

Minor revisions
rec'd 10/19/2012

29-GPCH.

RECEIVED OCT 19

FORMAT 5

Submit originals and one copy and electronic copy to Governance/Faculty Senate
Office (email electronic copy to fysenat@uaf.edu)

PROGRAM/DEGREE REQUIREMENT CHANGE (MAJOR/MINOR)

SUBMITTED BY:

Department	Secondary Department	College/School	Education
Prepared by	Karen Eiler	Phone	474-6180
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See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

PROGRAM IDENTIFICATION:

DEGREE PROGRAM

Secondary Post-Baccalaureate Licensure Program toward M.Ed.,
Secondary Education

Degree Level: (i.e., Certificate, A.A., A.A.S., B.A.,
B.S., M.A., M.S., Ph.D.)

A. CHANGE IN DEGREE REQUIREMENTS: (Brief statement of program/degree changes and objectives)

- A. Delete required computer challenge
- B. Split EDSC 442/642 (currently 3 cr) into two courses, change 442/642 to a 1 cr, and adding a new 2 credit course, EDSC 443/643.

B. CURRENT REQUIREMENTS AS IT APPEARS IN THE CATALOG:

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Secondary Post-Baccalaureate Licensure Program toward M.Ed., Secondary Education

Program is offered in Fairbanks and in areas served by the College of Rural and Community Development campuses and their service areas with the exception of the Aleutian-Pribilof Center.

This is an intensive, classroom-based secondary licensure program (31 credits) that prepares post-baccalaureate candidates for secondary (grades 7 - 12) teaching positions. The program is specifically designed to prepare candidates to teach in multicultural settings in Alaska. Content that addresses multicultural issues in general, and Alaska rural issues in particular, is contained specifically in EDSC F657, Multicultural Education and School-Community Relations, and is a fundamental component of the course work within the program. When funding is available, all secondary Fairbanks candidates participate in a rural practicum.

Candidates who apply as graduate applicants may simultaneously pursue teacher licensure and the M.Ed. secondary education degree. Significant additional course work will be required. (See requirements for M.Ed. secondary education option.)

Student outcomes for the program are based on the Standards for Alaska's Teachers located at: www.eed.state.ak.us/standards/pdf/teacher.pdf.

At the end of the program, if students have successfully met all of the program requirements, they will be eligible to apply for an Alaska initial teaching licenses and will receive certificates of completion from UAF.

Candidates who enter the secondary post-baccalaureate licensure program are required to have use of/own laptop computers before they begin their internships in the fall semester of

their professional year.

Program Options: Fast Track, Two-Year or Teaching While Training

Fast Track Option

The Fast Track Option is an intensive three-semester program that allows candidates (one year unpaid interns) to complete the secondary licensure program as full-time students in 12 months. Candidates take class "summer-fall-spring." The academic year-long internship is completed during the fall and spring semesters.

Two-Year Option

The Two-Year Option allows candidates (two year unpaid interns) to complete the secondary post-baccalaureate licensure program as part-time students over a period of 18 - 24 months. The last semester of the program requires full-time placement at a public school site.

Teaching While Training Option

The Teaching While Training Option is for candidates (teacher interns) who have secured a teaching position with an Alaskan School District. Generally, this option is available only to those candidates in areas of teacher shortage. Candidates complete the secondary post-baccalaureate licensure program over a period of 24 months.

Admissions Process and Requirements

Admission to the secondary post-baccalaureate licensure program toward an M.Ed. in secondary education includes meeting requirements of the UAF Graduate School and of the School of Education. Candidates take five of the licensure courses at the F600-level.

Submit the following information to the UAF Office of Admissions:

1. UAF graduate application and application fee.
2. Official transcript of bachelor's degree from accredited institution. Applicants who have attended more than one university should include transcripts from all universities.
3. Graduate Record Examination scores if undergraduate GPA is less than 3.0.
4. Three current letters of reference that address qualifications and potential as a teacher.
5. A vitae/resume.
6. A personal statement of 1200 - 1500 words explaining your motivation for becoming a teacher. Describe how your academic qualifications and work experiences have prepared you for a career in teaching. Elaborate on personal strengths you possess, including your ability to work collaboratively with others. Describe your experiences with adolescents in instructional and supervisory capacities. Explain why you believe you can help young people of all cultures be successful in school.

Submit the following information to the School of Education:

1. Extemporaneous writing sample.
2. Passing scores from the Alaska Praxis I exam in reading, writing and mathematics.

3. Academic Content Testing

1. 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 applicants should contact the School of Education for additional information prior to taking the Praxis II tests for their world language content area. In addition, world language applicants must complete the world language exams.
2. 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 and Writing Proficiency Test. Applicants must meet the Advanced Low rating for both tests (www.languagetesting.com). In the target language, write a 2 - 3 page, well organized, coherent response to one of three prompts (contact SOE secondary program for additional information
4. Demonstrated evidence of content competency in one of the UAF-approved secondary endorsement areas (www.uaf.edu/educ/secondary/endorsement_areas/).
 1. The applicant holds a degree in an approved UAF secondary endorsement area or;
 2. Those applicants who do not hold a degree in the academic content area that they expect to teach, must have documentation of content competency reviewed by a secondary program faculty review team prior to application to program. Additional course work may be required to enter the program.
5. Initial content preparation: complete a checklist of each content area you expect to teach (www.uaf.edu/educ/secondary/admissions/).
6. Evidence of competence in use of technology, demonstrated by successful completion of ED F237--Technology Tools, or by passing the School of Education's computer technology competency test. Applicants who have not met this requirement by the beginning of the summer program course work will be required to complete ED F237 during the summer program.
7. Applicants must submit a placement packet; contact the School of Education for specifics. The School of Education determines placement approval, change or termination.
8. All applicants will be required to interview with secondary faculty as part of the admission process.

Application Review Process

Applications are due March 1 and are reviewed thereafter for admission into the summer semester. Applications of outstanding candidates may be considered through spring semester. A candidate may be admitted, not admitted, or admitted with stipulations. Stipulations are specified when additional development in a particular area(s) is needed before beginning a secondary post-baccalaureate program.

The UAF School of Education coordinates the review and evaluation of the candidate's

qualifications, professional experiences and academic performance with appropriate academic departments based on the contents of his/her application. The secondary post-baccalaureate program is a selective teacher education program. A comprehensive system including multiple measures is used to assess personal characteristics, communication skills and basic skills of candidates preparing to teach. Multiple assessment measures include a review of transcripts, content area strengths and/or Praxis II scores, personal statement and/or writing proficiency exams, Praxis I and/or GRE exam scores, and letters of reference. A personal interview will be required as part of the admission process.

Upon Acceptance to the Program

The School of Education has a systematic procedure for monitoring the progress of education students from admission through completion of their professional education program to determine if they should continue the program, be advanced to the secondary teaching internship and eventually be recommended for a teaching license. In assessing candidate progress in knowledge, skills and disposition, faculty will review grades, observations, faculty recommendations, demonstrated academic competence and recommendations from the appropriate professionals in the schools. Systematic approaches are used to assist education candidates who are making unsatisfactory progress in their programs, but still maintain potential for successful completion.

The following are specific criteria for entry to the secondary teaching internship:

- successful completion of summer program courses;
- approval of faculty to enter the secondary education internship;
- some school districts may require candidates to pass a general physical exam and require additional shot records; and
- State of Alaska Certificate of Authorization, fingerprint cards and money order in the amount of \$66 to the School of Education by June 1 (this fee is non-refundable once submitted to the state of Alaska). The UAF School of Education provides these materials which will then be submitted to the state of Alaska for a criminal background check. Fees are subject to change. These materials will be provided to the student.

Professional Field Experiences

The Secondary Post-Baccalaureate Licensure Program includes a comprehensive internship experience in an educational setting. Internship placements are arranged and supervised by university faculty in partnership with the principal and staff from the public school. University course work and classroom practice are closely linked and communication about performance in both the course work and classroom practice is shared among the partners. Internships follow the K - 12 school year calendar and not the university academic year calendar.

Performance in the internship must meet stated competencies and individual outcomes. Performance evaluations determine the candidate's progress toward meeting the State of Alaska Standards for Alaska's Teacher and the International Society for Technology in Education's National Education Technology Standards and Performance Indicators for All Teachers and performance guidelines of Specialty Performance Organizations.

It is expected that candidates will demonstrate appropriate professional characteristics with respect to their actions, attitudes and performance. Teacher candidates are required to adhere

to the characteristics of professionalism as published in the Secondary Post-Baccalaureate Licensure Handbook, and to abide by the State of Alaska Code of Ethics of the Education Profession. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors that may result in removal from the field experience and denial of the Institutional Recommendation for teacher certification.

Internship placements are made in partnership with participating school districts, which may request additional information and/or preparation from candidates according to the district's established policies and practices. Because cooperating districts also determine the number of placements available for candidates, placement may become competitive if the number of applicants exceeds the number of spaces. Districts also reserve the right to refuse or terminate placements when candidates do not meet a minimum standard of performance. Thus, while the University will make every effort to identify appropriate field experiences, admission to the Secondary Post-Baccalaureate Licensure program does not guarantee an internship placement.

Program Requirements

1. Complete the following for secondary licensure:

EDSC F402--Methods of Teaching in the Secondary School--3 credits

EDSC F407--Reading Strategies for Secondary Teachers--3 credits

EDSC F415--Foundations of Modern Educational Practices (3)

or EDSC F205--Introduction to Secondary Education (3)--3 credits

EDSC F614--Learning, Development and Special Needs Instruction (3)

or EDSE F622--Curriculum and Strategies II: High Incidence (3)

or EDSE F482--Inclusive Classrooms for All Children (3)--3 credits

EDSC F631--Secondary Instruction and Assessment in the Content Area* (3)

or EDSC F632--English/Language Arts Secondary Instruction and Assessment*

(3)

or EDSC F633--Mathematics Secondary Instruction and Assessment* (3)

or EDSC F634--Science Secondary Instruction and Assessment* (3)

or EDSC F635--Social Studies Secondary Instruction and Assessment* (3)

or EDSC F636--Art Secondary Instruction and Assessment* (3)

or EDSC F637--World Language Secondary Instruction and Assessment* (3)--3 credits*

EDSC F642--Technology Applications in Education--3 credits

EDSC F657--Multicultural Education and School-Community Relations--4 credits

EDSC F658--Classroom Organization and Management--3 credits

EDSC F471--Secondary Teaching: School Internship I and Seminar--3 credits

EDSC F472--Secondary Teaching: School Internship II and Seminar--3 credits

2. Minimum credits required--31 credits

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

C. PROPOSED REQUIREMENTS AS IT WILL APPEAR IN THE CATALOG WITH THESE CHANGES:
(Underline new wording ~~strike through old wording~~ and use complete catalog format)

Secondary Post-Baccalaureate Licensure Program toward M.Ed., Secondary Education

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Candidates who enter the secondary post-baccalaureate licensure program are required to have use of/own laptop computers before they begin their internships in the fall semester of their professional year. Candidates are expected to be proficient Windows Office software including, but not limited to, word processing, spreadsheets, and presentation software.

Program Options: Fast Track, Two-Year or Teaching While Training

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 - or EDSE F622--Curriculum and Strategies II: High Incidence (3)
 - or EDSE F482--Inclusive Classrooms for All Children (3)--3 credits
 - EDSC F631--Secondary Instruction and Assessment in the Content Area* (3)
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 - or EDSC F635--Social Studies Secondary Instruction and Assessment* (3)
 - or EDSC F636--Art Secondary Instruction and Assessment* (3)
 - or EDSC F637--World Language Secondary Instruction and Assessment* (3)--3

credits*

EDSC F642--Technology Applications in Education I--13 credits

EDSC F643--Technology Applications in Education II--2 credits

EDSC F657--Multicultural Education and School-Community Relations--4 credits

EDSC F658--Classroom Organization and Management--3 credits

EDSC F471--Secondary Teaching: School Internship I and Seminar--3 credits

EDSC F472--Secondary Teaching: School Internship II and Seminar--3-9 credits

2. Minimum credits required--31-37 credits

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

D. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

E. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

None

F. IF MAJOR CHANGE - ASSESSMENT OF THE PROGRAM:

Description of the student learning outcomes assessment process.)

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campuswide curriculum committees is to scrutinize program/degree change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be selfexplanatory. If you drop a course, is it because the material is covered elsewhere? Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the program is not compromised as a result.

The technology challenge is no longer needed. Most students entering the Internship year already possess computer technology equivalent to the technology challenge. Those who do not will be individually mentored.

Currently students meet informally with instructor during fall semester to begin development of their portfolios and attain initial technological skills necessary to effectively use a variety of modes in their 7-12 classrooms. The requested division of the course seeks to formalize the current instructional model.

EDSC F442B--Technology Applications in Education II—23 credits

EDSC F457--Multicultural Education and School-Community Relations--4 credits

EDSC F458--Classroom Organization and Management--3 credits

EDSC F471--Secondary Teaching: School Internship I and Seminar--3 credits

EDSC F472--Secondary Teaching: School Internship II and Seminar—3-9 credits

2. Minimum credits required—31-37 credits

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D. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

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E. IMPACTS ON PROGRAMS/DEPTS:

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None

F. IF MAJOR CHANGE - ASSESSMENT OF THE PROGRAM:

Description of the student learning outcomes assessment process.)

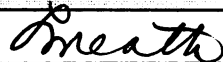
JUSTIFICATION FOR ACTION REQUESTED

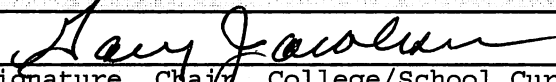
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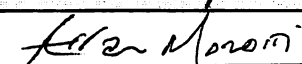
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Currently students meet informally with instructor during fall semester to begin development of their portfolios and attain initial technological skills necessary to effectively use a variety of modes in their 7-12 classrooms. The requested division of the course seeks to formalize the current instructional model.

APPROVALS:

 Date 9/25/12
Signature, Chair, Program/Department of: Larry Meath, Chair, Secondary Department

 Date 9-25-12
Signature, Chair, College/School Curriculum Council for:

 Date 9-26-12
Signature, Dean, College/School: Allan Morotti, Dean, School of Education

of:

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Date

Signature, Chair, UAF Faculty Senate Curriculum
Review Committee