

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

PROGRAM/DEGREE REQUIREMENT CHANGE (MAJOR)

SUBMITTED BY:

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

PROGRAM IDENTIFICATION:

DEGREE PROGRAM	Secondary Post-Baccalaureate Licensure Program
Degree Level: (i.e., Certificate, A.A., A.A.S., B.A., B.S., M.A., M.S., Ph.D.)	Post-Baccalaureate Licensure Program

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

Editorial changes to credit completion requirements allowing students to increase credits in EDSC 472
 Deletion of course selection
 Modification of World Language testing requirements
 Change of title for EDSE 422
 Change Praxis I to reflect the new test Praxis Core Academic Skills for Educators (Praxis ASE)
 Addition of possible additional costs in internship year

B. CURRENT REQUIREMENTS AS IT APPEARS IN THE CATALOG:

Secondary Post-Baccalaureate Licensure Program

Program delivery is offered in Fairbanks and in areas served by the College of Rural and Community Development (CRCD) 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 postbaccalaureate 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 F457--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.

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.

Students must apply to graduate with a certificate of completion through the Office of Admissions and the Registrar, Graduation Services. 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 license.

Candidates who enter the Secondary Postbaccalaureate Licensure program are required to have use of/own a laptop computer before they begin their internships in the fall semester of their professional year. Candidates are expected to be proficient in Windows Office software

including, but not limited to, word processing, spreadsheets, and presentation software.

Program Options

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 classes “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 postbaccalaureate 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 postbaccalaureate licensure program over a period of 24 months.

Admissions Process and Requirements

Admission to the secondary postbaccalaureate licensure program includes meeting requirements of the UAF undergraduate admission process and of the School of Education. Students take their courses at the 400 level and will NOT be able to apply these courses towards a master of education degree.

Submit the following information to the UAF Office of Admissions:

1. UAF undergraduate application and application fee.
2. Official transcript of bachelor's degree from accredited institution, minimum GPA of 2.75. Applicants who have attended more than one university should include transcripts from all universities.

Submit the following information to the School of Education:

1. A personal statement of 500–800 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 your personal strengths, 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.
2. A vitae/resume.
3. Three current letters of reference that address qualifications and potential as a teacher.
4. Extemporaneous writing sample. Contact the School of Education Advising Office for date, time and location information.
5. Alaska Passing scores from the Praxis I exam in reading, writing and mathematics.

6. 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 reach. The scores must meet the score set by the State of Alaska (www.eed.state.ak.us/TeacherCertification/pdf/Content_Area_Exams.pdf). World language applicants should contact the School of Education for additional information prior to taking any 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 (OPic) and Writing Proficiency Test (WPT). 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 [School of Education Secondary Program](#) for additional information).
7. 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.
8. Initial Content Preparation complete checklist of each content area you expect to teach (www.uaf.edu/educ/secondary/admissions/).
9. Applicants must submit a placement packet. Contact the [School of Education](#) for specific guidelines. The School of Education determines placement approval, change or termination.
10. All applicants will be required to interview with secondary faculty as part of the admission process.

Application Review Process

Applications are due March 1 (summer or fall admissions) and Oct. 15 (spring admissions), and are reviewed thereafter for admission. 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 postbaccalaureate program.

The UAF School of Education coordinates with appropriate academic departments the review and evaluation of the candidate's qualifications, professional experiences and academic performance based on the contents of his/her application. The secondary postbaccalaureate 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 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.

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 \$60 payable to the School of Education by June 1 (this fee is non-refundable once submitted to the state). 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.

Professional Field Experiences

The Secondary Postbaccalaureate 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 Postbaccalaureate 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 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 Postbaccalaureate 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 F414--Learning, Development and Special Needs Instruction (3)
 - or EDSE F422/622--Curriculum and Strategies II: High Incidence (3)
 - or EDSE F482--Inclusive Classrooms for All Children--3 credits
 - EDSC F415--Foundations of Modern Educational Practices (3)
 - or EDSC F205--Introduction to Secondary Education (3)--3 credits
 - EDSC F431--Secondary Instruction and Assessment in the Content Area (3)*
 - or 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)--3 credits*
 - EDSC F442--Technology Applications in Education--1 credit
 - EDSC F443--Technology Applications in Education II--2 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

* 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)

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- some school districts require completion of district substitute training which may include a fee, a finger print card, and Trooper background check; and
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 - 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.)

None

JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide 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 self-explanatory. 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.


Minor change: add endorsement area fields to provide clarification; revised World Language application testing requirements to meet current requirements; addition of possible background check to notify students of possible fees; change of title of course option;

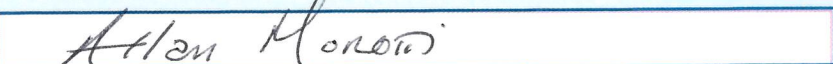
Minor change: option to complete additional credits for in internship class (EDSC 472) results in a wider range of required credits. 31 to 37. Students may complete in 31 credits but some students require additional credits to qualify for some funding. Additional credits require additional work within this course. This change was to reflect catalog change to EDSC 472 previous approved.

Updating our requirements so SOE is in compliance with the new test adopted by the Alaska Department of Education and Early Development. Educational Testing Services has revised the Praxis I test (as of August 31, 2014 it is no longer available). The new test is Praxis Core Academic Skills for Educators (Praxis Core ASE or ASE).

APPROVALS: SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	10/2/14
Signature, Co-Chair, Program/Department of: Secondary Education		

	Date	10/1/14
Signature, Chair, College/School Curriculum Council for: Education		

	Date	10/2/14
Signature, Dean, College/School of: Education		

CHAIR SIGNATURE OBTAINED FOLLOWING APPROVAL BY FACULTY SENATE COMMITTEE

	Date	
Signature, Chair, UAF Faculty Senate ___Curriculum Review Committee ___Graduate Academic and Advisory Committee		