

# ELEMENTARY EDUCATION, M.A.T.

## e-Learning

The MAT Elementary Program leads to both an Alaskan K-8 Elementary initial teacher certificate as well as an elementary Masters of Teaching upon completion. All program courses are offered using a combination of e-Learning and on-site field/course work and are available to students throughout Alaska. Students in the program must be self-directed learners and must have access to high speed Internet connections.

Candidates need to plan for practicum placements in elementary and middle schools and for a full semester of student teaching in a local or regional public elementary school (middle school by arrangement with the program coordinator, only).

The DEED approved Alaska studies course, ALST603/ED603, is offered in the summer. The course currently includes a one week residency during the summer course in Juneau accessing the endowed Alaska Children's literature section in the Egan Library along with cultural events in Juneau. (Contact the program coordinator for more information.)

Candidates must complete a student teacher application for both the State and the University and, usually, the school district, as the situation warrants, before you are placed in your student teaching internship.

For student teaching, the department may limit registration, determine assignments, and prescribe the number of teaching hours required, as appropriate. Six successful credits of student teaching are required (3 credits may be accepted depending on the candidate-specific situation).

For more information on teacher certification see the graduate certificate section of this catalog. This program leads to a Master's in Teaching degree as well as a recommendation for the K-8 Alaska initial teaching certificate.

Since, courses are delivered by e-learning candidates are expected to have adequate computer, internet, and audio/visual access to complete all course requirements.

## Interested Persons Report

As you begin your graduate courses, Candidates must secure an Interested Persons Report (IPR) from a local law enforcement agency or a current employment affidavit from the public school you are working in confirming your background check. This background check is required before engaging in practicum classes where Candidates will be working with students in the public education setting. These are active for one year and must be renewed, as needed. You will need to submit a copy of your active IPR to the SOE office: [uas.education@alaska.edu](mailto:uas.education@alaska.edu)

## Application Requirements

Applicants must have a bachelor's degree with a general education background from an accredited institution. The

program advisor will examine transcripts to determine applicable content background and GPA requirements.

Admission to the Elementary M.A.T program requires the following:

1. Student Information Sheet
2. A completed graduate application and \$60 nonrefundable application fee.
3. An official transcript indicating a baccalaureate degree and a GPA of 3.00.
4. Two recommendations addressing professional dispositions for the Elementary program on specific forms provided by the School of Education.
5. A writing sample consisting of two pieces: (a) Statement of professional objectives and (b) An impromptu writing sample (prompt provided by School of Education).
6. Information Release Waiver Statement.
7. Documentation of successful work with children and early classroom experience.
8. Passing **Praxis CASE/Core** exam scores must be sent to UAS. (Students taking the Praxis outside of Alaska must also have the scores sent to the Alaskan Department of Education & Early Development directly from Education Testing Services (ETS), using code **7027**.)
9. Applicants are directed to consult with the program advisor for a program overview and individual program scheduling.

## Exit Criteria

1. Minimum cumulative GPA of 3.0
2. Satisfactory completion of all coursework including Student Teaching.
3. Completion of the Classroom Research and Master's Portfolio courses that provide evidence that the student meets all program goals, outcomes, and standards.
4. Official **Praxis II exam** (Elementary Education Content Knowledge (5018, 5017, or 5001). Scores meeting or exceeding Alaska cut scores are due prior to completion of student teaching and are required for issuance of the State-Approved Program Verification Form and Graduate Certificate.

Additional information and links to forms at: <https://www.uas.alaska.edu/education/programs/elementary-education.htm> (<https://www.uas.alaska.edu/education/programs/elementary-education.html>)

Program assessment plans are posted on the Program Assessment website (<https://uas.alaska.edu/provost/academic-affairs/assessment/>).

Requirement	Hours
<b>Minimum Credit Hours</b>	35
Foundational Courses	9
Major Requirements	35

  

Code	Title	Credits
<b>Foundational Courses</b>		
ED S333	The Learner and the Learning Process	3

ED S380	Multicultural Education	3
EDSE S482	Inclusive Education for Students with Disabilities	3
<b>Major Requirements</b> <sup>1</sup>		
ALST S603	Alaska Literature for Young People <sup>2</sup>	3
ECE S661	Literacy and Young Children	3
ED S615	Literacy in the Intermediate and Middle School Grades	3
ED S616	Math Methods in the K-8 Classroom	3
ED S617	Science Methods in the K-8 Classroom	3
ED S618	Social Studies in the K-8 Classroom	3
ED S619	Classroom Management and Discipline	2
ED S620	Curriculum Development	3
ED S626	Classroom Research	3
ED S688	Student Teaching	6
ED S698	Master's Research Project or Portfolio	3
Total Credits		35

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<sup>2</sup> You may take an alternate approved Alaska Studies course that can be found on the DEED website, per approval from the program advisor.

**InTASC Standard #1 Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**InTASC Standard #2 Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**InTASC Standard #3 Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**InTASC Standard #4 Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning

experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**InTASC Standard #5 Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**InTASC Standard #6 Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**InTASC Standard #7 Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**InTASC Standard #8 Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**InTASC Standard #9 Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**InTASC Standard #10 Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.