

1a. Major Academic Unit (choose one) UAF	1b. School or College School of Education	1c. Department or Program Secondary
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2. Complete Program Title Bachelor of Arts in 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

☒ Add ☐ Change ☐ Delete

5. Implementation date (semester, year)

☒ Fall ☐ Spring Year 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (5th) 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 19		Projected Annual Expenditures in FY \$3000	
Unrestricted		Salaries & benefits (faculty and staff)	\$3000
General Fund	\$	Other (commodities, services, etc.)	\$0
Student Tuition & Fees	\$121,900-145,900	TOTAL EXPENDITURES	\$3000
Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)	
TVEP or Other (specify):	\$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	\$0
Federal Receipts	\$	Year 2	\$0
TVEP or Other (specify):	\$	Year 3	\$0
TOTAL REVENUES	\$121,900-145,900	Year 4	\$0

Page # of attached summary where the budget is discussed, including initial phase-in: 4

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. ☐ Yes ☒ No

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

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

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

Year 1: 15

Year 2: 15

Year 3: 20

Year 4: 20

Page number of attached summary where demand for this program is discussed: 4

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

Graduate TA	0
Adjunct	1 (0.033 FTE)
Term	0
Tenure track	0

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

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

Former assignment of any reassigned faculty:
For more information see page 4 of the attached summary.

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

Program Affected	Anticipated Effect
Teacher education programs at other MAU's.	Some students may be attracted to the Fairbanks campus because of the offering of this program. 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. However, we anticipate that many of the students would have been content area majors if the BA in secondary education were not available.

Page number of attached summary where effects on other programs are discussed: N/A, minimal impacts.

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): Aligns with the following UAF Core Themes - Educate undergraduate and graduate students. Prepare: Alaska's Career, Technical and Professional Workforce Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge Aligns with the UA Strategic Directions Initiative theme, Productive Partnerships with Alaska's Schools.

Page in attached summary where alignment is discussed: 2-3

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.

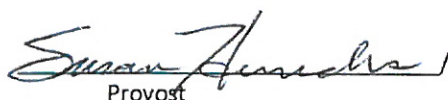
Page in the attached summary where the state needs to be met are discussed: 3


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

- ☒ Available to students attending classes at Fairbanks campus(es).
☒ Available to students via e-learning.
☒ Partially available students via e-learning.

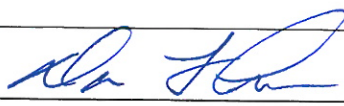
Page # in attached summary where e-learning is discussed: 2

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.
(choose one above)

 4/26/13
Provost Date

 4/26/13
Chancellor Date

- ☒ Recommend Approval
☐ Recommend Disapproval



UA Vice President for Academic Affairs on behalf of
the Statewide Academic Council

5/14/2013
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)

Revised: 10/10/2012

SUMMARY OF NEW DEGREE PROGRAM REQUEST
Bachelor of Arts in Secondary Education:
Content Area (e.g., English, History, Biology, Mathematics)

I. The Proposed Program, its Objectives and Career Opportunities

The University of Alaska Fairbanks Secondary Education Department prepares teachers for grade 7-12 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. A post-baccalaureate licensure program in secondary education has been in place since 1996. The new, proposed baccalaureate degree allows students to complete a double major in a content field and education. The BA graduates will meet all of the requirements currently met by post-baccalaureate licensure students and the intended student learning outcomes are the same.

The specific objective of the Secondary Education Department is to develop teachers who successfully incorporate content, performance, and cultural standards into their instruction and who meet all Alaska *Standards for Educators* (http://education.alaska.gov/standards/pdf/beginning_teachers.pdf). 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).

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. The BA Secondary Education degree is thus a double major that requires more than 120 credits; the total varies by content area. However, the BA in Secondary Education has been designed to minimize the total number of credits required. Assuming that they meet criteria for initial placement into freshman-level courses, students will be able to complete the degree in four years if they complete an average of 16-17 credits/semester or if they complete 15 credits/semester plus 6-10 credits (depending on content area) during the summer session or via A/P (Advanced Placement), CLEP testing, or similar means. However, the reality is that many students will not be able to complete their double major programs in four years, which is why we have developed advising plans for either four or five years, depending on student preparation and ability levels, other time commitments, and preference.

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.

The goals of the baccalaureate degree are also consistent with those of the post-baccalaureate licensure program:

1. Identify individuals with the potential to be well-qualified secondary teachers for all children.
2. Develop knowledge, skills and disposition of program candidates throughout pre-service training.
3. Provide professional practitioners who are culturally responsive, effective practitioners for Alaska's secondary schools.
4. Candidates are hired and retained as faculty members in secondary schools in Alaska.
5. 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 at the Fairbanks campus in its entirety. All education courses are also available through distance delivery in a variety of modalities (video-conference, E-live, audio, web-based), and internships can be arranged in many communities around the state. Some courses in content majors are limited to on-campus delivery modes at this time. However, UAF is encouraging several of the content areas to increase delivery via e-learning and we anticipate that several will be available entirely by distance within one to two years. Laboratory sciences, however, will continue to require Fairbanks campus residency for 1-2 years.

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.

II. Relationship to University Mission and Goals

The proposed BA in Secondary Education directly addresses the Strategic Directions Initiative theme, "Productive Partnerships with Alaska's Schools".

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

- The proposed degree allows for completion of a baccalaureate degree leading to teacher licensure within four years in most cases, thus allowing entrance into the job market sooner than is currently possible.
- 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.
- 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, Future

Educators of Alaska, throughout the state. Through that program we will 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 BA also aligns closely with UAF Core Themes and Objectives:

- Educate undergraduate and graduate students and lifelong learners.
- Prepare Alaska's career, technical and professional workforce.
This theme includes the specifically relevant objective, "Prepare students for jobs in Alaska".
- Connect Alaska Native, rural, and urban communities by sharing knowledge and ways of knowing.
This theme includes the specifically relevant objectives, "Partner with Alaska communities on issues of mutual interest," and "Provide higher education access for Alaska Native, rural, and urban populations."

III. Need and Enrollment Projections

Evidence of Need

There is certainly a need in Alaska for teachers, especially secondary teachers and teachers who are willing and able to teach in rural communities (*Alaska's University for Alaska's Schools 2013*). The addition of an undergraduate program would result in more students enrolling in the secondary 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. Currently, the vast majority of secondary education students are place bound, because they have a spouse, children, or other commitments located in one of the major urban areas of Fairbanks, Anchorage, Mat Su, Juneau or the Kenai Peninsula. With an undergraduate program, students will be less likely to have established themselves in the urban areas and are more likely to accept positions in the rural areas. In the future, when several content area BAs are available online, some place committed rural students will have the opportunity to become certified secondary teachers without leaving their communities. Already, they could accomplish this with as little as a year of residence in Fairbanks.

Our recruiting efforts will be greatly enhanced with a baccalaureate degree. Currently, our recruitment focuses on college seniors and 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 students about an education degree within a content area.

Another major incentive for establishing a baccalaureate degree is the fact that most scholarship opportunities are not available to graduate students, while there are many available for undergraduate students, particularly the Alaska Performance Scholarship and the UA Scholars program. The Alaska Teacher Loan program, which is limited to undergraduate programs, is not available to potential majors 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 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. It will build on an already existing Future Educators of Alaska network, active in rural Alaska, and offers students the opportunity to move into the profession in four years.

Projected Enrollment

Projections for enrollment are based on reviews of inquiries over the last five years and enrollment in the secondary education minor. Based on the number of inquiries received by advising staff, the initial enrollment should be approximately fifteen. A minor in secondary education has been in place since fall of 2008. There are currently ten enrollees in the minor, and some of these (especially if early in their programs) will probably move into the BA secondary education. From these two sources it is anticipated that enrollment will be 15 students for the first two years and 20 students thereafter. Planned, focused recruiting efforts through Future Educators of Alaska could yield additional students in rural communities. Since there is virtually no cost of offering the program, minimum enrollments to maintain it are small, only five students in the first two years, and 10 thereafter. As long as there are sufficient numbers of mentor faculty and field site placements, up to 40 students (including undergraduate and post-baccalaureate students) in the Fairbanks area can be served.

Budget

The Bachelor of Arts in Secondary Education; Content Area (e.g., history, biology, mathematics) requires almost no additional budget commitment. The education courses necessary for completion of the degree are already in place; one course **EDSC 110** - Becoming a Middle/High School Teacher (1) credit has been added to introduce freshman and sophomore level students to the requirements for secondary teaching licensure and promote discussion of pertinent issues in teaching. It will be taught by an adjunct (typically a retired secondary teacher) at minimal cost. Current course offerings in education can accommodate all students in the baccalaureate program concurrent with the post-baccalaureate program already in place. No additional faculty or facilities are required. One month of an existing staff member's time will be assigned to support the program. The content majors also are already in place and can accommodate additional students who choose them based on a desire to become educators.

If enrollment projections are met, ultimately more than \$120,000 in tuition revenue will be realized from BA Secondary Education students. However, probably not all of this will be in addition to current revenue, because some individuals who currently pursue the Education minor or the post-baccalaureate certificate will instead pursue the BA. Nonetheless, it seems certain that new revenue will exceed new costs.