

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department		College/School	Fairbanks North Star Borough S.D. UAF School of Education
Prepared by	Peggy Carlson/Eric Madsen	Phone	452-2000 ex 423 474-6453
Email Contact	Peggy.carlson@k12northstar.org ecmadsen@alaska.edu	Faculty Contact	Anne B. Armstrong 474-6670 abarmstrong@alaska.edu

1. ACTION DESIRED
(CHECK ONE):

Trial Course	<input checked="" type="checkbox"/>	New Course	
--------------	-------------------------------------	------------	--

2. COURSE IDENTIFICATION:

Dept	ED	Course #	194	No. of Credits	3
------	----	----------	-----	----------------	---

Justify upper/lower division status & number of credits:	Lower division status and number of credits consistent with student learning outcomes and course expectations.
--	--

3. PROPOSED COURSE TITLE: Orientation to Education

4. To be CROSS LISTED?
YES/NO

No	If yes, Dept:		Course #	
----	---------------	--	----------	--

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED?
YES/NO

No	If yes, Dept:		Course #	
----	---------------	--	----------	--

6. FREQUENCY OF OFFERING:

	Fall & Spring (every year, as demand warrants)
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Spring 2011

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	--

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

4.5	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week
-----	---------------------	--	-----------------	--	-----------------------

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

This course will introduce students to the teaching profession and the unique aspects of teaching in Alaska. Students will explore philosophies and characteristics of teaching, including those specific to elementary, middle, and high school. They will experience a variety of teaching and learning models incorporating technology when appropriate. This course will also focus on recognizing and honoring the diversity of every classroom and that teaching and learning takes place in the home and community as well as the classroom. Emphasis will also be placed on the strong reading, writing, and mathematics skills needed to become a successful teacher.

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. **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

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. **GRADING SYSTEM:** Specify only one.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** Junior status and 2.0 GPA, (or approval of instructor based on individual's test data). Prerequisites will be monitored by FNSBSD.

These will be required before the student is allowed to enroll in the course.

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES** \$

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Yes/No No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

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

None. This course will be taught in FNSBSD high Schools by approved school district teachers. Any materials will be purchased by the FNSBSD.

19. **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.

No Yes

20. **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)

20. 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)

School of Education and UAF. Potential impact of recruiting future educators into the profession, into UAF educator preparation programs, and into FNSBSD applicant pool.

21. POSITIVE AND NEGATIVE IMPACTS

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

This course will support the career guidance and recruitment of high school students into the field of education, attract students to the education program at UAF, and has the potential to put more local teachers into our schools.

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. Use as much space as needed to fully justify the proposed course.

The FNSBSD and the UAF SOE have been working on this course concept for several years. As of 9/27/10, the FNSBSD has just identified the instructors for this course. Course learning objectives and suggested activities are attached. However, both the FNSBSD and the UAF SOE wanted the instructors to have some latitude in preparing the syllabus based on the instructors' strengths and learning opportunities in the particular school where the course will be offered. A complete syllabus will be available no later than mid-October if the SOE and UAF curriculum committees wish to review it.

APPROVALS:

Date _____

Signature, Chair, Program/Department of: _____

John Deane Christy _____ Date 9.28.2010

Signature, Chair, College/School Curriculum Council for: SOE

John M. Jackson _____ Date 9/28/10

Signature, Dean, College/School of: SOE

Date _____

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Date _____

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

<p>Career Focus</p> <p>AK Content Standards: EM.A.2.5, B.2.4; CS.D.6</p>	<ul style="list-style-type: none"> • explore the characteristics specific to elementary, middle, and high school. • recognize the foundational content needed to become a successful teacher, e.g., reading, writing, math. • introduce <i>Standards for Alaska's Teachers and Alaska Cultural Standards</i>. • develop a high school and postsecondary plan of study to pursue a teaching career, recognizing that teaching certification is specific to both content and level. • investigate the UAF School of Education Teacher Preparation programs (representative of an NCATE accredited program). 	<ul style="list-style-type: none"> • Classroom observations: reflect on what you see • Interview someone in the field of education and develop a profile poster • Brainstorm characteristics of a great teacher • Develop a resumé • FTA Handbook: <i>Life Long Learners</i> (pg. 55) • Guest speaker: UAF Teacher Preparation
---	--	--

Teacher Resources

The Teacher Cadet Program is an innovative approach designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The Program seeks to provide high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

<http://certra.org/teacherCadets>

Future Educators of Alaska (FEA) is a statewide collaborative effort to inspire and support Alaska Native K-12 students to enter the education profession.

<http://www.futureteachersalaska.org/>

Future Teachers of Alaska Handbook, 2nd edition

http://www.futureteachersalaska.org/documents/FTAHandbook_11-25-08.pdf

Course Information

Course Title: Orientation to Education

Course Number:

Credits: 3

Prerequisites: Completion of 10th grade. Student GPA must be 2.0 or higher or teacher approval, based on review of individual student data

Location: North Pole High School and Ben Eielson High School

Meeting times: Monday (1:21-2:15), Wednesday(1:02-2:15), Thursday(11:20-12:44), and Friday 1:21-2:15)

Instructors

Instructors: Kathleen Doyel (North Pole High School) 907 488-3761

Connie Browder (Ben Eielson High School) 907 372-3110

Email: kathy.doyel@k12northstar.org

connie.browder@k12northstar.org

Course Readings/Materials

Course Textbook: Armstrong, David G., Henson, Kenneth T., and Tom V. Savage.

Teaching Today: An Introduction to Education. 8th ed. Prentice Hall, 2008.

Supplemental Readings: Supplemental readings will be provided by the instructor during appropriate units of study.

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. Technological tools for project and portfolio completion will be provided by the school.

Course Description

Welcome to Introduction to Education! As a course designed to introduce you to the teaching profession, the units of this course are built around a series of questions that will be addressed: Why choose a career in education? What are the qualities and skills necessary for successful educators in Alaska? How and where does learning take place? How do educators facilitate the learning process? How do we know when students learn? Finally, how do I become a professional educator? To address these questions, and facilitate understanding of the education profession, you will have the opportunity to listen to guest speakers that will provide insight, observe (then reflect upon) teachers in action at the secondary and elementary level, and build a professional portfolio that demonstrates your ability to create units, lesson plans, assessments, and utilize various technological tools for instruction.

5. Create a short unit (including lesson plans) specific to your area of interest that incorporates the understanding of the principle to “begin with the end in mind.”
6. Prepare and present a lesson using technology.
7. Observe and reflect upon instructional strategies used in the elementary and secondary classrooms within your community.
8. Participate in collaborative reflections as a group, and discuss individual observations from multiple perspectives.

Unit Four Focus Question: How do we know when students learn? At the end of this unit, you will be able to:

1. Understand the purpose of assessment.
2. Explore a variety of assessment purposes, styles, and techniques.
3. Understand the purpose of, and differentiate between, formative and summative assessments.
4. Discuss and understand the relationship between essential learnings and assessment, as well as the importance of working within professional learning communities to improve instruction and assessment.
5. Create both formative and summative assessments for your previously created unit lesson plans.
6. Observe and reflect upon assessment strategies used in the elementary and secondary classrooms within your community.
7. Participate in collaborative reflections as a group, differentiating between formative and summative assessments observed, and viewing their purposes from multiple perspectives.

Unit Five Focus: How can I become a professional educator? At the end of this unit, you will be able to:

1. Create a portfolio of the projects you have created this semester including: philosophy of education, presentation of various learning styles, unit and lesson plans, assessments, observations and reflections, and instructional technology applications.
2. Discuss behaviors for success including: professionalism, daily challenges, and ethical and legal responsibilities.
3. Write a resume, practice interview skills, and understand the process of securing and maintaining employment as an educator.

Instructional Methods

The methods employed for this course will be appropriate to the various learning targets. For example, multiple guest speakers will be invited to inform you on various education professions, the education program at UAF, and instructional technology. In addition to guest speakers, you will have the opportunity to observe teachers in action in a variety of locations. As a class, we will then reflect upon those observations as they relate to

2. **Tardies:** If you enter the room after the bell rings, you are tardy. According to school policy, you must be “swept” to the designated area and complete the required paperwork. When you enter the room tardy, you must do two things. First, enter quietly and do NOT interrupt the class. Second, go to the back of the room and fill out a tardy form and attach any paperwork to that form before placing it in the appropriate box. Please do this before taking your seat in order to minimize possible disruption to the rest of the class. You will lose participation points for disrupting the class if this is not handled according to our classroom policy.
3. **Required Materials:** You need a folder for this class and this class only as it will hold your work for each unit. **YOU WILL NEED THIS EVERY DAY.** You will also need your textbook, and something to write with. Failure to arrive with required materials will result in a loss of participation points. Any attempts to obtain, request, or borrow forgotten materials in a manner that interrupts me or the class will result in a further loss of participation points (i.e. don’t interrupt my instruction of the class to ask me for a pencil – I won’t give you one, and you’ll lose more points than you would have if you quietly borrowed one from a neighbor). If you come to class unprepared with materials and need to leave the classroom to go to your locker, you will receive a tardy and you will lose points. I will not be providing you with pencils, pens, or extra textbooks.
4. **Daily Assignments:** Each day, you will have an assignment to complete immediately after the bell rings. These will be available in a box labeled with your class period at the back of the room on the labeled shelf. You are responsible for getting this assignment as soon as you come into the room before you take your seat. When the bell rings, you should be quietly completing this 5 – 10 minute activity. Other assignments and activities will be given to you at the appropriate time.
5. **Turning In Assignments:** Assignments completed in class will be turned in at the end of the period into the appropriate box. Homework assignments will be collected by me at the beginning of class the day they are due. You will put them out on your desk as you work on your daily assignment at the beginning of class, and I will come through to pick them up. Late work will result in a loss of points.
6. **Returning Assignments:** I will hand assignments back to you while you are doing your initial assignment at the beginning of class. You will need to put them into your folders **IMMEDIATELY** so they do not get lost. You will need these to study for quizzes and tests, and many will be included in your portfolio at the end of the semester. If you are absent when work is returned, it is your responsibility to check the appropriate box at the back of the room to retrieve those assignments (each class has an “out” box).
7. **Finding out Grade Status:** Grades will be updated regularly on PowerSchool. Please check it regularly outside of class. Please do NOT use class time on

- a. philosophy of education
 - b. project on various learning proclivities
 - c. sample unit
 - d. sample lesson plans
 - e. sample assessments
 - f. observation reflections
 - g. resume
 - h. portfolio reflection
 - i. photographs (with explanations and reflections) of completed projects (i.e. bulletin boards, teaching tools created by you, games, etc...)
3. 30% of your grade will be determined by the quizzes and unit tests that you take. There will be one exam for each unit, with periodic quizzes to provide your instructors with enough feedback to determine comprehension prior to moving on to new units and learning targets.
4. Grading Scale is as follows:
- a. 100-90% is an A
 - b. 89-80 is a B
 - c. 79-70 is a C
 - d. 69-60 is a D
 - e. 59% and lower is an F