

# ELEMENTARY EDUCATION, M.A.T.

## e-Learning

### Contacts:

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This program is offered to students throughout Alaska who desire the flexibility of an e-Learning program. On-site cohorts may also be formed as demand warrants. Students in this program must be self-directed learners, must have access to high-speed internet connections, and adequate audio/visual technology that allows for effective online audio and visual communication and interaction. Students must schedule a time during the school year to complete weekly intensive practicum assignments as well as a semester of student teaching in a general education classroom, K-6 public elementary school. Middle school placement by arrangement only. The Graduate Certificate in Elementary Education is embedded in the M.A.T. program. For more information on certification see the graduate certificate section of this catalog. This program leads to a Master's degree as well as a recommendation for an Alaska Initial Elementary (grades K-8) teaching certificate.

For student teaching, the department may limit registration, determine assignments, and prescribe the number of teaching hours required. Six successful credits of student teaching are required (3 credits accepted depending on the candidate-specific situation). The program coordinator reserves the right to require an additional 3-6 credit hours of student teaching for students who fail to meet the standard.

***Candidates must secure and submit an active Interested Persons Report (IPR) from a local law enforcement agency in order to begin graduate practicum coursework. This is required for working with students in public schools.***

## Application Requirements

Applicants must have a bachelor's degree with a general education background from an accredited institution. The program advisors will examine transcripts to determine if the applicant has sufficient content background in writing, mathematics, social science, physical and life sciences, child development, the arts, physical education, and health. Applicants who lack sufficient content background in one or more of these areas can expect to take additional coursework.

1. A completed graduate application and \$60 nonrefundable application fee.
2. An official transcript indicating a baccalaureate degree and a GPA of 3.00.
3. Two recommendations addressing professional dispositions for the Elementary program on specific forms provided by the School of Education.
4. A writing sample consisting of two pieces: (a) Statement of professional objectives and (b) An impromptu writing sample (prompt provided by School of Education).

5. Information Release Waiver Statement.
6. Documentation of successful work with children and early classroom experience.
7. 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**.)
8. Content competency in writing, mathematics, social science, physical and life sciences, child development, the arts, physical education, and health are assessed at admission. Candidates may need to take extra undergraduate-level coursework if deficient in any area.
9. Applicants may also be interviewed.
10. Student Information Sheet

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

Applicants should consult with an advisor for individual program scheduling.

Program assessment plans and student learning outcomes are posted at the Program Assessment website (<https://uas.alaska.edu/provost/academic-affairs/assessment/>).

Requirement	Hours
<b>Minimum Credit Hours</b>	<b>36-39</b>
Foundational Courses	12
Major Requirements	36-39

Code	Title	Credits
<b>Foundational Courses</b>		
ED S230	Introduction to Educational Technology	3
ED S320B	Physical Education in the K-8 Curriculum	1
ED S320E	Health in the K-8 Curriculum	1
ED S333	The Learner and the Learning Process	3
EDSE S482	Inclusive Education for Students with Disabilities	3
Select one of the following:		1
ED S320A	Art in the K-8 Curriculum	
ED S320C	Music in the K-8 Curriculum	
ED S320D	Drama in the K-8 Curriculum	
<b>Major Requirements <sup>1</sup></b>		
ALST S603	Alaska Literature for Young People	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	3
ED S620	Curriculum Development	3
ED S680	Perspectives in Multicultural Education	3
ED S688	Student Teaching <sup>2</sup>	3-6
Recommendation for certification will be granted upon successful completion of the above coursework. Students are encouraged to complete the remaining coursework required for the M.A.T. degree during their initial years as classroom teachers:		
ED S626	Classroom Research	3
ED S698	Master's Research Project or Portfolio	3
Total Credits		48-51

<sup>1</sup> **Candidates must secure and submit an active Interested Persons Report (IPR) from a local law enforcement agency in order to begin graduate practicum coursework. This is required for working with students in public schools.**

<sup>2</sup> Credit hours for student teaching are determined by candidate's situation and must be approved by the program coordinator.

## Exit Criteria

1. A Master's Portfolio that provides evidence that the student meets all program goals/outcomes.
2. Official Praxis II exam scores meeting Alaska cut scores are due upon completion of student teaching and are required for issuance of the State-Approved Program Verification Form and graduate certificate.
3. 3.00 GPA

**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.