

**UNIVERSITY OF ALASKA FAIRBANKS**  
**Student Learning Outcomes Assessment Plan**  
**Bachelor of Arts in Elementary Education**  
**March, 2014 (Revised in 2006)**

**Expanded Statement of Institutional Purposes**

**MISSION STATEMENT**

The School of Education’s mission is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’s Schools. Such educators

- Respond to the individual needs of the child;
- Seek to develop the classroom as an inclusive community of learners;
- Work collaboratively within the community; and
- Affirm the varied cultures and languages of Alaska’s children in the learning environment

**GOAL STATEMENT**

Elementary Teacher Education Programs will prepare elementary teachers who function as integral parts of their school and community. Graduates will have deep understandings of

- Academic and pedagogical knowledge;
- The cultural, environmental and emotional contexts of children in the Alaska context; and
- The cultural and linguistic backgrounds that reflect the diversity of the students in Alaska communities.

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p><b>Preparation for Internship/Student Teaching (Transition I)</b></p> <p><i>To meet Transition I, students must meet the following criteria:</i></p> <ul style="list-style-type: none"> <li>• Completion of content area courses: COMM 131 or 141, ENGL 111, ENGL 211 or 213, MATH 107/161 with a grade of C or better</li> <li>• Completion of ED foundation courses with a grade of C or better: ED 110, ED 201, ED 204</li> <li>• Demonstration of acceptable professional characteristics as recorded on the Professional Characteristics Feedback Form               <ul style="list-style-type: none"> <li>• Take Praxis I Math/ Reading/ Writing exam (passing scores not required until Transition II)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The “Criteria for Advancement/Elementary Post-Bac Transitions” document is located on the SOE website. This document includes rubrics for each of the four transitions.</li> <li>• Transition I data are recorded and scored on the Transition I rubric for every BA in Elementary student. The data are stored on the SOE server in each student’s individual permanent file.</li> <li>• These data are aggregated annually and reports are reviewed by faculty relative to all BAE students, all BAE Fairbanks Campus students, and all BAE students who are completing their degree by distance.</li> </ul>	<ul style="list-style-type: none"> <li>• The Transition I rubric is completed as students move through their freshman/ sophomore years by their academic advisors in the SOE</li> <li>• Elementary faculty review all individual data on an ongoing basis and review aggregated Transition I program data annually</li> <li>• Aggregated program data are stored on the SOE server</li> </ul>
<p><b>Admission to the Internship/Student Teaching Year (Transition II)</b></p> <p><i>To meet Transition II and be admitted to the Internship Year, applicants must meet the following criteria:</i></p> <ul style="list-style-type: none"> <li>• Interns will complete required coursework with an overall GPA of 2.75</li> </ul>	<ul style="list-style-type: none"> <li>• The “Criteria for Advancement/Elementary Post-Bac Transitions” document is located on the SOE website. This document includes rubrics for each of the four transitions.</li> <li>• Transition II data is recorded and scored on the Transition II rubric for every BA in Elementary student. The data are stored on the SOE server in student’s individual permanent file.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of two elementary faculty review and score applicants’ files in February &amp; March (3 or more reviewers if scores are divergent)</li> </ul>

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<ul style="list-style-type: none"> <li>• Grade of C or better in Math 107 or 161, Math 205 and 206, PSY 245, LING 100, 101 or 303, and three science courses</li> <li>• Grade of C or better in ED 110, ED 201, ED 204, ED 330, ED 350 or 420, ED 344, ED 329, ED 486, EDSE 316, EDSE 320</li> <li>• Meet AK criteria for Praxis I (reading, writing, math), and Praxis II (Elem content in 4 areas)</li> <li>• Evidence of ability to work professionally and respectfully in cross-cultural contexts</li> <li>• Evidence of ability to work professionally and respectfully in schools and with children and adults</li> <li>• Two professional letters of reference that suggest that applicant will be successful as a teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Admission data are aggregated annually and reports are reviewed by faculty relative to: all BAE students, all BAE Fairbanks Campus students, and all BAE students who are completing their degree by distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual interviews are held with all applicants and 2 or more faculty</li> <li>• Elementary faculty review all individual data to make decisions relative to admission to internship year</li> <li>• Aggregated program data for Transition II are reviewed annually by elementary faculty and are stored on the SOE server</li> </ul>
<p><b>Capstone Senior Year Internship/ Student Teaching and Academic Coursework (Transitions III and IV)</b></p> <p><i>To meet Transitions III and IV and to graduate and to be recommended for an Alaska teaching license, students must demonstrate competency at a beginning teacher level in the UAF/AK Teacher Standards by successfully completing the following critical assignments:</i></p> <ul style="list-style-type: none"> <li>• Math – Week of Teaching Math (ED 478)</li> <li>• Science – Develop and teach Science Unit (ED 479)</li> <li>• Art – Local Artist Project (ED 414)</li> <li>• Social Studies – Develop, Teach Social Studies Unit (ED 412)</li> <li>• Lang Arts – Week of Teaching Language Arts (ED 411)</li> <li>• PE/Health–PE Health Lessons-(ED 417)</li> <li>• Parent handbook (ED 469)</li> <li>• Education philosophy oral presentation (ED 468)</li> </ul>	<ul style="list-style-type: none"> <li>• The “Criteria for Advancement/Elementary Post-Bac Transitions” document is located on the SOE website. This document includes rubrics for each of the four transitions.</li> <li>• Transition III and IV data is recorded and scored on the Transition III and IV rubrics for every BA in Elementary student. The data are stored on the SOE server in student’s individual permanent file.</li> <li>• Critical assignments data are aggregated annually and reports are reviewed by faculty relative to all BAE students, all BAE Fairbanks Campus students, and all BAE students who are completing their degree by distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary faculty evaluate individual progress on this set of critical assignments on an on-going basis throughout the internship year using instructor-created rubrics</li> <li>• Aggregated program data for all critical assignments in Transitions III &amp; IV are reviewed annually by elementary faculty and are stored on the SOE server</li> </ul>

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Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p><b>Capstone Senior Year Internship/ Student Teaching &amp; Professional Dispositions (Transitions III and IV)</b></p> <p><i>To meet Transitions 3 and 4 and to graduate and to be recommended for an Alaska teaching license, students must demonstrate competency at a beginning teacher level in the UAF/AK Teacher Standards by successfully completing the following critical assignments:</i></p> <ul style="list-style-type: none"> <li>• Professional Characteristics Feedback Form</li> <li>• Standards-based Summative Observation Feedback Form</li> <li>• Full-Time Student Teaching Binder</li> <li>• Looking at Student Work Binder</li> <li>• Literacy Development Profiles</li> <li>• Synthesizing Papers</li> </ul>	<ul style="list-style-type: none"> <li>• The “Criteria for Advancement/Elementary Post-Bac Transitions” document is located on the SOE website. This document includes rubrics for each of the four transitions.</li> <li>• Transition III and IV data is recorded and scored on the Transition III and IV rubric for every BA in Elementary student. The data are stored on the SOE server in student’s individual permanent file.</li> <li>• These data are aggregated annually and reports are reviewed by faculty relative to all BAE students, all BAE Fairbanks Campus students, and all BAE students who are completing their degree by distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary faculty, university supervisors, and classroom elementary mentor teachers provide assessment and review it collectively at multiple times throughout the internship year.</li> <li>• Aggregated program data for this set of critical assignments in Transitions III &amp; IV are reviewed annually by elementary faculty and are stored on the SOE server.</li> </ul>
<p><b>Hiring and Follow-Up Information</b></p> <p><b>The BA in Elementary Ed degree will prepare graduates who will</b></p> <ul style="list-style-type: none"> <li>• Be quickly hired in Alaska schools</li> <li>• Continue to work for many years as teachers in Alaska schools</li> <li>• Feel that their BAE degree requirements prepared them to successfully meet the challenges of being an elementary teacher</li> <li>• Be sought after by school districts and administrators because of the quality of the BAE degree coursework and fieldwork experiences</li> </ul>	<ul style="list-style-type: none"> <li>• All BAE graduates who are hired in Alaska’s public schools and their administrators receive a survey with questions about the quality of our elementary teacher preparation program relative to their responsibilities as new teachers. These data are aggregated at the program level and reports are generated.</li> <li>• Through a collaborative arrangement with the Alaska Dept of Education &amp; Early Development, the UAF School of Education maintains an extensive database that provides data showing employments of graduates—if they are hired by a public school in Alaska. This is updated annually and it currently allows us to track approximately 4,5000 graduates from UAF’s School of Education. The AK Department of Education &amp; Early Development provides us, on an annual basis, with the name of the district, the school, and the teaching position for all of our graduates.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up surveys sent electronically.</li> <li>• SOE technology support staff and elementary faculty have responsibility for working with the AK Dept of Ed and Early Development to maintain the SOE Hiring Database.</li> <li>• Data from EED are stored on the SOE server. Elementary faculty aggregate and review hiring data annually.</li> </ul>



## Criteria for Advancement through Bachelor of Arts in Elementary Education Degree (BAE)

### Performance Data Tracking System

The progress and the performance of undergraduate students in the UAF Bachelor of Arts in Elementary Education Program (BAE) are assessed through multiple measures at four major “transition” points. The transition points are as follows:

**TRANSITION ONE:** Undergraduate students are provided formative feedback while completing the first 60 required credits of the BAE degree, including seven required courses in major content areas (English, math, social studies and science), and three lower division education courses, the Praxis 1 exam, and technology competence at the level of ED 237. The School of Education must also have evidence that students possess appropriate professional characteristics for the teaching profession, as assessed through the Professional Characteristics Feedback Form (PCFF) by various course instructors and fieldwork partners. Students could reach this transition point at the completion of the sophomore year. Students who have not met the criteria at the acceptable level will develop a Plan of Improvement with their academic advisor to help assure that they are prepared to meet the criteria for Transition Two.

**TRANSITION TWO:** During the semester when BAE candidate anticipates successfully completing all the required coursework for the BAE degree except that of the final internship year, they complete an admissions packet to submit for review for formal admission to the BAE Internship Year. The packet requires evidence of an overall 2.75 GPA in required coursework, a 2.0 in each major academic content area, passing Praxis I scores and passing Praxis II Elementary Education Content Knowledge exam scores, evidence of successful cross-cultural experiences and successful work with children in schools, letters of reference and admissions essays. The School of Education must also have evidence that the student possesses appropriate professional characteristics for the Internship Year, as assessed through the Professional Characteristics Feedback Form (PCFF) that has been completed by several course instructors and fieldwork partners. Students arrive at this transition point at the completion of their junior year. Candidates who meet the criteria for this transition are eligible to begin the Internship Year. For diagnostic purposes, rather than decision purposes, the School of Education also requires an extemporaneous writing sample, and an interview with program faculty.

**TRANSITION THREE:** Throughout the fall semester of the internship year, the performance of interns is evaluated based on their performance on the summative, standards-based assessment plan and the summative observation feedback form. At transition three, candidates are required to meet each Elementary Summative Standards-based Assessment Plan (ESSAP) competency at the acceptable or target level in order to continue with the internship. Candidates must receive a grade of C or better in each class in order to continue in the program, and they cannot receive a grade of C or better\* if they do not meet the required competencies in each course at the acceptable or target level. If any assessed competency is rated as unacceptable a Plan of Improvement, with specific activities and dates to address the area of difficulty, is prepared by the respective course instructor. Candidates must fulfill the requirements of their Plan of Improvement by the specified dates in order to continue in the program.

**TRANSITION FOUR:** Throughout the spring semester of the internship year, the performance of interns continues to be evaluated relative to their performance on the summative, standards-based assessment plan and the summative observation feedback form. Candidates must receive a grade of C or better in each course, and they cannot receive a grade of C or better\* if they do not meet the required ESSAP competencies in each course at the acceptable or target level. If any assessed competency is rated as unacceptable a Plan of Improvement, with specific activities and dates to address the area of difficulty, is prepared by the respective course instructor. Candidates must fulfill the requirements of their Plan of Improvement by the specified dates in order to complete the program and receive an institutional recommendation, and, consequently, a teaching certificate. Since the collection of evidence to assess candidate progress is on-going throughout the internship year most candidate difficulties are targeted early enough to allow for the development, implementation and assessment of a Plan of Improvement prior to program completion.

*\*BAE Candidates must receive a grade of C or better, which means a GPA of 2.0 or better; it cannot be a C-, which has a GPA of 1.7. The catalog states the following: “You must earn a minimum GPA of 2.0 in all work as well as in your major and minor fields. In addition, you must earn a minimum C (2.0) grade in courses required for your major requirements.”*

The following pages show criteria for advancement through BAE program transition points.

## TRANSITION I BACHELOR OF ARTS IN ELEMENTARY EDUCATION (BAE): Entry into Candidate Status

Activity/Requirement	Candidate Status	TARGET	ACCEPTABLE	PROVISIONAL	UNACCEPTABLE
Completion of required credits towards the BAE degree  GPA: _____ Date: _____ Credits: _____ Date: _____	(Circle One)  <b>T A P U</b>	Overall GPA of 3.0 or higher and completion of more than 60 credits toward degree	Overall GPA of 2.5 to 3.0 and completion of 60 credits toward degree	Overall GPA of between 2.0 and 2.5 and completion of at least 60 credits toward degree	GPA below 2.0 and/or fewer than 60 credits successfully completed toward degree
Completion of the following courses: ENGL 111 _____ ENGL 211 or 213 _____ COMM 131 or 141 _____ Two required social studies core courses _____ One required science course _____	(Circle One)  <b>T A P U</b>	Completion of all listed required courses with A's and B's in all courses	Completion of all listed required courses with no more than two courses with a grade of C	Completion of all listed required courses with a C or better OR completion of only five of the listed courses with a C or better	More than two D's in listed required courses OR less than four listed courses completed <i>Comm 131 or 141, Engl 111, and Engl 211 or 213 must be completed with a C or better</i>
MATH 107/161 _____ DEVN _____	(Circle One)  <b>T A P U</b>	Completion of 107 or 161 with an A or B	Completion of 107 or 161 with a C	Currently enrolled in 107 or 161	Grade of D in 107 or 161 or not yet attempted
ED 237 grade or demonstrated technology competency a) ___ b) ___ c) ___ d) ___	(Circle One)  <b>T A P U</b>	Not applicable	Grade of "Pass" in ED 237 or successful challenge of course	ED 237 not completed and/or challenge of all sections not completed	Grade of "F" in ED 237 and/or unsuccessful challenge of course
Completion and grades in: ED ED 110 _____ ED 201 _____ ED 204 _____	(Circle One)  <b>T A P U</b>	Pass in ED 110 and A's or B's in 201 and 204  GPA 3.5 to 4.0	Pass in ED 110 and B or C in 201 and/or 204  GPA 2.5 to 3.0	Pass in ED 110 and C's in 201 and 204  GPA 2.0	Fail in ED 110 and/or ED 201 and therefore not eligible to enroll in ED 204
PCFF's in education courses.	(Circle One)  <b>T A P U</b>	PCFF's received from School of Education instructors and from ED 201 cooperating teacher with no 0's or 1's	PCFF's received from School of Education instructors and from ED 201 cooperating teacher with fewer than two "0's" or "1's".	Low ratings of more than two 0's or 1's on PCFF prompted development of a Plan of Improvement. The goals of the plan were met.	Low ratings (i.e., more than two 0's or 1's) on PCFF prompted Plan of Improvement. The goals were not met.
Preliminary attempt made at Praxis 1 exam  Reading: _____ Date: _____ Writing: _____ Date: _____ Math: _____ Date: _____	(Circle One)  <b>T A P U</b>	Praxis 1 test is taken and passed in all areas and scores are submitted to UAF and AK DOEED	Praxis 1 test is taken and scores are submitted to UAF and AK Dept. of Education & Early Development. Student receives passing scores on at least 2 of the 3 Praxis tests.	Praxis 1 test is taken, scores are submitted to UAF & AK Dept. of Ed & Early Develop. A plan to improve reading, writing, and math competencies will be developed for students who do not have passing scores.	Student has not taken Praxis I tests.

Candidate has successfully completed TRANSITION 1 – Date: \_\_\_\_\_

Database Input Date: \_\_\_\_\_ Initials: \_\_\_\_\_

**TRANSITION I BAE Review Log:**

Comments:

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Advisor: \_\_\_\_\_ Student initials: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

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Advisor: \_\_\_\_\_ Student initials: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

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Advisor: \_\_\_\_\_ Student initials: \_\_\_\_\_ Date: \_\_\_\_\_

**TRANSITION II SUMMATIVE - BACHELOR OF ARTS IN ELEMENTARY EDUCATION (BAE) –  
Admissions to BAE Internship Year Criteria**

<b>Activity/Requirement</b>	<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
Required BAE coursework	All required courses completed with a 3.0 or better overall GPA and a 2.75 or above in each major academic area: math, English/l.a., social studies, and Science	All required courses completed with a 2.75 overall GPA and at least a 2.0 in each major academic area, or GPA below 2.75 with reasonable explanation for low GPA, and at least a 2.0 in each major academic area	All required courses will not be completed prior to internship and/or overall GPA below 2.75 (with no reasonable explanation for low GPA)
Required education coursework I: Pedagogical content knowledge: ED 204, ED 344, MATH 205, MATH 206, ED 329, Ling 100 or 101, ED 486 or 308, three science courses	All required courses completed with an A or B	All required courses completed with at least a C	Required courses not yet completed; and/or did not receive at least a C in required courses.
Pedagogical content: Math 107 or Math 161	Completed with A or B	Completed with a C	Course(s) not yet completed
Math 205 and Math 206	Completed with As or Bs	Completed with C or better	Course(s) not yet completed
Required education coursework II: Professional and pedagogical knowledge and skills: ED 110, ED 201, ED 330, ED 350 or 420, ED 245, EDSE 422 and EDSE 482	All required courses completed with A's or B's	All required courses completed with a C or better	Course(s) not yet completed
Praxis I exam	Reading & math scores above 180, Writing above 177	All areas of Praxis 1 exam meet State of Alaska passing scores	1 or more areas of Praxis 1 exam have not yet been met
Praxis II exam	Praxis II exam score is above 170	Praxis II exam score meets State of AK passing score	Praxis II exam scores do not meet AK passing score
Cross cultural experiences including experiences with Alaska Native students	Applicant has extensive and successful meaningful experiences beyond university requirements	Applicant has successful experiences because of required university coursework	Applicant has not had successful experiences in required university coursework
Experiences with children/ schools	Applicant has extensive & successful meaningful teaching/learning experiences with children beyond university requirements	Applicant has successful experience working with schools and children in required university coursework	Applicant has not had successful experience working with schools and children in required university coursework
Letters of reference	Letters of reference are strong and are from individuals who have knowledge of what will constitute success in the teaching profession	Letters of reference suggest intern will be successful in teaching profession and are from individuals who have direct knowledge of what will constitute success in the profession	One or more letters of reference not received and/or they do not positively promote the applicant or they are from family members.
Admissions essay	Admissions essay content and writing conventions rated as exemplary by two reviewers	Admissions essay content and writing conventions rated as satisfactory by two reviewers.	Admissions essay assessed as unsatisfactory in content and in writing conventions by at least two reviewers
Extemporaneous writing sample	Writing sample assessed with score of 4 or above in all six traits by two reviewers	Writing sample assessed with score of at least 3 in all six traits by two reviewers	Writing sample assessed with scores of 1 or 2 in three or more traits by three reviewers
PCFFs in ED 350 or 420 and EDSE 422 and 482	PCFF's received with majority 3's and no 0's or 1's	PCFF's received from all required instructors) and from all required fieldwork partners with fewer than four "1's" or "0's" OR plan of action successfully completed	Continued low ratings (1's and 0's) on PCFFs warranted Plan of Action in which goals were not successfully met by student
Admissions interview	Applicant displays high level of professional, is enthusiastic about beginning professional year and conveys desire to enter teaching profession for appropriate reasons	Applicant exhibits professional characteristics and makes no inappropriate statements	Applicant demonstrates total lack of professionalism and makes inappropriate statements and/or asks inappropriate questions
Fingerprint packet	Approved by the state	Approved by the state	Not approved by the state

**TRANSITION III and IV BACHELOR OF ARTS IN ELEMENTARY EDUCATION (BAE)  
Based on Elementary Summative Standards-based Assessment Plan**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Standard 1</b>	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
<b>Standard 2</b>	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
<b>Standard 3</b>	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
<b>Standard 4</b>	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
<b>Standard 5</b>	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
<b>Standard 6</b>	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
<b>Standard 7</b>	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
<b>Standard 8</b>	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”

***Internship year course assessment is competency based. Students cannot receive a grade of ‘C’ or better without meeting all of the competencies assessed in each course at an “acceptable” level. Students cannot continue in the internship year without grades of C or above in all courses.***



**BA In Elementary Education**  
Suggested sequence of coursework for students

	<b>Fall Semester</b>		<b>Spring Semester</b>	
<u>Freshman</u>	<u>Semester 1</u>		<u>Semester 2</u>	
	ANTH/SOC 100X	3	ED 110	1
Fieldwork	ENGL 111X	3	GEOS F101X or 120X	4
Ed 110 (1/2 day)	MATH 107X/161X	3-4	PS 100X	3
	HIST 131	3	GEOG 101	3
	LS 101X	1	ED/PSY 245	3
	COMM 131X or 141X	<u>3</u>	HIST 100X	<u>3</u>
		16-17		17
<u>Sophomore</u>	<u>Semester 3</u>		<u>Semester 4</u>	
	ENGL 211X or 213X	3	ED 204	3
Fieldwork:	ANTH 242	3	MATH 206	3
Ed 201 (20 hours/sem)	MATH 205	3	ED/LING 100 or LING 101	3
Ed 204 (15 hours/sem)	ED 201	3	CHEM 100X	4
	BIOL 104X or 100X	4	ENGL 200X	<u>3</u>
	ED 237 (or test out)	<u>2</u>		
		16-18		16
<u>Junior</u>	<u>Semester 5</u>		<u>Semester 6</u>	
	ED 350 or ED/ANS 420	3	ED 330	3
Fieldwork:	300 level Ethics Course	3	ART/MUS/THR 200X	3
Edse 316 (15 hrs/sem)	2/300 level ENGL Writing focus	3	ED 486 or JB 308	3
Ed 350/420 (15 hrs/sem)	ED 329	3	ED 344	3
Ed 330 (15 hrs/sem)	EDSE 316	3	EDSE 320	<u>3</u>
Edse 320 (15 hrs/sem)	HIST 461W or HIST 115	<u>3</u>		
		18		15
<u>Senior</u>	<u>Semester 7</u>		<u>Semester 8</u>	
Internship Year	ED 411	3		
(full time integration of	ED 412W	3	ED 417	3
internship and courses!!)	ED 478	3	ED 468O	4
	ED 466	3	ED 469	3
	ED 467	2	ED 476	1
	ED 414	<u>3</u>	ED 479	<u>3</u>
		17		13

“Stay on TRACK” encourages students to take 30 credits a year, choose a major, meet with their advisor, consider summer enrollment and use DegreeWorks at UAOnline.