

107-UCCH.

(sigs)

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Elementary Education	College/School	School of Education
Prepared by	Jann Laiti/Carol Barnhardt	Phone	6447/6457
Email	jmlaiti@aleaska.edu	Faculty	Carol Barnhardt

1. COURSE IDENTIFICATION: As the course now exists

Dept	ED	Course #	466	No. of Credits	3
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COURSE TITLE Internship and Collaborative Student Teaching

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

9. GRADING SYSTEM: Specify only one

LETTER

PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

12. 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

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course 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 ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. 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 course is not

Teacher education programs are under a great deal of scrutiny to assure policy makers and the general public that future elementary teachers have sufficient content knowledge and skills in the areas in which they have teaching responsibilities and that they have clearly defined coursework to assure that they also have opportunities to acquire the methods needed to successfully teach and develop meaningful curriculum in multiple content areas.

APPROVALS: (Additional signature blocks may be added as necessary.)

Case Bankard	Date 2/17/12
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University of Alaska Fairbanks, School of Education

"Preparing professional educators who are culturally responsive, effective practitioners"

Fall Syllabus ON and OFF-Campus
Three Credits (1.0 + 0.0 + ~~2.0~~₆) - Pass/Fail (1+0+6)

ED 468O Elementary Internship: Student Teaching
Spring Syllabus ON and OFF CAMPUS
Four Credits (1.0 + 0.0 + 3.0) - Pass/Fail (1+0+9)

This is a course that has both lecture (i.e., university course time) and internship (i.e., elementary classroom time) requirements. Specific times for university course meeting times and elementary classroom internship times are included on the year-long internship calendar that is distributed each August by the UAF Department of Elementary Teacher Education.

Instructors:

Patt Caldwell, Director of Office of Fieldwork Experiences: 713 Gruening
pscaldwell@alaska.edu (474-5388 Office, 479-5849 Home)
Office Hours: After 3 Monday – Friday and by appointment

Carol Barnhardt, Chair of Department of Elementary Education: 710 Gruening
cabarnhardt@alaska.edu (474-7341 Office)
Office Hours: After 3 Monday, Wednesday, Friday and by appointment

Support Staff:

Kelly Mendez (474-7981) ksmendez@alaska.edu
Hillary Weller (474-7981) hhweller@alaska.edu

Because ED 468 builds upon intern experiences during ED 466, the two syllabi are merged into one document.

COURSE DESCRIPTION

This course is designed to provide interns who have completed all prerequisite preparation work for

ASSESSMENT

ED 466 Elementary Internship and Collaborative Student Teaching (3 credits) and ED 468O Elementary Internship: Student Teaching (6 credits) are pass/fail courses. In order to pass these two courses, interns

assessments are a shared responsibility of mentor teachers, supervisors/liaisons, and School of Education faculty. Interns who are assessed at an unacceptable level will be required to complete a plan of improvement within a prescribed time period. If the competency remains at the unacceptable level, the intern may be required to complete an extended or additional internship. Most problems surface before the

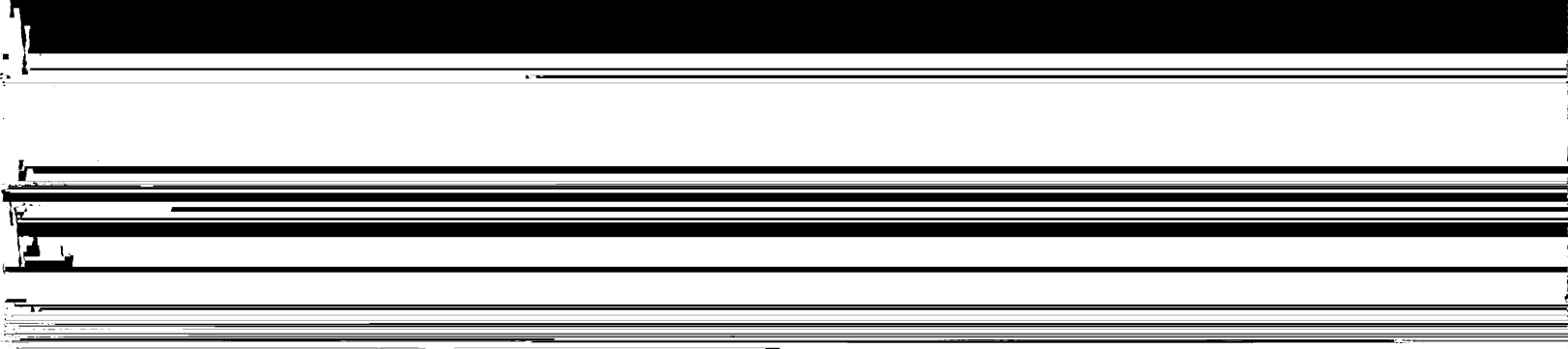
It is important for interns to understand that success in ED 466 and ED 468O is dependent upon the interns' ability to function effectively in the classroom AND to successfully complete the following assignments and meet all of the competencies at an acceptable level.

Overview of Written and Oral Assignments for ED 466/468

Task/Assignment	Assessment Tool	When Assigned	When Completed
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ED 466 and ED 468, 2011-2012 Internship Year

		• School Personnel & Supervisors for off	
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**ESSAP (Elementary Standards-Based Summative Assessment Plan) Competencies Assessed in:
ED 466 Elementary Internship and Collaborative Student Teaching (3 credits)
and
ED 468O Elementary Internship: Student Teaching (6 credits)**

ALL COMPETENCIES IN ED 466 DURING FALL SEMESTER MUST BE MET AT AN ACCEPTABLE LEVEL IN ORDER TO BEGIN ED 468O. ALL COMPETENCIES IN ED 468O MUST BE MET AT AN ACCEPTABLE LEVEL IN ORDER TO COMPLETE THE REQUIREMENTS FOR GRADUATION AND FOR RECOMMENDATION FOR ELEMENTARY LICENSURE

ESSAP Competency	Assignment or Activity in which Assessed	Which Course(s)?	How Assessed?	Who Assesses?
1-1	Oral "Philosophy of Ed" Presentation	468	Rubric	Supervisors
1-1	Fulltime Student Teaching Documents in FTST Binder	468	Rubric	Elementary Faculty
1-2	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
1-2	Oral "Philosophy of Ed" Presentation	468	Rubric	Supervisors
1-3	Classroom Internship & Unit Coursework	466 & 468	SOFFs, FOFFs, POFFs	Mentors, Supervisors Course Instructors

ED 466 and ED 468, 2011-2012 Internship Year

4-3	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
4-7	Oral "Philosophy of Ed" Presentation	468	Rubric	Course Instructors Supervisors
4-7	Oral Communication	466 & 468	Rubric	Mentors, Supervisors
4-7	Literacy Development	468	Rubric	ED 411 Instructors

4-7	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubric	Elementary Faculty
5-1 (2-4-8)	Fulltime Student	468	FTST Rubric	Elementary Faculty

If Difficulties Arise

Because the elementary internship student teaching is a complex experience requiring a multiplicity of

and the Director of the Office of Fieldwork Experiences should be informed immediately. The supervisor and/or the Director of Fieldwork Experiences will confer with the intern and the mentor teacher for the purpose of developing a plan of action or a plan of improvement. Specific requirements will be

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

**COLLABORATIVE STUDENT TEACHING
Guidelines**

As a component of the yearlong internship, each intern is expected to fulfill the requirements for student teaching in order to be licensed to teach. Student teaching is scheduled to span both fall and spring semesters, thus providing the intern with opportunities to implement, reflect, revise, and refine effective teaching practices throughout the year. During fall semester, interns are required to work with the mentor teacher in a collaborative student teaching experience. Interns are expected to

pre-week block devoted to fulltime student teaching

The mentor teacher who shares the classroom and daily instruction with the intern is considered to

