

ATTACHMENT A: SUPPLEMENTAL INFORMATION ON UCD'S PROPOSED BACHELOR OF ARTS IN TEACHING, LEARNING AND DEVELOPMENT

This supplemental information is unrelated to the proposed Bachelor of Arts in Teaching, Learning and Development degree's fit with UCD's statutory role and mission and educator preparation statutory performance measures. The following is summarized from UCD's proposal:

EVIDENCE OF NEED

Student Demand-- Prior to recent changes in CCHE policy, students interested in becoming elementary or early childhood education teachers could only do so at the post-baccalaureate level or in conjunction with programs that offered a BA in liberal arts, or similar majors. The only bachelors' degrees in education that universities in Colorado could offer were in special education. Following this recent policy change, students can now pursue licensure in elementary education and early childhood education while completing their bachelor's degree in education. With Colorado's recent policy changes, the School of Education and Human Development (SEHD) expects an increasing number of students to pursue careers in education at the BA level. The SEHD surveyed 721 people to gauge interest in the proposed education BA in Teaching, Learning, and Development. The respondents included high school students, community college students, undergraduate students currently at CU Denver, early childhood professionals and teaching assistants. Seventy-eight of one hundred and six high school students expressed interest in the BA. Their interest in each of the three tracks was approximately the same. Eighty percent of the 211 community college students expressed interest in this proposed BA, overwhelmingly in the early childhood education and elementary education tracks.

Among the working adults, 64% of early childhood professionals and 90% of teacher assistants expressed interest. The tracks they chose corresponded roughly to the learning contexts in which they are currently working. Finally, among the 47 current CU Denver students, approximately a third of whom were in a freshman seminar exploring teaching as a career and two thirds of whom were in the first course in our current joint program with CLAS, more than 80% expressed interest in the new degree in education, most in the elementary education track.

An analysis of enrollment in BA programs in Education at national peer institutions indicates that current enrollment in undergraduate Education degrees constitutes approximately 8.67% (range 4.07 – 14.49%) of the total undergraduate enrollment.

Workforce Demand-- The Bureau of Labor Statistics (BLS) reports that nationally "Special education teachers, preschool teachers, kindergarten teachers, and elementary school teachers are expected to have an employment growth of 21 percent over the projections decade (2010-2020), much faster than the average for all occupations." Schools and districts are facing the largest teacher retirement in history. The highest projected population growth in Colorado over the next 20 years is among retirees and school-age Latino children. As the economy improves and Colorado moves to replace baby-boomer teachers who retire, there will be an unprecedented

need for new teachers in Colorado, where 44% of teachers are over 50. In Colorado early childhood education, elementary education, and special education positions are expected to grow more than 20% by 2020.

DUPLICATION

This proposed BA degree in Teaching, Learning, and Development represents a far less common model because it emphasizes the importance of a collaborative, interdisciplinary relationship between the three disciplines of early childhood, elementary, and special education. Currently in Colorado, there is only one such baccalaureate program and that is the program offered at the Lowry Campus of the University of Northern Colorado, Lowry campus. This program is a residency teacher licensure program in which students are employed in area schools as paraprofessionals every morning (a four year apprenticeship with college credit) and attend academic classes in the afternoon. Our baccalaureate degree differs from the UNCL program in two ways: (1) our program does not require students to be employed as paraprofessionals; (2) the UNC Lowry program focuses on the liberal arts in a way that is very similar to the CLAS/SEHD collaborative IES/licensure degree. Our proposed BA degree program will focus on the social science of education, including human development, applied linguistics, social foundations and culturally responsive and differentiated instruction in all content areas. The proposed BA program will offer students alternative, flexible pathways to earning both a degree in education and a teaching license. The program will focus on the social science of education, including human development, applied linguistics, social foundations and culturally responsive and differentiated instruction in all content areas. This proposed program offers students alternative, flexible pathways to earning both a degree in education and a teaching license. In contrast, the residency requirement at the UNC Lowry campus limits student flexibility because the students can only take courses in the afternoon or evening, and must be employed as paraprofessionals in the mornings.

The SEHD currently has joint programs with the College of Liberal Arts and Sciences (CLAS), in elementary and secondary teaching licensure concurrent with CLAS BA degrees. The Individually Structured Major in CLAS with licensure in elementary teaching has continued to grow since it began in 2002. This SEHD/CLAS joint program targets students admitted to CLAS programs in liberal arts and sciences who are interested, or become interested, in teaching as a career. This proposed BA in Teaching, Learning, and Development provides students interested in a BA in education with additional, alternative flexible pathways to earning both a baccalaureate degree and a teaching license. Furthermore, the proposed early childhood and special education tracks will be unique offerings while the track in elementary education will complement the existing pathway in the Individually Structured Major. The two pathway options have approximately 60 percent of their coursework in common.