 – English/Language Arts Secondary Instruction and Assessment (3 cr.) Audio/Fairbanks – joint class.	M.A.T., Experienced teacher
Ann R. Millard, (Adjunct PT)	EDSE 482 – Inclusive Classroom for All Children (3 cr.) – Distance Delivery	Ph.D., Experienced teacher
Diane Noble (Adjunct PT)	EDSC 205 – Introduction to Secondary Education (3 cr.) – Distance Delivery EDSC 407 – Reading Strategies for Secondary Teachers (3 cr.) – Fairbanks EDSC 407 – Reading Strategies for Secondary Teachers (3 cr.) – Distance Delivery	Ed.D., Experienced teacher
Mary D. O’Connor, (Adjunct PT)	EDSE 482 – Inclusive Classroom for All Children (3 cr.) – Fairbanks	M.Ed., Experienced teacher
Don Peterson, (Term faculty)	EDSC 442 – Portfolio Preparation: Integrating Theory and Practice (3 cr.) – Fairbanks and Audio (Catalog change to split this into two classes – EDSC 442 & EDSC 443)	M.A.T., Experienced teacher
Roy Roehl (TT faculty)	EDSC 402 – Methods of Teaching in the Secondary Schools (3 cr.) – Fairbanks EDSC 415 – Foundations of Modern Educational Practice (3 cr.) – Fairbanks EDSC 433 – Mathematics Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class.	Ph.D., Experienced teacher
Judith Tolbert (PT Adjunct)	EDSC 437– World Languages Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class.	M.Ed., Experienced teacher

III B. Administrative and Coordinating Personnel

The Secondary Education major would be housed in the School of Education. The Dean and Department Chair would work closely with faculty and administration of other university academic units that include College of Liberal Arts, School of Management, or College of Natural Science and Mathematics. Within the School of Education, the Dean’s Council works closely with the Dean. Current positions are:

Chair, Department of Elementary Teacher Education Programs: Carol Barnhardt, Ph.D.

Co-Chairs, Department of Secondary Teacher Education Programs: Larry Meath, M.A.T. and Roy Roehl, Ph.D.

Chair, Department of Graduate Studies: Maureen Hogan, Ph.D.

Co-Chairs, Department of Counseling, Sue Renes, Ph.D. and Christine Cook, Ph.D

Coordinator, Office of Practica and Fieldwork Experiences: Patricia Caldwell, M.Ed.

III C. Classified personnel

The following support staff are located on the Fairbanks Campus, and all of them provide support for both rural and urban students.

Support Staff Name	Responsibility	Contract Time
Brunsvold, Sandra	Fiscal Tech, Travel Coordinator	12 months
Buxbaum, Tina	Elementary Coordinator	Part-time, 12 months
Cox, Stephanie	Administrative Assistant	12 months
Eiler, Karen	Secondary Advisor	12 months
Laiti, Jann	Elementary Advisor	12 months
Mendez, Kelly	Elementary Coordinator	Part-time, 12 months
Monahan, Jane	Graduate Advisor	12 months
Mosca, Kathy	Assistant to the Dean	12 months
Turnquist, Phyllis	Rural Advisor	12 months
Wood, Sasha	Fiscal Officer	12 months

IV. ENROLLMENT INFORMATION

A. Projected Enrollment/Present Enrollment

It is very difficult to project enrollment for a new degree, however, based on the number of inquiries received by advising staff the enrollment should be substantial. Based on notes taken regarding inquiries into enrollment as undergraduates, we estimate an initial enrollment of approximately fifteen. In addition, a minor in secondary education has been in place since fall of 2008. There are currently ten enrollees in the minor. It can be assumed that a good number of these will continue to pursue degrees in secondary education. If advisors are able to contact potential students as freshman it is likely that enrollment can be consistent and continuing. It is anticipated that enrollment will be 15 students the first year, 15 students the second year, 20 students the third year, and 20 students the fourth year.

B. How Determined /Who Surveved/ How Surveyed

Projections for enrollment are based on reviews of inquires over the last five years, increased enrollment in the secondary education minor since its inception and the likelihood of recruitment based on advising availability in the early years of university attendance.

C. Minimum enrollments to maintain program for years 1, 2, 3, 4, and 5

The need for secondary teachers appears to be increasing based on statewide data. The mission of the University of Alaska Fairbanks and the School of Education is to fill that need. For years 1 & 2 we would anticipate a minimum of five students and for years 3 & 4 we would anticipate a minimum of five to ten students. Year five and above we would anticipate a minimum of ten students.

D. Maximum enrollment Which Program Can Accommodate

As long as there are sufficient numbers of faculty and field site placements, accommodating up to 40 students (including undergraduate and post-baccalaureate students) in the Fairbanks area can be accomplished.

E. Special Restrictions on Enrollments

As long as applicants meet requirements for admission to the degree program there will be no restrictions on enrollments.

V. NEED FOR PROGRAM

A. Required for other programs?

The Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) is a stand-alone degree. While it is consistent with the outcomes of the current secondary post-baccalaureate licensure program it allows students who are enrolled to both complete an undergraduate degree and attain secondary teacher licensure.

B. Employment Market Needs

Data gathered by the Institute for Social and Economic Research (ISER), in conjunction with Dr. William McDiarmed, in their report “Retaining Quality Teachers for Alaska’s Schools,” (2002) indicate that nearly 70% of teachers hired annually in Alaska come from out of state. ISER’s 2011 report “Alaska’s University for Alaska’s Schools,” “indicates that 28% of all teachers statewide are prepared in the UA system. However, the need for secondary teachers is significantly more pronounced than that for elementary teachers. Recent research has shown that teachers trained in Alaska tend to stay in Alaska for longer periods of time. This means, especially in the rural areas, more continuity for students, which helps in increased student achievement.

The 2002 report finds that secondary teachers, particularly in math and science are most difficult to find, though in rural districts with consistently high turn-over rates content areas such as English are also difficult to staff. The Deans of the three MAU Schools of Education, in their “Teacher Education Plan” in 2011, agreed that a major goal is to “Enhance educator preparation in Special Education and in Math and Science Teaching. “ In 1996 the UA Board of Regents chose to move all teacher preparation to the post-baccalaureate level, in response, it is believed, to a need to assure adequate content preparation for all teachers.

In 2001 the Elementary Education program at all three campuses re-instituted an undergraduate preparation program that ensures strong, multi-disciplinary content preparation. The current proposal for a Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) ensures content preparation by requiring that candidates complete major requirements in their chosen content fields, in addition to completing education major requirements.

In 1997-98, the last year that undergraduate candidates finished their programs after the 1996 BOR decision, the University of Alaska Fairbanks, according to the 2002 ISER report had 61 completers of its secondary licensure program. In 2001 it had 14. According to UAF Title II data in the ensuing years there have been 36 completers in 2006 and 17 in 2011. Numbers for the intervening years are consistent with those cited.

In its 2002 report ISER indicated that in the next decade Alaska’s population is expected to grow at a rate of about 1.5%. However, “This aggregate figure hides unevenness in growth among different groups and in different regions. In 2000, for instance, 39 percent of Alaska Natives were under the age of 18, compared with 30 percent of all Alaskans; Alaska Natives made up 20 percent of school-age children, but just 16 percent of the total population (U.S. Census, 2000).

Some areas of the state also grew faster than others in recent years—particularly the Mat-Su Borough, but also the Kenai Peninsula, the North Slope, and the Yukon-Kuskokwim Delta. These data suggest that the demand for teachers is likely to increase more in specific areas and in school districts with large numbers of Alaska Native students. UAF’s mission and that of the School of Education, “to prepare professional educators who are culturally responsive, effective practitioners,” is particularly suited to meet the needs of rural districts with high percentages of Alaska Native students, if enrollment can be increased to meet the increased need.

VI. OTHER

There is most certainly a “need” in Alaska for teachers, most especially secondary teachers. The proposed baccalaureate degree will add teachers who are prepared to work professionally and respectfully within our state’s unique Northern context and with all of Alaska’s peoples. The proposed degree builds on an already existing Future Teachers Club network, active in rural Alaska, and offers students the opportunity to move into the profession in four years.

The “double major” organization of the degree (a content major and an education major) insure that completers will be well prepared both academically and pedagogically for their entrances into Alaska’s classrooms. Students completing the proposed degree meet both NCATE and content specialty organization standards. The university hopes to graduate incoming students in four years. Such a timeline is possible in the proposed degree.

Nearly all the education courses necessary for completion of the degree are already in place. A one-credit introductory seminar is the only addition. Current course offerings can accommodate all students in the baccalaureate program concurrent with the post-baccalaureate program now in place. Courses are currently stacked (400/600) and thus will require no additional adaptation. No additional faculty or facilities are required.

VII. RESOURCE IMPACT

- A. Budget
- B. A small increase in the budget would be required for this program because of the increased number of programs evaluated by CAPE, our National Accrediting agency. The addition of a new course EDSC 110 will increase the budget in a very minor way. Nearly all the education courses necessary for completion of the degree are already in place. A one-credit introductory seminar is the only addition. Current course offerings can accommodate all students in the baccalaureate program concurrent with the post-baccalaureate program now in place. Courses are currently stacked (400/600) and thus will require no additional adaptation. No additional faculty or facilities are required. The content majors are already in place and can accommodate students who choose them based on a desire to become educators. The School of Education continues to work closely with departments across campus in an effort to make available courses that will effectively prepare students who wish to enter the teaching profession.
- C. Facilities/space needs
Space exists on the Fairbanks campus for current faculty and staff. Distance delivered courses are accommodated at variety of locations on and off campus. No further space needs are anticipated.

D. Credit hour production

Credit hours will likely remain the same as students who now must enroll in a post-baccalaureate program can complete those courses at the baccalaureate level. There may be an increase in overall credit hours with recruitment of high school students who may have gone to universities that offer an undergraduate teaching license remain in Alaska once the degree becomes available here.

E. Faculty

No increase in faculty time is anticipated.

F. Library Media

No impact is anticipated on library media services.

VIII. RELATION OF PROGRAM TO OTHER PROGRAMS WITHIN THE SYSTEM

A. Effects on enrollments elsewhere in the system

Each of the MAU's provides teacher preparation programs. Baccalaureate degrees are available in elementary education, but not in secondary education. The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) will be the only offering of an undergraduate degree in secondary education. 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.

B. Does it Duplicate/Approximate Programs Anywhere in The System?

Each of the MAU's provides teacher preparation programs. Baccalaureate degrees are available in elementary education, but not in secondary education. The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) will be the only offering of an undergraduate degree in secondary education.

C. How Does the Program Relate to Research or Service Activities?

The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) assures the continued involvement of UAF faculty in P-12 education throughout the state. The internship year depends on close working relationships with schools, districts and communities. The opportunities for meaningful and much-needed research relating to Alaska issues are possible when faculty and their students are working in schools throughout their certification programs. Close collaboration between faculty members and mentor teachers provides excellent opportunities for professional development for all teachers in a given school. Working directly with schools allows faculty to provide formal and informal support for practitioners-those prepared in the UA system as well as those from others.

IX. IMPLEMENTATION/TERMINATION

A. Date of Implementation

The School of Education proposes that the Bachelor of Arts in Secondary

Education; Content Area (e.g. English, history, biology, mathematics) be implemented beginning in fall 2013.

B. Plans for recruiting students

Advisors currently attend all local high school “College Nights.” With the proposed baccalaureate degree in place these events should prove more fruitful than they currently do, as only a post-baccalaureate degree is currently offered. Flyers, posters and advertisements in student publications should attract students. In addition, presentations made during freshman and sophomore classes will engage students early in their college careers for most effective advising. Students who are interested in education as a career have at their disposal long time, well-versed advisors in the School of Education who are familiar with all aspects of the proposed degree.

C. Termination date (if any) – None

D. Plans for Phasing Out Program if It Proves Unsuccessful

This program builds on an existing post-bac program that will continue. If, in the unlikely event the program proves unsuccessful, the students in the program at that time will be picked up by the post-bac program and will continue their quest for teacher certification through the post-bac program.

E. Assessment of the Program. – Please refer to the Outcomes Assessment Table in Section II.

X. Regents Guidelines



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		

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.

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

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**

	<p>by e-learning.</p> <p>Page # in attached summary where e-learning is discussed: 25</p>
Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.	
_____/_____ Provost Date	_____/_____ Chancellor Date
<input type="checkbox"/> Recommend Approval <input type="checkbox"/> Recommend Disapproval	_____/_____ UA Vice President for Academic Affairs on behalf of Date the Statewide Academic Council
<input type="checkbox"/> Recommend Approval <input type="checkbox"/> Recommend Disapproval	_____/_____ Chair, Academic and Student Affairs Committee Date
<input type="checkbox"/> Recommend Approval <input type="checkbox"/> Recommend Disapproval	_____/_____ UA President Date
<input type="checkbox"/> Approved <input type="checkbox"/> 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)

XI. Draft Prospectus

A. Mission and Goals: The mission of the School of Education is to provide professional educators who are culturally responsive, effective practitioners. The goals of the Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) are consistent with this mission. A post-baccalaureate licensure program in secondary education has been in place since 1996. The baccalaureate degree allows students to complete a double major of a content field and education. Most double majors can be completed within four years.

The goals of the baccalaureate degree are also consistent with those of the post-baccalaureate licensure program. Goals are summarized in the following list.

- I. Identify individuals with the potential to be well --qualified secondary teachers for all children
- II. Develop knowledge, skills and disposition of program candidates throughout pre-service training
- III. Provide professional practitioners who are culturally responsive, effective practitioners for Alaska's secondary schools.
- IV. Candidates are hired and retained as faculty members in secondary schools in Alaska
- V. Candidates take part in continuing professional development

Delivery Method

The Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) will be offered on the Fairbanks campus in its entirety. Both academic offerings and field experiences can be completed on campus. All education courses are available through distance delivery in a variety of modalities (video-conference, E-live, audio, web-based). Some courses in content majors (e.g. English, history, biology, mathematics) may be limited in delivery modes at this time.

B. Authorization

How does this program relate to the Education Mission of the University of Alaska?

In its Strategic Development Plan, the University of Alaska lists, among other efforts, the following:

- Identify and resolve problems related to functions and services offered to our stakeholders
- Enhance flexibility within the University System to meet the changing needs of students
- Develop our responsiveness to the State and Global issues that affect the University's environment

The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) supports these efforts in a variety of ways.

- First, the proposed degree allows for completion of a baccalaureate degree leading to teacher licensure, in most cases, within four years, thus allowing entrance into the job market sooner than is currently possible.
- Second, students who are off campus can complete degree requirements through distance delivery as content area majors make offerings available in modes other than face-to-face, consistent with university's objectives.

- Third, the school districts in Alaska, particularly small, rural districts are challenged in recruitment and retention of teachers. The proposed degree takes advantage of the strong program of Future Teachers Clubs throughout the state to recruit students who have shown an interest in education, assist them in completing degrees within four years, and allow them to return to local communities as teachers.

The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) is consistent with the five Strategic Direction themes of:

- Student Achievement and Attainment
- Productive Partnerships with Alaska's Schools
- Productive Partnerships with Alaska's Public and Private Industries
- Research and Development to Help Build and Sustain Alaska's Economic Growth
- Accountability to the People of Alaska

The proposed degree supports student achievement and attainment by providing consistent, appropriate and supportive advising, consistent monitoring and completion of a job-ready degree within four years. Productive partnerships with Alaska's Schools and Industries is a apparent as the proposed degree readies new teachers who are prepared to live and work in Alaska's unique environments. Such teachers are well equipped to assist their students in meeting content and performance standards, graduate from high school, go on to post-secondary education and thus become productive members of their communities, hence helping to build and sustain Alaska's economic growth. Education is the key. Certainly, accountability to the people of Alaska is paramount. The proposed degree provides an avenue to an essential component of Alaska's continued stability, a good education for our children, as greater numbers of high quality teachers are produced.

C. Educational Offerings

The following templates and course descriptions demonstrate requirements for the Bachelor of Arts in Secondary Education; Content Area:

These education courses constitute the secondary education major. See attached appendix of templates for content major requirements.

Complete all of the following:

EDSC 110 - Becoming a Middle/High School Teacher (1) credit

Introduces students at the freshman and sophomore level to the requirements for secondary teaching licensure and promotes discussion of pertinent issues in teaching. Course meets for three hours five times during the semester.

EDSC 402 Methods of Teaching in the Secondary School (3 credits)

Focus on methodologies appropriate for teaching middle and high school students in a variety of settings. Candidates explore the structure of schools, the nature of their audiences and will plan, implement and assess both teacher and student centered instructional strategies. Includes Alaska Content/Performance Standards.

EDSC 407 Developing Literacy in the Content Areas (3 credits)

Preparation for secondary teachers (middle school, junior, and senior high school) to integrate listening, speaking, reading, writing and viewing strategies into a content area of the classroom. Candidates examine and evaluate learning theories related to literacy development and varied

methods of instruction and assessment to help design and develop an appropriate pedagogical model for teaching. Completion of EDSC F205 or EDSC F415 is recommended prior to enrollment in this course.

EDSC F442 Technology Applications in Education I (1 credit)

The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools.

EDSC F443 Technology Applications in Education II (2 credits)

The course is designed to increase participants' use of technology tools to create and implement instructional material in a variety of media to support and assess learning. Participants will develop an electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools.

ED457 Multicultural Education and School-Community Relations (4 credits)

Focuses on the philosophy and theories underlying multicultural education as well as the development of positive school community relationships. Encourages pre-service educators to identify their own philosophy and culture and to recognize their cultural background as they instruct, assess and manage their students. Helps educators clarify the value of diversity in the classroom setting. Candidates discern the influence of diversity factors on students' educational careers and the value of diversity to the Alaskan community. Acquaints candidates with teaching in rural Alaska. Explores models for effective teaching, means of village socialization, cultural information and programs that are particularly effective in rural and small school settings.

EDSC 458 Classroom Organization and Management (3 credits)

Focus on establishment of a positive learning environment, development of a successful discipline plan consistent with an educator's philosophy of education and a review of the major discipline models. Candidates will examine the role that factors such as culture, gender, interest, ability and exceptionality play in student's behavior. Techniques to maintain positive student-teacher interactions in the classroom and establish a positive relationship with parents. Developing strategies to incorporate local knowledge and community culture in to classroom practice. Field experience required. Completion of EDSC 205 or EDSC 415 is recommended prior to enrollment in this course.

EDSC 471 Secondary Teaching: School Internship I and Seminar (3 credits)

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Graded Pass/Fail. Special fees apply.

EDSC 472 Secondary Teaching: School Internship II and Seminar (3-9 credits)

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs,

curriculum development, teaching strategies and the integration of technology across the curriculum. Credits may be added upon completion of designated special projects developed by students and faculty. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Special fees apply.

Complete one of the following – EDSC 205 or EDSC 415

EDSC 205 Introduction to Secondary Education (3+0+.5) credits

Introduction to the profession of teaching in middle/high school. Incorporates historical, cultural and sociological factors, with attention to the Alaska context influencing current practice. Students will have the opportunity to explore current issues and reform facing educators today and to observe master teachers in the field.

or

EDSC 415 Foundations of Modern Educational Practice (3 credits)

Historical, political, sociological and curricular foundations of secondary education in the U.S. with particular attention to Alaska. For pre-service teachers to understand and reflect on the teaching profession at the secondary level and to explore current issues and controversies confronting education at national, state and local levels.

Complete one of the following – EDSC 414, EDSE 422 or EDSE 482

EDSC 414 Learning, Development and Special Needs Instruction (3 credits)

Survey of learning theory, adolescent development and special needs instruction. Attention will be given to the cognitive, social and moral theories of development, and to current theories of learning. Consideration will be given to cultural and individual differences among learners including those with special needs. Completion of EDSC F205 or EDSC F415 is recommended prior to enrollment in this course.

EDSE F422 Curriculum and Strategies II: High Incidence (3 credits)

Methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Field experience required.

EDSE F482 Inclusive Classrooms for All Children (3 credits)

An in-depth understanding of concepts, strategies and issues that surround supporting the needs of students who experience disabilities in the general education classroom. Field experience required.

Complete one of the following: EDSC 432, 433, 434, 435, 436 or 437

EDSC 432 English/Language Arts Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in English/language arts. Course is taught by content specialists. Includes discussion of current issues, methodologies and teaching strategies specific to English/language arts.

EDSC 433 Mathematics Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in mathematics. Course is taught by content specialists. Includes discussion of current issues, diverse methodologies and practical application lessons for teaching mathematics.

EDSC 434 Science Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in science. Course is taught by content specialists. Includes discussion of current issues, diverse methodologies, inquiry-based lessons, laboratory experiences and field trips for teaching science.

EDSC 435 Social Studies Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in social studies. Course is taught by content specialists. Includes discussion of current issues, diverse methodologies, project-based activities and community-as-laboratory experiences for teaching social studies.

EDSC 436 Art Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in art. Course is taught by content specialists. Includes discussion of current issues, methodologies and teaching strategies specific to arts.

EDSC F437 World Language Secondary Instruction and Assessment (3 credits)

Methodologies of instruction and assessment in world languages. Course is taught by content specialists. Includes discussion of current issues, diverse methodologies, and current application of teaching strategies and assessment specific to world languages.

D. Planning

1. Evidence of Need

Based on the increased enrollments in the secondary minor since its inception in 2006 and the increased number of inquiries regarding a secondary baccalaureate program it appears that a substantial interest exists. In addition, the opportunity for advising early in potential students' college careers is likely to stimulate enrollment. Finally, there is most certainly a "need" in Alaska for teachers, most especially secondary teachers. Currently, the vast majority of our secondary students are place bound, which means that they have either started a family or already have one that is located in the major urban areas of Fairbanks, Anchorage, Mat Su, or the Kenai. This does not help to provide secondary teachers for the rural areas of the State. With an undergraduate program, most of the students will not have established themselves in the urban areas and are more likely to accept positions in the rural areas. The addition of an undergraduate program would result in more students enrolling in the Education program, which would result in more secondary teachers available to meet the needs of the State, specifically teachers for rural Alaska and for STEM positions.

Students entering a BA program earlier on in their programs will be far more likely to integrate their content classes with the education classes, which will increase the possibilities of forming cohorts. These cohorts will strengthen student learning and provide student support, which will help to retain students in the Secondary Education program.

With students entering the Secondary Education program at an earlier date, the advising would take place in the School of Education providing more consistency to make sure students will meet the State requirements for certification. Currently, we receive applications from students without a content area that is certifiable. For example, we have had students enter the Secondary Education program with a criminal justice degree, which is not certifiable. This person had to take several history, political science, and psychology courses in order to be certified as a middle school social science teacher. This can create a hardship for people because they are required to

take content courses in addition to the education requirements, and in this example, limits the person's opportunities.

Our recruiting efforts will be greatly enhanced with a baccalaureate degree. Currently, our recruitment focuses on college seniors and "unknown" career changers, because prospective students must have a degree in a certifiable content area before looking at the Secondary Education program. With a baccalaureate degree, we can begin talking to high school seniors about an education degree within a content area, which would be more effective than telling the high school students they need to complete a content areas and then come talk to us about a post bac program.

Another huge incentive for a baccalaureate degree is the fact that scholarship opportunities are not available to graduate students, while there are many available for undergraduate students, particularly the Alaska Performance Scholarship. The Alaska Teacher Loan program, which is limited to undergraduate programs, is not available for any high school graduating senior, who may want to major in secondary education in the University of Alaska system because there are no undergraduate Secondary Education programs, and students applying to the Alaska Teacher Loan program have to be enrolled in a teacher education program to be eligible. The Alaska Teacher Loan program is not available for post bac students.

The Secondary Education Baccalaureate program appears to require 16-18 credits a semester, which is very intense and very difficult for four years. This is based on the assumption that a student would enter the Secondary Education program as a first-semester freshman and would not make any changes to the major. Realistically, this scenario is unlikely. When we started this proposal, there was an emphasis on structuring programs that would allow students to complete in four years. The proposed baccalaureate could be completed in four years provided the individual students work very hard and are persistent, but the reality is that many students would not be able to complete their programs in four years, which is why we originally planned on a five-year program and have developed check sheets for a five-year program as well as a four-year program. We have researched many universities across the country that have a baccalaureate program in secondary education and the vast majority have requirements that in all probability will require students to spend five years to complete.

As documented in reports by the Institute for Social and Economic Research and the State of Alaska, the proposed baccalaureate degree will add teachers who are prepared to work professionally and respectfully within our state's unique Northern context and with all of Alaska's peoples. The proposed degree builds on an already existing Future Teachers Club network, active in rural Alaska, and offers students the opportunity to move into the profession in four years.

2. Procedures used in arriving at decision to change

Advisors currently attend all local high school "College Nights." With the proposed baccalaureate degree in place these events should prove more fruitful than they currently do, as only a post-baccalaureate degree is currently offered. Flyers, posters and advertisements in student publications should attract students. In addition, presentations made during freshman and sophomore classes will engage students early in their college careers for most effective advising. Students who are interested in education as a career have at their disposal long time, well-versed

advisors in the School of Education who are familiar with all aspects of the proposed degree.

3. Organizational arrangements that must be made within the institution to accommodate the change

The education courses necessary for completion of the degree are already in place. Current course offerings in education can accommodate all students in the baccalaureate program concurrent with the post-baccalaureate program now in place. Courses are currently stacked (400/600) and thus will require no additional adaptation. No additional faculty or facilities are required. The content majors are already in place and can accommodate students who choose them based on a desire to become educators. The School of Education continues to work closely with departments across campus in an effort to make available courses that will effectively prepare students who wish to enter the teaching profession.

4. Timetable for Implementation

The School of Education proposes that the Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) be implemented beginning in Fall 2013.

E. Budget

The Bachelor of Arts in Secondary Education; Content Area (e.g. , history, biology, mathematics) requires no additional budget commitment. Current faculty teach all required courses and will likely be able to easily accommodate students in both content majors and education courses. No increase in faculty time is anticipated. Space exists on the Fairbanks campus for current faculty and staff. Distance delivered courses are accommodated at variety of locations on and off campus. No further space needs are anticipated.

F. Student Services

Students have access to well-trained, long time advisors in the School of Education. Advisors assist students from their entrance to the university through their professional year and degree completion. Faculty arranges field experiences for students at both Fairbanks and distance sites where students work with accomplished mentor teachers. The usual array of accommodations is available for students with disabilities under a variety of auspices at the university.

G. Physical Facilities

Space exists on the Fairbanks campus for current faculty and staff. Distance delivered courses are accommodated at variety of locations on and off campus. No further space needs are anticipated

H. Library and Information Services

No additional impact on library and information services is anticipated.

F. Faculty and Staff

Secondary department members in the School of Education faculty will meet the need for instruction in the Bachelor of Arts in Secondary Education; Content Area (e.g. history, biology, mathematics). Existing faculty in other content majors meet the instructional needs in those fields.

Course Instructor (Fbks & Distance) • TT = tenure track; • Adjunct (%) • PT = teaching 1 or 2 courses • Affiliated (with other UAF unit)	Bachelor of Arts in Secondary Education; Content Area (e.g. English, History, Biology, Mathematics)	Qualifications
Anne Armstrong (Term faculty)	EDSC 472 – Secondary Teaching: School Internship I and Seminar – Fairbanks EDSC 458– Classroom Organization and Management (3 cr.) – Fairbanks	M.Ed., Experienced teacher
Maida Buckley (PT Adjunct)	EDSC 471 – Secondary Teaching: School Internship I and Seminar – Fairbanks EDSC 435- Social Studies Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class.	M.Ed., Experienced teacher
Richard Burmeister (Term faculty)	EDSC 471 – Secondary Teaching: School Internship I and Seminar - Distance Delivery EDSC 472 – Secondary Teaching: School Internship I and Seminar - Distance Delivery EDSC 436 - Art Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class. EDSC 457 – Multicultural Education and School-Community Relations (3 cr.) – Distance Delivery	Ed.D., Experienced teacher
Gail Chagnon (Adjunct PT)	EDSC 205 – Introduction to Secondary Education (3 cr.) – Fairbanks campus	M.Ed., Experienced teacher
Joanne Healy, (Term faculty)	EDSE 422 – Curriculum and Strategies II: High Incidence (3 cr.) – Fairbanks and Distance Delivery	M.Ed., Experienced teacher
Instructors (various)	EDSC 110 – Becoming a Middle/High School Teacher (1 cr.) – Fairbanks and Distance Delivery EDSC 414– Learning, Development and Special Needs Instruction (3 cr.) – Fairbanks	M.Ed., Experienced teacher
Gary Jacobsen (TT faculty)	EDSC 402 – Methods of Teaching in the Secondary Schools (3 cr.) – Distance Delivery EDSC 457 – Multicultural Education and School-Community Relations (3 cr.) – Fairbanks	Ed.D., Experienced teacher
Ute Kaden, (TT faculty)	EDSC 434 - Science Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class. EDSC 458 – Classroom Organization and Management (3 cr.) – Distance Delivery	Ph.D., Experienced teacher
Larry Meath, (Adjunct faculty)	EDSC 432 – English/Language Arts Secondary Instruction and Assessment (3 cr.) Audio/Fairbanks – joint class.	M.A.T., Experienced teacher
Ann R. Millard, (Adjunct PT)	EDSE 482 – Inclusive Classroom for All Children (3 cr.) – Distance Delivery	Ph.D., Experienced teacher
Diane Noble (Adjunct PT)	EDSC 205 – Introduction to Secondary Education (3 cr.) – Distance Delivery EDSC 407 – Reading Strategies for Secondary Teachers (3 cr.) – Fairbanks EDSC 407 – Reading Strategies for Secondary Teachers (3 cr.) – Distance Delivery	Ed.D., Experienced teacher
Mary D. O’Connor, (Adjunct PT)	EDSE 482 – Inclusive Classroom for All Children (3 cr.) – Fairbanks	M.Ed., Experienced teacher
Don Peterson, (Term faculty)	EDSC 442– Portfolio Preparation: Integrating Theory and Practice (3 cr.) – Fairbanks and Audio (Catalog change to split this into two classes – EDSC 442 & EDSC 443)	M.A.T., Experienced teacher
Roy Roehl (TT faculty)	EDSC 402 – Methods of Teaching in the Secondary Schools (3 cr.) – Fairbanks EDSC 415 – Foundations of Modern Educational Practice (3 cr.) – Fairbanks EDSC 433 – Mathematics Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class.	Ph.D., Experienced teacher
Judith Tolbert (PT Adjunct)	EDSC 437– World Languages Secondary Instruction and Assessment (3 cr.) – Audio/Fairbanks – joint class.	M.Ed., Experienced teacher

III B. Administrative and Coordinating Personnel

The Secondary Education major would be housed in the School of Education. The Dean and Department Chair would work closely with faculty and administration of other university academic units that include College of Liberal Arts, School of Management, or College of Natural Science and Mathematics. Within the School of Education, the Dean's Council works closely with the Dean. Current positions are:

Chair, Department of Elementary Teacher Education Programs: Carol Barnhardt, Ph.D.

Co-Chairs, Department of Secondary Teacher Education Programs: Larry Meath, M.A.T. and Roy Roehl, Ph.D.

Chair, Department of Graduate Studies: Maureen Hogan, Ph.D.

Co-Chairs, Department of Counseling, Sue Renes, Ph.D. and Christine Cook, Ph.D

Coordinator, Office of Practica and Fieldwork Experiences: Patricia Caldwell, M.Ed.

III C. Classified personnel

The following support staff are located on the Fairbanks Campus, and all of them provide support for both rural and urban students.

Support Staff Name	Responsibility	Contract Time
Brunsvold, Sandra	Fiscal Tech, Travel Coordinator	12 months
Buxbaum, Tina	Elementary Coordinator	Part-time, 12 months
Cox, Stephanie	Administrative Assistant	12 months
Eiler, Karen	Secondary Advisor	12 months
Laiti, Jann	Elementary Advisor	12 months
Mendez, Kelly	Elementary Coordinator	Part-time, 12 months
Monahan, Jane	Graduate Advisor	12 months
Mosca, Kathy	Assistant to the Dean	12 months
Turnquist, Phyllis	Rural Advisor	12 months
Wood, Sasha	Fiscal Officer	12 months

**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

Signature *Allen Reynolds*
 Dean of College/School Proposing New Degree Program

2/15/03
 Date