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| Degree Program Name | Second Language Acquisition & Bilingual Emergent Literacies concentration, M.Ed. |
| PROGRAM DEMOGRAPHICS | |
| FY19 Majors | 0 |
| FY19 Graduates | 0 |
| FY19 SCH from degree program | 0 |
| FY19 UGF allocated to the program | 54,232 |
| FY19 total program budget | 59,058 |
| UGF/Major or SCH | No majors or SCH |
| STAFFING | |
| Tenure-track FTE faculty impacted by program deletion | 0.25 |
| Non-tenure track FTE faculty impacted by program deletion | 0 |
| staff impacted by program deletion | 0.05 |
| -- for each of these describe reduction phase-in during teachout | Faculty reduction would be effective beginning Fall 2021. Staff (.05) would be reassigned (within SOE) during FY21. |
| PROGRAM IMPACTS | |
| Potential for the program to obtain external funding | |
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Teach-out plans for UAF School of Education M.Ed. programs

People, Place and Pedagogy M.Ed.

**Number of students impacted by proposed program deletion =
8**

Student status:

There are 8 students currently enrolled in the program. 1 is on a leave of absence. 1 enrolled in spring 2020 and has 21 course credits and 6 thesis/project credits remaining in the program. The other 6 require between 6-15 credits of coursework and 3-6 thesis/project credits to complete the program.

Teach-out plan:

Most or all of the impacted students would be able to complete their coursework as planned, through UAF, with faculty in the program, during the 2020/21 academic year. Due to the small number of students, some of the classes would be directed or independent study courses with program faculty. For students who did not complete program courses during the 2020/21 academic year, there are several options: Adjunct faculty

in Fall 2020. 1 has only 6 credits left in the degree sequence. The other 3 require between 15-18 credits of coursework and comprehensive exams, or a combination of coursework and project/thesis credits to complete the program. (The program offers a comprehensive exam route or a thesis/project route)

Teach-out plan:

Most or all of the impacted students would be able to complete their coursework as planned, through UAF, with coursework taught by adjunct faculty (as is currently done now, as the program has v

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Daniel M. White, Chancellor

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www.uaf.edu/chancellor/

March 23, 2020

TO James R. Johnsen, President, University of Alaska

FROM Daniel M. White, Chancellor, University of Alaska Fairbanks

RE UAF Expedited Academic Review

In
10.06.10.C.2, UAF followed the following process for expedited, exceptional Program Review
eline are
incl <https://uaf.edu/assessment-review/expedited-review.php>).
The effort began last October and we are now nearing the final stages of the process. Remaining
steps are as follows with this step constituting step number 1, below:

1. Monday, March 23 by 5pm - Chancellor recommendations will be sent to the UA
President and VP of Academic, Students, and Research

I concur with

except in the following where I have recommended a different path:

1. Atmospheric science delete with opportunities for students in existing departments in similar areas (e.g., physics, chemistry, engineering) including possible alternative appointments at UAF for research intensive faculty
2. BA Earth Science delete
- 3.



OPPORTUNITIES:

THREATS:

| | Elementary Ed | | | Secondary Ed | | | Special Ed | | Other | | |
|--|---------------|-----|-----|--------------|-----|-----|------------|-----|-------|--------|------|
| | BA | GLI | MED | BA | GLI | MED | GLI | MED | PPP | SLABEL | ONID |

CENTRALITY TO MISSION:

Educate: Preparing NEW AK teachers, support life-long learning.

Research: Creation and dissemination of new knowledge and scholarly work throughout AK schools.

Prepare: Licensed professionals for AK workforce.

Connect: Long history of collaboration/partnership with schools throughout Alaska. Connect the state through Indigenous pedagogies, recruitment, and support for language continuity.

INDICATORS OF QUALITY:

National recognition of programs.

Designed by and for Alaskans to prepare teachers for AK's schools.

Assignments are place-based and culturally responsive to interests and needs of Alaska students, schools and communities in rural and urban contexts.

Successfully received CAEP accreditation.

Graduates are typically employed within 6 months of graduation.

Over 225 hours of observation and practice before student-teaching.

Quality Matters International Exemplary Status for Special Education.

Faculty are nationally/internationally recognized for their research (\$1M in grants, NSF CAREER awards, etc).

Collaborative partnerships with several Alaska school districts.

SLABEL was designed with a \$2.3M DOE grant that supported thee, 1rb.96 Tm0 g0 G[)]TJETQq0.000011802 0 792 612 reW*ñ ET 18Tm2 re2 C

| | Majors | Degrees |
|-------------------------|----------------------|--------------------|
| Elementary Education BA | FY15: 202/ FY19: 210 | FY15: 21/ FY19: 22 |
| Secondary Education BA | FY15: 44/ FY19: 62 | FY15: 0/ FY19: 4 |

Secondary Education MEd

| RECOMMENDATION: | ADDITIONAL COMMENTS: | DATE FOR FOLLOW-UP: |
|--|--------------------------------------|---------------------|
| Continuation w/ improvement plan (8 votes) | Improve retention and time to degree | One year |

Special Education MEd

| RECOMMENDATION: | ADDITIONAL COMMENTS: | DATE FOR FOLLOW-UP: |
|------------------------|----------------------|---------------------|
| Continuation (8 votes) | | One year |

People, Place, and Pedagogy MEd

| RECOMMENDATION: | ADDITIONAL COMMENTS: | DATE FOR FOLLOW-UP: |
|--|----------------------|---------------------|
| Deletion (5 votes, 3 votes for suspension) | | |

Second Language Acquisition, Bilingual Education MEd

| RECOMMENDATION: | ADDITIONAL COMMENTS: | DATE FOR FOLLOW-UP: |
|--------------------|---|---------------------|
| Deletion (8 votes) | Delete and consolidate into existing Linguistics SLABEL program | |

Online Innovation and Design MEd

| RECOMMENDATION: | ADDITIONAL COMMENTS: | DATE FOR FOLLOW-UP: |
|--|--|---------------------|
| Continuation w/ improvement plan (8 votes) | Consider student demand for degree or whether course offerings might stand on their own without degree | One year |

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Please read SOE template guidance prior to completing

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| Name of Program: <i>Post-bac Licensure Elementary Education</i> | |
| 1 page report author: <i>Carol Barnhardt</i> | |
| Brief history of program, including program predecessors: <i>Prior to 1999, the only option for post-bac students seeking an elem teaching license was to spend 18 months following UAF's undergraduate licensure requirements. After the development of a new BA in Elem Ed in 1998, the current Elem Post-Bac program was designed. It is closely aligned with the BA and allows students to complete licensure requirements in 11 months. The 39 credit program provides 15 credits at the 600 level that can be applied to a 30 credit M.Ed. The program includes 3 grad level summer courses followed by a 30 credit internship in a school. Post-bacs complete intern year courses with BAE students and have the option to complete 6 credits at the 600 level in stacked 400/600 level courses. Having post-bac & undergrad students in their senior year, in the same intern year classes is mutually beneficial. Post-bacs bring knowledge & experience from "real world" life and work experience and undergraduates bring more knowledge and experience from classrooms due to 100+ hours of prior fieldwork. The elem post-bac program is officially recognized by UAF as a "certificate" program and is posted on students' transcripts.</i> | |
| Centrality to UAF mission (https://uaf.edu/uaf/about/mission/): <i>Educate: Preparing NEW AK teachers; Research: Creation & dissemination of new knowledge and scholarly work throughout AK schools by UAF-prepared teachers; Prepare: Licensed professionals who move immediately into AK workforce; Connect: Long history of collaboration/partnerships with schools throughout Alaska</i> | |
| Strengths: <i>Quality of elem post-bac applicants is typically outstanding Choose UAF due to 1000 hr in classroom Post-bacs typically stay in teaching profession longer (it's a deliberate choice) Continued national recognition/approval</i> | |
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UAF Expedited Program Review, Fall 2019

SOE Secondary Instruction

| part | label | fy2015 | fy2016 | fy2017 | fy2018 | fy2019 | 2018-2019 Change | 2015-2019 Change |
|--------|--------------------------------|--------|--------|--------|--------|--------|------------------|------------------|
| | GLI K-12 Art - ITCP | 2 | 2 | 2 | 1 | 0 | -100% | -100% |
| | BA Secondary Education | 44 | 57 | 62 | 59 | 62 | 5% | -100% |
| | GLI Secondary Education | 22 | 7 | 3 | 3 | 3 | 0% | -86% |
| Majors | GLI Secondary Education - ITCP | 14 | 24 | 42 | 29 | 40 | 38% | 186% |
| | MED Education - EDSC | 48 | 51 | 50 | 38 | 45 | 18% | -6% |
| | ULC Teach Cred-Sec Ed | 7 | 2 | 2 | 2 | 1 | -50% | -86% |
| | ULC Teach Cred-Sec Ed - ITCP | 7 | 9 | 7 | 4 | 6 | 50% | -14% |

*A student seeking more than one degree, or changing major during a fiscal year, is counted more than once.

BA Secondary Education 0

Degrees

| FY19 Salaries and Benefits | | |
|----------------------------|--------------|---------------|
| SOE Secondary Instruction | Restricted | \$ - |
| | Unrestricted | \$ 593,664.45 |
| | Total | \$ 593,664.45 |

| FY19 Instructional Expenditures | | |
|---------------------------------|------------|------|
| SOE Secondary Instruction | Restricted | \$ - |
| | | |
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Please read SOE template guidance prior to completing

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|--|--|
| Name of Program: <i>Post-bac Licensure Secondary Education</i> | |
| 1 page report author: <i>Douglas Cost</i> | |
| Brief history of program, including program predecessors: See <i>M.Ed. Education: Secondary Education</i> | |
| Centrality to UAF mission: <i>The UAF SOE Secondary Program is built upon the core themes of UAF's mission: 1. We perpetuate the cycle of education and lifelong learning through our work. 2. Our work is centered and grows out of our strong research strands to build new knowledge and continued improvement of our programs. 3. We prepare educators to impact the lives of Alaska's youth. 4. We connect the state through Indigenous pedagogies, recruitment, and support for language continuity across all of Alaska's communities. 5. We engage through continuing education and community outreach building bridges across social divides.</i> | |
| Strengths: <i>-All faculty previously taught in secondary classrooms and bring that experience to our students & programs.</i> <i>-Students typically finish in 3 semesters and finish</i> | |
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Please read SOE template guidance prior to completing

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| <p>P co g"qh'Rtqi tco <BA Secondary Education</p> | |
| <p>3'r ci g'tgr qt v'cwj qt <Douglas Cost"</p> | |
| <p>Dtlgh] kvqt { "qh'r tqi tco . "penw lpi 'r tqi tco 'r tgf geguuqtu<"We prepare teachers for teaching in diverse schools across the state, from Noatak to Ketchikan to Fairbanks and Anchorage. UAF's undergraduate secondary program was shut down in 1999 by the Board of Regents. From 1999-2015 there was no undergraduate pathway to secondary licensure available in Alaska. In 2015, we began rebuilding the program as the BA in Sec Ed and now we seek to partner with units across campus to offer it as a licensure add-on to the many content areas we currently offer at secondary. After being successfully accredited through CAEP in 2018, we have established a culture of continuous improvement based on meaningful data gathered from our work and through our students' work0"</p> | |
| <p>Egpvtcrkv { 'vq" WCH'o kvukqp <Ugg" Ppi "Post-bac Licensure Secondary Education"</p> | |
| <p>Ut gpi vj u<"</p> <ul style="list-style-type: none"> -Only undergraduate secondary program in AK -Combined content area BA and secondary BA ensures teachers with robust content knowledge -Courses offered F2F and online -Instructors trained in effective online course design | |
| | |
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UAF Expedited Program Review, Fall 2019

SOE Special Education

| part | label | fy2015 | fy2016 | fy2017 | fy2018 | fy2019 | 2018-2019 Change | 2015-2019 Change |
|-------|---|--------|--------|--------|--------|--------|------------------|------------------|
| | GLI Post-Bacc K-12 Spec Ed Lic Prg | 17 | 5 | 3 | 2 | 3 | 50% | -82% |
| Major | GLI Post-Bacc K-12 Spec Ed Lic Prg - AEND | 13 | 16 | 21 | 18 | 21 | 17% | 62% |

| FY19 Salaries and Benefits | | |
|----------------------------|--------------|------|
| SOE Special Education | Restricted | \$ - |
| | Unrestricted | \$ |
| | | |

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Please read SOE template guidance prior to completing

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| <p>P co g"qh'Rtqi tco <M.Ed. Education: Online Instructional Design</p> | |
| <p>3'r ci g'tgr qt v'cwj qt <Amy Vinlove"</p> | |
| <p>Dtlgh'j kuvqt { "qh'r tqi tco . "penw' lpi 'r tqi tco 'r tgf geguqtu<</p> <p><i>The fully online Master of Education in Online Innovation and Design (ONID) was developed in 2013 to equip graduates to navigate the intersections of education and technology. Students develop a digital portfolio of work that reflects practical application of theory. The program culminates with a comprehensive exam or by completing a research project or thesis (majority of students choose comps option). The ONID program was developed as a cooperative endeavor between the UAF School of Education and UAF eCampus. Classes are taught primarily by eCampus professionals who work in the field of online course design on a daily basis."</i></p> | |
| <p>Egptcrk{ "q" WCH'o kuvqp "j wr u<lwch'gf wlvch'cdqwlo kuvqp l<</p> <p><i>The connection of the ONID program to UAF's mission is primarily in Preparing Alaska's Career, Technical and Professional Workforce The program helps strengthen the skills of individuals who facilitate instruction via distance delivery technologies including asynchronous instruction, synchronous distance delivery instruction, video-based instruction and additional emergent technologies. Alaska's geographic challenges lend the state to distance delivery instruction, but the need for quality and strategies to support distance learning is great. This program meets that need.</i></p> | |
| <p>Utgpi vj u<"</p> <p><i>The program is entirely on-line and asynchronous</i></p> <p><i>The program, as currently structured, is staffed entirely by adjunct faculty and as such is not expensive to operate. Program faculty are skilled in the content and already UAF employees (most are eCampus instructional designers)</i></p> <p><i>The program content is aligned with current education contexts and needs, and the need for high quality on-line instruction will likely only grow</i></p> | <p>Y gcnpguugu<</p> <p><i>Enrollment has been low (5-6 student per year). This makes running courses with a viable section size (n>6) difficult. Courses are often</i></p> <p><i># l&t</i></p> |
| <p> </p> | |

UAF Expedited Program Review, Fall 2019

SOE Non-Licensure MEd Programs

| part | label | fy2015 | fy2016 | fy2017 | fy2018 | fy2019 | 2018-2019 Change | 2015-2019 Change |
|------|-------|--------|--------|--------|--------|--------|------------------|------------------|
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