**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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*APPROVAL SIGNATURES:*

Larry Heath

Education Chair, Secondary Programs/School of Education

Date: 2/15/13

## 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.

**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)**

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 on 0 scC8atojea**

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

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

## 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 both an academic subject area appropriate to the secondary school and the professional education sequence.

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

**Teaching Majors**

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

**Admissions Process and Requirements: Secondary Post-Baccalaureate Licensure Program**
See current catalog requirements.

Upon Acceptance to the Professional Year: **Secondary Post-**

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|---|---|---|---|
| X the preparation of educators who incorporate into the learning environment the<br>X varied cultures and languages of Alaska | | Consistent and continuing review of field performances utilizing forms developed collegially by faculty. | Reviews of field experience with candidate and mentor ( Forms, D, E F)<br><br>Regular Observation of classroom performance (Form J)<br><br>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<br>Final field assessments – form H<br><br>Course Assessments<br><br>Content Units<br><br>Content Observation Checklist<br><br>Electronic portfolio | |

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|---|---|---|
| Instructors (various) | EDSC 110 – Becoming a Middle/High School Teacher (1 cr.) – Fairbanks and Distance Delivery<br>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<br>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.<br>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 | |

III C. Classified personnel

**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

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

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*Form appended to end of this document.

D. Credit hour production

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 adv

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 |
|---|---|---|---|

Page number of attached summary where demand for this program is discussed: 17

XI. Draft Prospectus

**A. Mission and Goals:** The mission of the School of Education is o 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
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- 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 N(e)4(s)-1(s)-1(i)-2(ona)6( )]TJ  0.002.tPp

**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 | 701A, 714C | | | 701A, 714C |

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|---|---|---|---|---|
| Travel (in dollars) | Avg $10,000 / FY | No Change | No Change | Avg $10,000 / FY |

Signature Allen Morgan 2/15/13

Dean of College/School Proposing New Degree Program Date