



University of Alaska Fairbanks
COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT
P.O. Box 297, Kotzebue, Alaska 99752

Addendum to UAF/Northwest Arctic Borough School District
Tech Prep Articulation Agreement 2017 – 2018

University of Alaska Fairbanks
Chukchi Campus
PO Box 297, 604 Third Ave
Kotzebue, AK 99752

Northwest Arctic Borough School District
PO Box 51, 744 Third Ave
Kotzebue, AK 99752

Purpose:

In addition to the current General Tech Prep Agreement between the University of Alaska Fairbanks (UAF) Chukchi Campus and Northwest Arctic Borough School District (NWABSD), we have agreed to the following processes and criteria with respect to the Education Program.

1. The Northwest Arctic Borough School District will follow UAF Education Program based curriculum in coordination with the administration and faculty of the University of Alaska Fairbanks Chukchi Campus pertaining to the following courses:

Education Health

UAF Course #	UAF Course Title	UAF Credit	NWABSD Course Title
ED F201	Introduction to Education	3 credits	Introduction to Education

NWABSD will teach for the attached outcome:

1. The attached syllabus will be followed.
2. NWABSD will provide the support necessary for students to be successful in these course(s) which may include computer support, reference books, and academic assistance.
3. Chukchi Campus will process student registrations.
4. In order to receive concurrent credit, the student will register for the Tech Prep class during the semester in which the competencies will be completed.



CHUKCHI CAMPUS

University of Alaska Fairbanks

COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

P.O. Box 297, Kotzebue, Alaska 99752

Approvals

Kristen Dau, Interim Director
Chukchi Campus
University of Alaska Fairbanks

Mary Pete, Dean
College of Rural and Community Development
Director, Kuskokwim Campus
University of Alaska Fairbanks

DocuSigned by:
A handwritten signature of Kristen Dau in black ink.
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Signature

8/30/2017

DocuSigned by:
A handwritten signature of Mary Pete in black ink.
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Signature

8/30/2017

Ute Kaden, Ed. D., Associate Professor
Chair, Secondary Education
School of Education
University of Alaska Fairbanks

Steve Atwater, Interim Dean
School of Education
University of Alaska Fairbanks

DocuSigned by:
A handwritten signature of Ute Kaden in black ink.
426E91940F70428
Signature

September 1,

Date

DocuSigned by:
A handwritten signature of Steve Atwater in black ink.
66E2780BEF19428
Signature

August 30, 2017

Date

Ralph King
Assistant Superintendent
Northwest Arctic Borough School District

A handwritten signature of Ralph King in black ink, followed by the date "9.7.17".
Signature

Northwest Arctic Borough School District

INTRODUCTION TO EDUCATION

COURSE INFORMATION:

Title: Introduction to Education

Department/Number: ED F201 Credits: 3

Prerequisites: High school graduation, GED, or permission of program coordinator.

Location: NWABSD Studio Distance Delivery and KMHS

Meeting dates & times: TBA

INSTRUCTOR INFORMATION:

Name: Clayton Gindt, M.A.

Office location: Kotzebue High School

cgindt@nwarctic.org

COURSE READINGS/MATERIALS:

Course Textbook: Armstrong, David G., Henson, Kenneth T., and Tom V. Savage. *Teaching Today: An Introduction to Education*. 9th ed. Prentice Hall, 2015.

Materials: Textbook and supplemental readings will be provided for students. In addition, it is recommended that students maintain a binder with folders for each unit of this course in order to keep projects and reflections organized and ready for portfolio Inclusion.

Technology Needed: Computer/ Internet connection is necessary; these are provided by the school.

COURSE DESCRIPTION:

This course is designed for students who wish to pursue a career in education. Students will become familiar with learning and teaching styles, teacher effectiveness, and professionalism. Some activities involve interviewing educators, attending a school board meeting, and researching information such as job salaries and employability options using the Alaska Career Information System (AKCIS). Students will become knowledgeable about the characteristics, skills and requirements of an effective educator, various school models, and teaching responsibilities. Students will read, journal, present and engage in discussion with peers on various educational topics.

COURSE CONTEXT:

This engaging course is designed to help students reflect on why they might want pursue a career in education. It also will help students begin to identify what it means to be an informed, reflective and responsive educator.

INSTRUCTIONAL METHODS:

This course includes group discussions, reflective fieldwork, and written applications of class activities, Internet searches, interview processes with elders and educators, attending a school board meeting, and reflective readings.

This course is delivered daily via StarNET video conference. Students will have the opportunity to meet “live” each day with the instructor to review and discuss course content as needed. Assignments will be delivered through the NWABSD Canvas.

PREREQUISITE: None

Course Goal alignment with Alaska Content Standards:

Goal I: Students will understand their own learning styles; reflect upon motivations for becoming an educator; and understand how values, beliefs and ethics relate to teaching.				
<u>Language Arts:</u> A1-A8 B1-B3 C1-C5 D1-D4	<u>Technology:</u> A1-A5 B1-B3	<u>Employability:</u> B1-B5	<u>Arts:</u> A4 A7	
Goal II: Students develop an understanding of their strengths and weaknesses in relation to educational careers while conducting research on these careers and professional organizations in education.				
<u>Language Arts:</u> A1-A8 B1-B3 C1-C5 E1-E4	<u>Technology:</u> A1-A5 B1-B3	<u>Employability:</u> A7, B1, B3	<u>Government & Citizenship:</u> C1--C2	<u>Geography:</u> B1 B3 B5
<u>Cultural:</u> A6, B2, E7-E8				
Goal III: Students examine the human developmental issues relating to teaching and learning and developmentally appropriate practices.				
<u>Language Arts:</u> A1-A8 B1-B3 C1-C5 E1-E2, E4	<u>Technology:</u> A5, B1-B3, D1-D3	<u>Arts:</u> A1-A6	<u>Government & Citizenship:</u> C1	<u>Cultural:</u> B1-B2, E1, E4, E8

Goal IV: Students develop an understanding of career options in education, teacher certification requirements, laws/policies governing education at the local, state and federal levels; investigate the Alaska Teacher Standards and the Alaska Code of Ethics for Teachers.				
<u>Language Arts:</u> A1-A8, B1-B3, C1-C5, D1-D4	<u>Technology:</u> A1-A5, B1-B3 D1-D3	<u>Employability:</u> A4 B2-B5	<u>Arts:</u> A1-A5	<u>Government & Citizenship:</u> E4
<u>Geography:</u> A1, B6, B8	<u>Cultural:</u> A3, A7, E4	<u>History:</u> B2		
Goal V: Students gain an understanding of the historical perspectives and diversity issues impacting P--12 education today.				
<u>Language Arts:</u> A1-A8, B1-B3, C1-C5, D1, D3	<u>Technology:</u> A1-A8, B1-B3, D1-D3	<u>Government & Citizenship:</u> C1-C2	<u>Cultural:</u> B1-B2, E1, E4-E8	<u>History:</u> B2
Goal VI: Students will examine qualities of effective teachers in both rural and urban schools, and investigate the Alaska Content Standards and Alaska Standards for Culturally Responsive Schools.				
<u>Language Arts:</u> A1-A8, B1-B3, C1-C5, E1, E2, E4	<u>Technology:</u> A1-A5, B1-B3, D1-D3	<u>Employability:</u> A7, B1, B3	<u>Geography:</u> A1, B6, B8	<u>Cultural:</u> E1, B1 -B2
<u>History:</u> B2				

POLICIES:

Students are expected to attend each class and be active participants; students will receive grades for both. Assignments are to be completed as assigned in a timely manner. Teacher reserves the right to reduce assignment scores if they are late. Attendance, participation and promptness on assignments are vital!

Basis for Student Evaluation:

Evaluations will come in the form of: Discussion Board, Reflections, Summaries & Opinion Essays, Educator interview, Presentation, Philosophy of Education statement, AKCIS portfolio development, online quizzes and exams, field experiences, local school board meeting. Specific information about assignments, expectations, due dates, points possible, etc. will be announced/assigned in class and posted on CANVAS weekly.

Explanation of Assignments:

Attendance and Participation

Students are expected to be on time, prepared and active participants in the class sessions. The concepts presented during our sessions are better understood when they can be analyzed, reflected upon, and discussed in an exchange of thoughts and ideas. Students will be expected to discuss the readings assigned. **If students are absent due to a school traveling activity, arrangements to make up work should be made on a case-by-case basis with the instructor and on-site facilitator well in advance.** Students are expected to submit their assigned work and if they are missing a discussion, the instructor will likely have them share their thoughts via journaling or through CANVAS discussion.

Reflective Journaling

Students will be required to keep a personal journal. One journal entry per week is required and the entries should be specifically reflective on the research done for this course. Students should continually reflect upon their interest in the profession, its requirements, rewards and challenges. The entries will not be shared and will only be verified by facilitators/on site supervisors.

Assigned Readings/Viewings—Summarize & Reflect

Students will be required to read educational content from a variety of sources including articles, books, film & Internet. The information gleaned from these readings/viewings will be summarized and reflected upon in papers of no more than one page in length. Students may be asked to contribute their findings/thoughts during our online sessions.

Papers—Reflections, Summaries, Opinion Essays - Students will be required to submit papers about specific educational topics discussed in our online sessions. These papers will be no longer than one page in length.

Educator Interviews - Students will be required to interview a certified educator about his/her experiences in education. The interview rubric will be provided.

Elder Interview- Students will be required to interview an Elder about his/her experiences in education, specifically about “schooling” when he/she was young.

Presentation - Students will be asked to present to the class during one of our sessions using a presentation media of their choice.

School Board Meeting - Students will be required to attend one local school board meeting as an observer. A rubric of specific items to observe will be provided.

Field Experiences - Students will gain insights into teaching and learning by observing in a classroom setting.

Alaska Career Information System (AKCIS)

AKCIS is a comprehensive career guidance system that provides information and career exploration tools for students in Alaska. It provides detailed descriptions of hundreds of occupations, information about thousands of two and four year colleges, and numerous tools for sorting occupational and educational information.

Students will access AKCIS at akcis.org, and we will utilize this program throughout the course. Students will create an educational portfolio that stores information they will use throughout their education careers. We also will utilize the program to research careers in education, compare wages and career requirements.

***Students are encouraged to check our course home site on CANVAS DAILY for updates and specific assignment reminders. A detailed list of resources, books and websites can also be found here.**

Grading Scale:

90%-100%--A 80%-89%--B 70%-79%--C

A passing grade must be achieved to receive 3 college credits. >C is not an acceptable grade toward a Bachelors degree in elementary/secondary education.

Academic Policy Statement

Honesty in academic endeavors is a central tenet NWABSD philosophy. One may feel proud of accomplishments and success attained honorably through hard work. Knowledge gained in this way often leads to later success in professional pursuits and in personal life. Refer to the parent/student handbook for our academic policy statement.

Student with Disabilities

The Office of Disability Services implements the Americans with Disabilities Act and insures that students have equal access to the campus and course materials. Students that need accommodations should request these by contacting the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Civility and Harassment

Intellectual honesty, mutual respect and freedom from discrimination, intimidation, harassment and violence against persons or property are central to the UAS mission. Acts of intolerance and abusive behaviors that violate these basic values will not go unchallenged without our academic community. UAS is committed to standards promoting speech and expression that fosters the maximum exchange of ideas and opinions. Ideally, discourse is open, candid and characterized by mutual respect and dignity. It is the goal of the university to foster a campus climate that promotes the ideals of civility and appreciation for the uniqueness of each member of our academic community.

Dispositions of Professional Educators

1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.
2. Appreciate unique thinking processes of learners at different stages of development.
3. Appreciate multiple perspectives and value individual differences.
4. Commit to professional discourse about content knowledge and student learning of content.
5. Value assessment and instruction as integrated processes.
6. Commit to ensuring student well-being and development of self-regulation and group interaction skills.
7. Recognize the school as an integral part of the community and value parents and guardians as partners in promoting student learning.
8. Value professional ethics, democratic principles and collaborative learning communities.
9. Value technology as a tool for student and teacher lifelong learning.

STUDENT SUPPORT SERVICES:

Chukchi Student Services Coordinator provides services by appointment and on a walk-in basis. The staff at Chukchi understand the unique challenges of rural students and will assist by providing advising services and assisting with forms and applications if needed. Services are not limited to those listed and other services will be provided if possible. For more information or to make an appointment, contact:

Annette Richards (907) 442-3400
Mary Booth Barger (907) 442-3400

DISABILITIES SERVICES:

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu

