

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Secondary Education	College/School	School of Education
Prepared by	Dr. Diane M. Noble	Phone	907-474-6180
Email Contact	dmnoble@alaska.edu	Faculty Contact	Dr. Diane M. Noble

1. ACTION DESIRED
 (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept EDSC Course # 110 No. of Credits 1

Justify upper/lower division status & number of credits: **This course introduces students at the freshman and sophomore level to the requirements for secondary teaching licensure and promotes discussion of pertinent issues in teaching.**

3. PROPOSED COURSE TITLE: **Becoming a Middle/High School Teacher**

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
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13) AY 2013-14

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) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)
 Mode of delivery (specify lecture, field trips, labs, etc) **Presentations , guest presenters, discussion of current topics**

9. CONTACT HOURS PER WEEK: 1 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-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

EDSC F110 Becoming a Middle/High School Teacher
 This course familiarizes students with requirements for becoming a middle or high school teacher. Advisors from the School of Education, guest presenters from area schools districts address issues pertaining to licensure and teaching. Current issues in secondary teaching are addressed.

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. 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 for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS
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. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** None
These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS** None

16. **PROPOSED COURSE FEES** \$ None
Has a memo been submitted through your dean to the Provost 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.

This one credit course will have no impact on budget or facilities. Current faculty can easily accommodate this course into existing workloads and space is available at OUP where education courses are often taught.

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 X Yes No impact on library media services is expected.

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)

The secondary education department of the School of Education will be affected by this course. It is necessary to acquaint freshmen and sophomore students with requirements for secondary teaching licensure and to initiate them into the world of teaching.

21. POSITIVE AND NEGATIVE IMPACTS

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

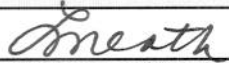
There are only positive impacts as students can decide early in their college experience whether teaching is an appropriate career choice.

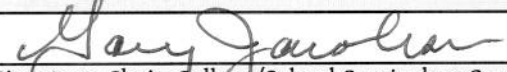
JUSTIFICATION FOR ACTION REQUESTED

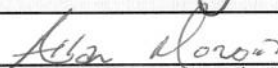
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The secondary education department has had a minor in secondary education since 2008 and is proposing a baccalaureate degree in secondary education with double majors in a content field applicable to public school teaching and education. It is imperative that students who choose to enter the teaching field have early and accurate advising and can accurately schedule course work throughout their college careers. In addition, it is important that students who believe they wish to teach be sure of their career choice. Discussion of current issues and presentations by local school personnel will help them make an informed decision.

APPROVALS: Add additional signature lines as needed.

 Date 9/20/12
Signature, Chair, Program/Department of: Secondary Education Department

 Date 9-25-12
Signature, Chair, College/School Curriculum Council for: School of Education

 Date 9-26-12
Signature, Dean, College/School of: Education, Allan Morotti

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

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:	Larry Meath, Chair, Secondary Program	

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

	Date	
Signature, Dean, College/School of:	Allan Morotti, Dean, School of Education	

Becoming a Middle/High School Teacher-EDSC 110-I credit
OUP 160 Time/Date TBA Instructor TBA

Text/Readings: There is no required text. Current and appropriate articles that address current issues in education will be assigned.

Course Description: This course introduces students at the freshman and sophomore level to the requirements for secondary teaching licensure and promotes discussion of pertinent issues in teaching. Course meets for three hours five times during the semester.

Course Goals: This course is designed to familiarize students with requirements for becoming a middle/high schoolteacher and to help students determine if teaching is the right career choice.

Student Learning Objectives: After instruction, discussion and practice students will be able to:
-make an informed decision about teaching as a career choice
-accurately determine appropriate courses for completing dual majors in a content area and education
-complete an investigation of a current issue in education and present findings to peers
-articulate informed opinions on current issues in education

Instructional Methods: Discussion of articles, presentations by SOE advisors, faculty, school district personnel and interns, movies or film clips, and digital presentations.

Course Calendar: This calendar is designed to demonstrate the types of presentations that will be included. Dates may vary depending on availability of presenters.

Meeting #1-Reasons to Teach/ or Not-Discussion of student motivation to teach

Who are teachers? Panel of local teachers Focus: Why teach?

Meeting #2 SOE advisors-Requirements for teaching licensure

Internship: Panel of current interns Focus: The life of an intern

Meeting #3-Urban teaching-Panel of local teachers Focus: Issues in large schools

Rural Teaching- Call in panel of rural teachers Focus: Issues in small schools

Student presentations of current issue research

Meeting #4-Adolescent Development- Reading and response/discussion Focus: What are major issues of adolescence?

Adolescent Perspectives-Panel of local HS students.-Focus: What's good/ not good about school

Student presentations of current issue research

Meeting #5- Diversity-reading and response-Focus: How do teachers meet the needs of diverse classrooms?

Special Needs- FNSBSD Office of Special Education-Focus: Inclusion and its effects on classroom teachers

Student presentations of current issue research

Course Policies: It is expected that all submissions will be in standard written English. Attendance in class is required; students are expected to be timely so as not to disrupt class once it has begun. If an absence must occur see the instructor for handouts, check with peers for notes. If an individual requires any special arrangements he/she should contact the instructor as soon as possible. Each request will be considered independently. Class participation is expected to take place with an attitude of real or simulated enthusiasm. Respect and support for peers is a given.

Evaluation: Students will be evaluated based on written responses to each presentation/ (approximately 1 pg each) and on a short paper (3-5 pp) and presentation (5-7 min) on a current issue in education of the student's choosing.

Academic Support

Academic Support Services including library hours, computer lab hours and services and writing center hours and services can be found at the following web site.

<http://www.uaf.edu/sssp/>

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disability Services (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDC) campuses and UAF Center for Distance Education

These are the Faculty Senate guidelines regarding UAF course stacking:

400 level (senior) courses may be double-listed (stacked) as 400/600. The 600 level version of the course must require additional student effort, such as a seminar or a term paper, to reflect the greater acuity that we expect from graduate students.

In the case of 400/600 level stacked courses, graduate standing or permission of the instructor is required for graduate enrollment and a higher level of effort and performance is required on the part of students earning graduate credit.

The additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.

It is impossible to offer identical courses simultaneously at two different levels. We use stacking because it helps with course enrollment problems, but the challenge is to create something that's not simply one level between 400 and 600. We recognize that the design of a 400/600 'stacked' course requires compromises to create content that challenges graduate students while remaining accessible to undergraduates. We offer the following guidelines to help you prepare such a course and to provide the UAF Faculty Senate committees with sufficient information to enthusiastically endorse what you've created.

The creation of two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. We encourage at least weekly, if not daily, differences in reading assignments, homework assignments, meetings with students, and other class activities. Only adding an extra term paper to the graduate section of a stacked course is unlikely to transform an undergraduate class into a graduate class. Such an extra paper, however, can be part of a systematic difference between the two versions.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the CRC and GAAC are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do.

In developing a proposal for a new stacked course or for revising an existing course, keep in mind the education level and training needs of undergraduates and graduates and provide documentation to show each section of the course will offer learning experiences appropriate for your students. Your students will thank you for giving them—within the limitations of the 'stacked' framework—the best possible educational experience.

FACT SHEET

(Try and keep to no more than 2 pages)

_____ (program),
UAF School of Education
2012-13

Why should students come to UAF:

Average class size:

Courses taught in the day and/or evening:

Courses taught at times that accommodate working teachers:

Intensive full-time internship prepares students to teach:

Demographics:

Communities served:

100% of interns pass Praxis:

Distance delivery, how the courses are delivery in the program:

Highlight one or two students:

Explain NCATE Accredited:

Explain Spa Reports:

Tuition and summer courses:

Highlight both a Ph.D. and past teachers, including time spent teaching in rural communities: