



**Educator Preparation Provider Request for Conditional State Approval**

**Respectfully Submitted to the Alaska Department of Education and Early Development**

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### 1) General Information:

- a. Name of Institution of Higher Education (IHE): **Alaska Bible College**
- b. CHEA-recognized accreditation organization: **Association of Biblical Higher Education**
- c. Accreditation date: **1982**
- d. Date of next accreditation visit: **2033**
- e. Address:  
**248 E Elmwood Ave  
Palmer AK 99645**
- f. **Program Director: Matthew Lindquist, Ph.D.  
Academic Dean: Benjamin Olson, Ph.D.**
- g. Email:  
**Matthew Lindquist: [mlindquist@akbible.edu](mailto:mlindquist@akbible.edu)  
Benjamin Olson: [bolson@akbible.edu](mailto:bolson@akbible.edu)**
- h. Phone Number: **907-745-3201**

### 2) Overview/Rationale:

- a. Provide a brief overview of the proposed educator preparation program.

**The Department of Educator Preparation at Alaska Bible College prepares servants who lead with Christlike character and who are called to be highly effective teacher candidates equipped to meet the diverse learning needs of students in various learning environments throughout Alaska and beyond.**

- b. How does the proposed program(s) fill a gap in consideration of what is currently available in Alaska?

**The Heritage Foundation ranked Alaska 45th in its inaugural Education Freedom Report Card for the U.S. states and Washington, D.C. (<https://www.heritage.org/educationreportcard/>) In that same report Alaska ranked in the bottom ten states for having the fewest education choice options. This is primarily due to the many remote villages both on and off the road system. In the state of Alaska, there is now only one college that has a state-certified educator preparation program, the University of Alaska Southeast at the Sitka campus, and it is inaccessible to most the rest of the state except by boat or by plane. This leaves the state's largest population center of South Central Alaska without a certified educator preparation program. Also with Alaska Bible College being the only four-year, accredited, Bible college in the state, there are no education programs in Alaska that teach from a Biblical worldview.**

### 3) Support:

- a. Describe stakeholder involvement in the development of the proposed program.

This program has been in the talks at Alaska Bible College for many years. The education program has been in the board's Strategic Plan for many years. This was identified in an extensive SWOTT analysis, conducted on 13 May 2019 by faculty, staff, and administration. Various stakeholders involved in the decision-making process included the board, faculty, and administrative team. Beginning in Spring 2020, the Academic Dean gathered a select group of individuals to create a steering committee for this new degree program. This group consisted of one board member, several members of the faculty, a representative of the alumni, and interested individuals from the community. All of these individuals held requisite graduate or post-graduate degrees in Education from accredited institutions.

b. Provide at least three letters of support for the program. See attached letters from Educator, Dr. Elizabeth Herron-Ruff, Representative DeLena Johnson, Senator Shelley Hughes, and Former Commissioner of the Alaska Department of Education and Early Development, Dr. Michael Johnson.

c. Describe the long-term fiscal plan for the development and operation of this program.

The two major needs are in the areas of learning resources and credentialed faculty members. The Academics budget includes a \$4,000 increase in library spending and the addition of five new adjunct faculty members to be hired over the next four years. These include a department head with a terminal degree and four adjunct teachers with requisite Master's degrees in education. These costs will be covered by the increased enrollment due to the demand for an educator preparation program.

4) Program Standards:

The Bachelor of Arts in Elementary Education prepares students for recommendation in the state of Alaska for initial teaching certification in grades K-5. Students are assessed relative to national and state standards, including the Council for the Accreditation of Educator Preparation (CAEP) standards, the Model Core Teaching Standards and Learning Progressions for Teachers developed by the Council of Chief State School Officer's (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC), the Alaska Standards for Educators and Student Content set by the Alaska Department of Education and Early Development (DEED), and the *Alaska Standards for Culturally Responsive Schools*.

The stated objectives for the Department of Educator Preparation reads (see page 63 of the 2023-2024 Academic Catalog):

Upon completion of core courses in the Department of Educator Preparation, students will...

- **THE LEARNER AND LEARNING** - Create equitable learning environments that support diverse learners while responding to community cultural contexts by understanding the principles of child development and learning modes. (InTASC Standards 1-3; CAEP Standards 1 & 4)
- **CONTENT KNOWLEDGE AND APPLICATION** - Understand the central concepts of the subjects to be taught and connect concepts, using critical thinking, creativity, and collaborative problem-solving skills. (InTASC Standards 4-5; CAEP Standard 2)
- **INSTRUCTIONAL PRACTICE** - Design effective curricula that include comprehensive planning for instruction, engaging and effective instructional strategies, assessment and evaluation of student learning, and contextualized behavioral support. (InTASC Standards 6-8; CAEP Standard 3)

- **PROFESSIONAL DEVELOPMENT - Develop as professional educators who are servants who lead with Christlike character. (InTASC Standards 9-10; CAEP Standard 1)**

Provide evidence that the proposed program is aligned with and address the following:

a. 4 AAC 04.200(e) Alaska Beginning Teacher Standards (pages 3-5)

**Please refer to the sample syllabuses and the course descriptions listed in the 2023-2024 Academic Catalog on pages 63-65 for each of the enumerated courses below.**

- 1. Teacher candidates' introduction to research-based teaching philosophies is in ED-GE1101 Introduction to Teacher Education. The Students develop a personal philosophy of education based on the research as an assignment. This personal philosophy expanded on throughout the coursework of the ED catalog, including practicum hours and student teaching. These personal philosophies guide curriculum studies and lesson planning.**
- 2. Teacher candidates study child development and learning theories in ED-GE1201 Principles of Child Development in Multicultural Contexts. Teacher candidates also learn assessment, RTI monitoring, and formative and summative assessment in ED-GE2201 Introduction to Special Education. This course also addresses justice, equity, diversity, and inclusion (JEDI) and state-standardized assessment standards.**
- 3. Teacher candidates take two courses addressing cultural diversity - ED-GE1201 Principles of Child Development in Multicultural Contexts and GE-CM2101 Intercultural Communication. These two courses lay a foundation of understanding for teaching from a multicultural perspective. Teacher candidates have opportunities to do practicum hours in diverse classroom environments representing cultures from across Alaska. The instructional methods courses address the student needs and curricular modifications of English Learners (EL).**
- 4. Teacher candidates take several research-based instructional methods courses based on current standards and best practices. These courses include ED-IM3101 Instructional Methods: Science of Reading, ED-IM3201 Instructional Methods: Language Arts in Multicultural Contexts, ED-IM3301 Instructional Methods: Elementary Science and Social Studies, ED-IM3401 Instructional Methods: Elementary Mathematics, ED-IM3501 Instructional Methods: Elementary Expressive Arts (Art, Music, and Drama), and ED-IM3601 Instructional Methods: Elementary Physical Education (PE, Health, and Nutrition). Students link the learned content to Alaska state educational standards and district policy during these courses.**
- 5. Teacher candidates demonstrate their learning and understanding of how to facilitate and monitor student learning during two of their courses during placement in a school classroom setting during both ED-ST4101 Student Teaching Practicum and ED-ST4201 Student Teaching.**
- 6. Teacher candidates learn classroom management styles and systems in ED-GE3201 Classroom Management Skills. This learning forms the basis for lesson planning during practicum and student teaching.**
- 7. Teacher candidates can visit our partner schools to participate in professional learning community activities. Home-school communication and parent or caregiver partnerships are essential throughout the curriculum for education programs.**

b. Model Core Teaching Standards and Learning Progress for Teachers by the Interstate Teacher Assessment and Support Consortium (InTASC)

Teacher candidates address the following InTASC Standards through the related coursework.

- **Standard #1: Learner Development. Related coursework in the following course(s):**  
**ED-GE1201 Principles of Child Development in Multicultural Contexts**  
This course examines the wide range of factors that influence the teaching-learning process. Skill in practical teaching methods will be observed, as the students examine various educational philosophies and methodologies. The students will apply these skills by creating instructional lesson plans and considering learning preferences, styles, differences, and cultural contexts. The essential nature of assessment and evaluation of student learning will be emphasized.
- **Standard #2: Learning Differences. Related coursework in the following course(s):**  
**ED-GE2201 Introduction to Special Education**  
This course is an introduction to the study of psychological principles as applied to education with an emphasis on the psychology of learning, individual differences, motivation, and measurements. Special attention is given to the instruction of students with exceptional learning needs, and an introduction to special education practices is given.
- **Standard #3: Learning Environments. Related coursework in the following course(s):**  
**ED-GE3201 Classroom Management Skills**  
This course examines classroom management procedures which are an integral part of instruction, reflecting the teaching philosophy of the instructor. Various styles of maintaining an orderly learning environment that engenders equity, empowerment, and self-discipline of learners will be explored along with the ramifications of each. Special attention will be given to the learning environment as it relates to culture, individual learning differences, and learning preferences.
- **Standard #4: Content Knowledge: Related coursework in the following course(s):**  
**ED-IM3101 Instructional Methods: Science of Reading**  
In this course, the student is trained to instruct reading with research-based strategies and a solid Response to Intervention (RTI) approach, managing a comprehensive reading program in the elementary school (K-5). Strategies for developing critical thinking and problem-solving in reading will be developed.

**ED-IM3201 Instructional Methods: Language Arts in Multicultural Contexts**  
In this course, the student will study language arts (listening, speaking, writing, spelling) relative to objectives, teaching strategies, classroom activities, and teaching materials as they would be used in an elementary learning environment (K-5). Strategies for developing critical thinking and problem-solving in English language arts will be developed.

**ED-IM3301 Instructional Methods: Elementary Science and Social Studies**  
This course is a survey of basic social and operational sciences, principles, and practices which relate to students in the elementary years. Students explore various strategies and materials used in elementary school science programs with a special emphasis on the use of educational technology, experiments, laboratory experiences, and learning activities.. Strategies for developing critical thinking and problem-solving in social sciences will be developed. Consideration is given to curriculum development, differentiated instructional planning, instructional technology, and content literacy.

**ED-IM3401 Instructional Methods: Elementary Mathematics**  
This course covers the basic operations of mathematics and teaching strategies for elementary grades (K-5). Students will develop the knowledge, skills, and strategies necessary for developing critical thinking and problem-solving in mathematics.

Consideration is given to curriculum development, differentiated instructional planning, and instructional technology.

**ED-IM3501 Instructional Methods: Elementary Expressive Arts (Art, Music, and Drama)**  
In this course, the student will study expressive arts (music, art, and drama) relative to objectives, teaching strategies, classroom activities, and teaching materials as they would be used in an elementary learning environment (K-5). Strategies for developing creative thinking and physical movement as it relates to culture and the arts will be developed.

**ED-IM3601 Instructional Methods: Elementary Physical Education (PE, Health, and Nutrition)**

In this course, students will develop the knowledge, skills, and strategies needed to incorporate health and physical education competencies into an elementary classroom (K-5) integrated curriculum. Consideration is given to curriculum development, differentiated instructional planning, and instructional technology.

- **Standard #5: Application of Content. Related coursework in the following course(s):**

**ED-ST4101 Student Teaching Practicum**

This course is designed to prepare the student for Student Teaching and the professional workplace. The student will participate in professional development workshops related to the Alaska State Teaching Standards. Students will develop their skills in making ethical decisions, collaborating with the school community, monitoring student progress, reaching at-risk students, securing employment, and creating a personal learning plan.

**ED-ST4201 Student Teaching**

This course is the culmination of the Bachelor of Arts in Elementary Education degree program. This experience will consist of student teaching in close collaboration with a cooperating teacher. For a minimum of sixteen weeks (and no less than 75 teaching days), the student-teacher will be an active participant in completing required assignments, working with students as requested, and, under the supervision of the classroom teacher, assuming responsibility to lead the class over an extended period. In this course, the student will complete all student teaching assignments including a portfolio. This course may only be taken after all other coursework is completed and if the standards for the program have been maintained.

- **Standard #6: Assessment. Related coursework in the following course(s):**  
**ED-GE2201 Introduction to Special Education, ED-IM3101 Instructional Methods: Science of Reading, ED-IM3401 Instructional Methods: Elementary Mathematics.**
- **Standard #7: Planning for Instruction. Related coursework in the following course(s):**  
**ED-GE1101 Introduction to Teacher Education, ED-GE3201 Classroom Management Skills, ED-GE2201 Introduction to Special Education.**
- **Standard #8: Instructional Strategies. Related coursework in the following course(s):**  
**ED-GE1101 Introduction to Teacher Education, ED-GE3201 Classroom Management Skills, ED-GE2201 Introduction to Special Education, ED-GE1201 Principles of Child Development in Multicultural Contexts, ED-IM3201 Instructional Methods: Language Arts in Multicultural Contexts.**
- **Standard #9: Professional Learning and Ethical Practice. Related coursework and activities in the following course(s):**  
**Participation in partner school professional learning communities, ED-GE1101 Introduction to Teacher Education, ED-ST4101 Student Teaching Practicum, ED-ST4201 Student Teaching.**

- **Standard #10: Leadership and Collaboration. Related coursework and activities in the following course(s):**  
Participation in partner school professional learning communities, ED-GE1101 Introduction to Teacher Education, ED-ST4101 Student Teaching Practicum, ED-ST4201 Student Teaching.

c. National specialty area standards (For Elementary Programs: 2018 CAEP K-6 Elementary Teacher Preparation Standards)

**ABC applied for CAEP certification in October 2020, with a first site visit scheduled for Fall 2025. The education program at ABC has aligned the curriculum to meet the following CAEP standards.**

#### **CAEP Standards for Elementary Teacher Preparation**

- **Standard 1: Understanding and Addressing Each Child's Developmental and Learning Needs. Related coursework in the following course(s) (see descriptions above):**  
ED-GE1201 Principles of Child Development in Multicultural Contexts;  
ED-GE2201 Introduction to Special Education;
- **Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching. Related coursework in the following course(s) (see descriptions above):**  
ED-IM3101 Instructional Methods: Science of Reading;  
ED-IM3201 Instructional Methods: Language Arts in Multicultural Contexts;  
ED-IM3301 Instructional Methods: Elementary Science and Social Studies;  
ED-IM3401 Instructional Methods: Elementary Mathematics;  
ED-IM3501 Instructional Methods: Elementary Expressive Arts (Art, Music, and Drama);  
ED-IM3601 Instructional Methods: Elementary Physical Education (PE, Health, and Nutrition)
- **Standard 3: Assessing, Planning, and Designing Contexts for Learning. Related coursework in the following course(s) (see descriptions above):**  
ED-GE1101 Introduction to Teacher Education  
ED-GE1201 Principles of Child Development in Multicultural Contexts;  
ED-GE2201 Introduction to Special Education;  
ED-GE3201 Classroom Management Skills;  
ED-IM3101 Instructional Methods: Science of Reading;  
ED-IM3201 Instructional Methods: Language Arts in Multicultural Contexts; and  
ED-IM3401 Instructional Methods: Elementary Mathematics.
- **Standard 4: Supporting Each Child's Learning Using Effective Instruction. Related coursework in the following course(s) (see descriptions above):**  
ED-GE2201 Introduction to Special Education; and  
ED-GE2101 Introduction to Educational Technology

d. Evidence-based Reading Instruction as described in the Alaska Reads Act (For Elementary, Special Education, ESL, and Reading programs)

**ED-IM3101 Instructional Methods: Science of Reading is aligned to meet the International Literacy Association (ILA) standards. The curriculum used for this class is based on the seven pillars of effective reading instruction.**

- **Teacher Knowledge**
- **Classroom Assessment**

- Evidence-Based Teaching Practices
- Response to Intervention (RTI)
- Motivation and Engagement
- Technology and New Literacies
- Family and Community Connections

Students in the science of reading take a comprehensive final exam that requires a passing score to pass the class. The design and purpose of this comprehensive final include all elements that the students could expect to find in a Praxis reading or Pearson content area certification exam.

5) Benchmark assessments:

a. What assessments will be used to assess program participants' progress and satisfactory completion of the program?

**In addition to the graduation requirements for all Bachelor of Arts students and before completion of the Bachelor of Arts in Elementary Education, teacher candidates are assessed, using the 2018 CAEP K-6 Elementary Teacher Preparation Standards and the Praxis II Elementary Educator test. Students must pass all subtests of the Praxis Elementary Education: Content Knowledge for Teaching (CKT) Assessment (Praxis II) with subtest scores of 161 on the Elementary Education: Reading/Language Arts CKT, 150 on the Elementary Education: Mathematics CKT, 154 on the Elementary Education: Science CKT, and 159 on the Elementary Education: Social Studies CKT. Students must also pass the Praxis Principles of Learning and Teaching: Grades K–6 test with a score of 160.**

b. How are the assessments aligned to the program standards outlined in Item 4?

The student-teacher rubric aligns with the CAEP standards for assessing teacher candidates.

**The Praxis II is a nationally recognized, comprehensive evaluation test of teacher knowledge. The Praxis Principles of Learning and Teaching: Grades K–6 is specifically designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues.**

6) Expectations & Experience:

a. Describe a program participant's entry-level criteria and benchmarks.

#### **General Admissions Standards at ABC**

**Alaska Bible College selects students based on academic ability, moral character, and a strong desire to study God's Word. Alaska Bible College does not discriminate on the basis of age, race, gender, or ethnic background. (See pages 19-20 in the 2023-2024 Academic Catalog)**

#### **Commitment**

**All applicants must agree, if accepted as a student of Alaska Bible College, to submit themselves to the doctrines affirmed in the Alaska Bible College Statement of Faith, the standard of conduct in the Student Handbook, and the academic requirements of this Academic Catalog while enrolled at**



**Alaska Bible College. They also agree that their conduct will be in keeping with the spiritual principles of these documents.**

### **Academic Requirements**

**Applicants must provide official high school transcripts or proof of completed high school equivalence requirements. You must submit your final high school transcript or equivalent qualification to receive any financial aid. It is expected that the applicant has maintained a “C” average or above. The Admissions Committee reserves the right to take action of provisional acceptance when these requirements are not met.**

**All incoming degree-seeking students at Alaska Bible College are required to take a simple college placement test for Math, Reading, and Writing. Students without college-prepared skills in these areas will be required to take either GE-MA0095 College Preparatory Math or GE-EN0095 College Preparatory English.**

**Elementary Education Statement (In addition to the admissions requirements listed above, potential Elementary Education students must answer the following questions in the Degree Program Application, demonstrating their sense of calling to the field of education.)**

**“Briefly describe your desire to enter the field of education. What has influenced this choice? In what ways do you see yourself in education in the future?”**

### **Content Knowledge Exam**

**During the first semester in the Educator Preparation Program at ABC, students are required to take and pass the Praxis Core Academic Skills for Educators (Praxis I) exam with a score of at least 156 on the Reading portion, 162 on the Writing portion, and 150 on the Math portion. If these scores are not met, students will be encouraged to continue taking courses under the Biblical Studies and Christian Ministry degree program until these scores can be met on a later test. They will be enrolled in GE-EN1101 College Composition I or GE-MA1101 College Mathematics.**

**Candidates for the program must have:**

- A high school GPA of at least 2.0 to begin the program and a continued GPA of 2.0 or above to continue in the program.**
- Application approved by the Academic Dean and director of the department.**
- A passing score on the Praxis I Content Knowledge Exam.**

b. Provide a list of coursework and training requirements; include course syllabi (For bachelor’s degree programs, only include courses that specifically address the program standards outlined in Item 4.) **See attached course Syllabuses.**

c. Describe delivery options (face-to-face, distance, blended)

**Delivery options are blended. Each course is face-to-face classroom time with distance options available as needed for students. In-person class attendance is desired of all students to promote academic success and spiritual growth. All classes may be attended through Zoom video conferencing. Any student attending class through video conferencing must have a reliable internet connection and have a quality webcam with a camera on during instruction. All classroom etiquette and student conduct policies apply to students attending classes telephonically.**

d. Provide the length and location of student teaching. Describe how placement is determined. (Must comply with 4 AAC 30.020 Student Teachers on page 7)

**This experience will consist of student teaching in close collaboration with a cooperating teacher in the MSBSD School District (See attached MOA for Student Interns with MSBSD). For a minimum of sixteen weeks (and no less than 75 teaching days), the student-teacher will be an active participant in completing required assignments, working with students as requested, and, under the supervision of the classroom teacher, assuming responsibility to lead the class over an extended period.**

7) Staffing & Program Capacity:

a. Describe the staffing levels for this program; include number, full-time equivalency, and role.

**ABC currently employs adjunct faculty members to teach the necessary number of credit hours required for students to take to complete the degree program in a timely manner. The Spring 2023 semester included three adjunct faculty members teaching ten credit hours of Educator Preparation courses. The Fall 2023 semester will include five adjunct faculty members teaching fifteen credit hours of Educator Preparation courses. The current director of Educator Preparation holds the position on a voluntary basis, but the college is prepared to remunerate the director if enrollment reaches ten or more full-time students.**

b. Provide a description of the minimum qualifications of the instructors.

**ABC faculty are required to hold qualifying degrees in the subject area in which they teach. All Educator Preparation courses are taught by instructors with at least a Master's degree in Education from a DoE-recognized accredited institution. The Director of the Program is required to have a terminal degree in Education. The current director holds a Ph.D. in education.**

c. Provide the resumes of individuals already on staff.

**See attached Curriculum Vitae or Academic Transcripts of the teaching faculty.**

d. Describe how staff are trained to use the assessments described in Item 5.

e. How many teachers per year could be produced given the current resources and staffing level of the program?

**With current staffing, future planned staffing, and resources available, the program could be able to produce ten to fifteen teachers per year. If the program grows as predicted and ABC is able to devote more resources to the program, then that number could double in just a few years.**

f. What is the estimated number of graduates for each of the next five years?

**There are currently five students in the program, divided into two cohorts. The first cohort consists of three students, two of which are projected to graduate over the next two school years, one in Spring 2024 and the other in Spring 2025. The second cohort of students consists of two students, both of whom are projected to graduate in Spring 2026. The third cohort of students will begin this fall with a projected graduation date of Spring 2027. ABC does not currently have final numbers for enrollment at this time.**

8) Accreditation & Continuous improvement:

a. Provide evidence that the program has submitted the initial information required for accreditation to the Council for the Accreditation of Educator Preparation (CAEP)

**ABC's Initial Application with the Council for the Accreditation of Educator Preparation (CAEP) was accepted in June 2022. A copy of the letter of Initial Application Acceptance from CAEP will be attached.**

b. Describe how the program is currently meeting the CAEP accreditation standards?

**See attached Readiness for Accreditation Self-Assessment Checklist, submitted to CAEP in May of 2022 for consideration of ABC's initial application.**

c. If the program is still working on satisfying one or more of the CAEP accreditation standards, provide the program's plan to meet the CAEP standards.

**Since the initial application was accepted by CAEP, ABC has completed the sections regarding assessment with the adoption of the Praxis tests and the student-teacher rubric listed above. The only items that are still in progress are the areas regarding completers. The first completer of the program is on track to graduate Spring 2024.**

d. Describe how stakeholders will have ongoing involvement in the continuous improvement of the program. Stakeholders include program participants, program graduates, cooperating/mentor teachers, school principals, school district leaders, etc.

**Alaska Bible College will continue a steering committee of representative stakeholders including students in the program, future program graduates, cooperating teachers, school administrators, and school district leaders.**

e. Provide a program timeline that includes program start-up, conditional state approval, and full CAEP accreditation.

**Alaska Bible College sought and was granted approval to begin the Bachelor of Arts in Elementary Education program by its accrediting body, The Association for Biblical Higher Education (ABHE) in June 2020. Students began taking classes in the program in Fall 2020. In October 2020, ABC sought and was granted approval by the Alaska Commission on Postsecondary Education (ACPE) to offer the program with the condition that ABC begins seeking institutional accreditation with the Northwestern Commission on Colleges and Universities (NWCCU) and the Council for the Accreditation of Educator Preparation (CAEP). Both accreditation processes were begun, but in April 2021, ACPE recognized that ABHE accreditation was sufficient institutional accreditation to continue the Elementary Education program, as long as the college was still pursuing CAEP accreditation. ABC is scheduled to receive its first site visit team from CAEP in Fall 2025. At this time, it is expected that ABC will be able to move from Applicant to Candidate status with CAEP.**

9) Presentation

a. Provide a short PowerPoint (20 or fewer slides) highlighting the information requested in items 1 through 8 above. This PowerPoint will be used to present to the State Board of Education.

**A PowerPoint Presentation will be forthcoming as the time to present to the State Board of Education approaches.**