

EDUCATION (ED)

ED S122 Introduction to Education

3 credits (3+0)

A general introduction to careers in Pre-to-12th grade education in Alaska and the nation. Topics include motivations for becoming an educator, personal learning styles, values, beliefs, and ethics as they relate to teaching, human development and developmentally appropriate practice, educational careers and professional organizations, teacher certification requirements, diversity issues, historical perspectives, laws and policies governing education at local, state, and federal levels, rural and urban schooling, school curricula, and effective teaching.

ED S222 Orientation to the Teaching Profession

3 credits (2+2)

An orientation to the teaching profession, including teacher training, employment opportunities, professional growth, education philosophy and teaching effectiveness. Introduction to issues confronting educators: integrating special needs students, selection of appropriate teaching materials, curriculum and lesson planning, and constructive teacher-student interaction. Students will need to successfully complete a 25-hour practicum in a public school setting.

ED S230 Introduction to Educational Technology

3 credits (2+2)

Provides an overview of applied technology in K-12 education. Topics include the use of tool software, telecommunications, computer-assisted instruction, and multimedia in the classroom. Also addresses classroom management technology. Concepts learned in class will be applied in practice. Requires computer with Internet, and access to digital camera and scanner.

ED S290 American Sign Language in Education

3 credits (3+0)

American Sign Language (ASL) in Education is a study of visual communication. The emphasis will be on grammatical foundations for ASL. Introduction to the American Deaf Culture, its mores and significant issues will be accentuated. Lectures will provide demonstrations and analysis of ASL discourse. Derivations of ASL signs and grammatical structures will be analyzed. Note: Not applicable to General Education Requirements or program language requirements.

ED S302 Foundations of Literacy and Language Development

3 credits (3+0)

Explores how children learn language, similarities and differences between first and second language acquisition, how culture influences language and literacy development, and how language is taught. Course tracks language acquisition from birth through the school years.

Prerequisite: Passing scores on Praxis Core Academic Skills for Educators (CASE), or passing scores on DEED approved Basic Competency Exams (BCE).

ED S320A Art in the K-8 Curriculum

1 credit (1+0)

Introduction to current philosophies of art education for elementary and middle-school students. Skills and techniques needed for teachers to provide effective art programs.

ED S320B Physical Education in the K-8 Curriculum

1 credit (1+0)

Introduction to current philosophies in physical education for elementary and middle-school students. Skills and techniques needed by elementary school teachers to provide a sound physical education program.

ED S320C Music in the K-8 Curriculum

1 credit (1+0)

Introduction to the current theories of music instruction. Skills and techniques needed by elementary and middle-school teachers to provide an effective music program.

ED S320D Drama in the K-8 Curriculum

1 credit (1+0)

Principles, methods and materials of drama at the elementary and middle-school levels. A wide variety of creative activities basic to curricula is explored. Includes the use of drama in standards-based curriculum planning and assessment for a diverse student population.

ED S320E Health in the K-8 Curriculum

1 credit (1+0)

Introduction to current philosophies and practices in health education for elementary and middle-school students. Knowledge and skills needed for teachers to provide effective health education.

ED S333 The Learner and the Learning Process

3 credits (3+0)

Study learning theories by examining accounts from educational psychology and the original writings of leading learning theorists. Special emphasis is placed on the curricular, instructional, and assessment practices that are promoted by these different learning theories.

ED S380 Multicultural Education

3 credits (3+0)

Investigation of the major concepts and issues in multicultural education with emphasis on the dimensions of content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture. Includes issues regarding the education of Alaska Natives with attention to cultural standards.

ED S405 Children's Literature in the Alaska Context

3 credits (3+0)

Introduces teachers to the study of children's and young adult literature using materials set in Alaska. Addresses literary, informational and artistic elements; indigenous stories; evaluating and selecting quality K-8 literature; and response to literature. Students will read a wide selection of materials, and practice a variety of activities for use in the K-8 classroom. Students need access to children's books through a local library, interlibrary loan, or bookstore. Students will work in a school, library, or other children's program to complete assignments.

ED S416 Teaching Literacy in the K-8 Curriculum

4 credits (3+2)

Developmentally appropriate methods for guiding students' development of literacy skills K-8, as outlined in national, state, and local standards. Development of literacy skills and strategies within the context of developing the written language, thinking processes, and appropriate assessment integral to teaching. Integration of subject areas and technology to enhance literacy.

Prerequisite: Admission to BA Elementary Education major or permission from program director.

ED S417 Teaching Social Studies in the K-8 Curriculum

2 credits (2+0)

Inquiry approach to the themes of social studies and the methods of eliciting thinking and knowledge development. Creating curricular units based on standards. Integration of subject areas and technology to enhance learning.

Prerequisite: Admission to BA Elementary Education major or permission from program director.

ED S427 Teaching Math in the K-8 Curriculum

3 credits (2+2)

Methods of teaching math. Reading processes in mathematics, and methods to foster student understanding of the major concepts and procedures of mathematical topics as outlined in national, state, and local standards. Teaching to diverse populations and accommodating all students. Integration of subject areas and technology to enhance learning.

Prerequisite: Admission to BA Elementary Education major or permission from program director.

ED S428 Teaching Science in the K-8 Curriculum

2 credits (2+0)

Methods of teaching science. Inquiry processes in science, foster understanding of fundamental concepts in physical, life, earth and space science, and science process. Teaching to diverse populations and accommodating all students. Integration of subject areas and technology to enhance the learning.

Prerequisite: Admission to BA Elementary Education major or permission from program director.

ED S448 Classroom Management in K-8 Classrooms

3 credits (3+0)

Planning and organizing a classroom environment to maximize intellectual and social development. Topics covered include: integrated curriculum planning for relevance to student experience and interests, discipline approaches that enhance self-esteem and self-discipline, assisting special needs students within the regular classroom, logistics of physical group management, and recordkeeping systems, including computerized approaches.

Prerequisite: Admission to BA Elementary Education major or permission from program director.

ED S452 Student Teaching

6 to 12 credits (variable)

Supervised teaching in elementary or secondary schools. The department may limit registration, determine assignments, and prescribe the number of teaching hours required. *Fall semester student teaching requires formal application by March 15 of previous spring semester. Spring semester student teaching requires formal application by October 1 of the previous fall semester. Contact the UAS School of Education for information.

Prerequisite: Admission to student teaching, 3.0 GPA in professional education sequence.

ED S460 Integrated Curriculum and Instruction

3 credits (2+2)

The design of curriculum over a year's time and the planning for learning in view of the interaction of all subjects. Reflection of experience in student teaching and the application of that experience and previous learning to plan coherently for a year's instruction, curriculum, and classroom community, all developmentally appropriate and culturally relevant. 25 hours lab required.

Prerequisite: Admission to BA Elementary Education major or permission from program director.

ED S491 Internship**ED S492 Seminar**

1-3 credits variable (1-3 +0)

Current topics in education.

ED S494A Applications of Teaching: Field Work

3 credits (1+0+8)

Practicum in an elementary school classroom. Observation of development, cultural and cognitive diversity Application of teaching and assessment of instructional strategies and curricular development. Experience with behavioral management of individuals and groups and the relationship to classroom community. Supervised by faculty member and classroom teacher.

Prerequisite: Admission to BA Elementary Education major or permission from program director.

ED S498 Professional Portfolio Preparation

2 credits (1+0+4)

Elementary Education students document their knowledge and ability to perform according to the school's conceptual framework, and national and state standards. Evidence will be gathered during student teaching and artifacts included. The course provides support for the organization and reflection necessary for a successful portfolio.

Prerequisite: Admission to BA Elementary Education major or permission from program director.

ED S603 Alaska Literature for Young People

3 credits (3+0)

An overview of Alaska Studies for children grades K-8.

Examination and understanding of Alaska and the North. This course meets the Dept. of Education requirement for Alaska Studies.

ED S606 Secondary Methods for Teaching STEM

3 credits (3+0)

This course is designed to prepare pre-service teachers with the knowledge and skills necessary to teach STEM courses in the secondary (6-12) grades. This includes a study of evidence-based teaching innovations that nurture a growth mindset, particularly for students learning mathematics. Participants will gain experience with a variety of instructional materials appropriate for teaching science/mathematics at the secondary level. Students will become familiar with the National Council of Teachers of Mathematics (NCTM) and the National Science Teachers Association (NSTA) standards for Math and Science, respectively. Students will use backwards design to plan and teach a STEM instructional unit. During the course, participants will develop safe, rigorous, standards-based lessons that are engaging and meaningful for students. Opportunities will also be provided to explore, analyze, and incorporate digital resources for teaching STEM methods. Requires concurrent enrollment in ED S691 and ED S692 or instructor permission.

Prerequisite: Admission to the MAT or graduate certificate program.

ED S607 Secondary Methods for Teaching in the Humanities

3 credits (3+0)

This course is designed to prepare pre-service teachers with the knowledge and skills necessary to teach Humanities courses in secondary (6-12) grades. This includes a study of evidence-based teaching innovations that focus on the practical application of theory within the classroom. Students will become familiar with the National Council of Teachers of English (NCTE) and the National Council of Social Studies (NCSS) standards for Language Arts or Social Studies, respectively. Students will apply the Understanding by Design planning method to develop and teach standards-based lessons in their respective content areas. Requires concurrent enrollment in ED S691 and ED S692 or instructor permission.

Prerequisite: Admission to the MAT or graduate certificate program.

ED S611 Leading to Learn in a Changing Digital Age

2 credits (2+0)

Focuses on systematic ways to use best leadership practices and appropriate technologies to improve student achievement. Analyzes how to align strategies to implement effective change to address clearly stated student achievement outcomes. Learners will build or refine a technology plan for their district and demonstrate an understanding of future-focused leadership.

Prerequisite: Participation in the Superintendent Endorsement program.

ED S612 School-Community Relations

3 credits (3+0)

Development of attitudes and behaviors to help those involved in education to deal directly with the affective domain of learning. Effective sending and receiving in communication and techniques for creating a positive communication atmosphere for the profession.

ED S615 Literacy in the Intermediate and Middle School Grades

3 credits (2+2)

Literacy philosophy, theory and practice in the intermediate classroom. Teaching to individual differences; planning, teaching and assessing for student literacy; organizing and managing for optimal students learning; communication with parents; and professional behavior. Practicum experience in a classroom (grades 4-8) is required. Requires access to computer, Internet, e-mail, and audio conference.

Prerequisite: ED S230, ED S333 and admission to a graduate Elementary program.

ED S616 Math Methods in the K-8 Classroom

3 credits (2+2)

Philosophy, research, organization, methods and materials of an elementary math program. Emphasis on activities with large and small groups of students, using manipulatives to develop children's understanding of math concepts, processes and problem solving. Practicum in K-8 classroom required. Requires access to computer, Internet, e-mail, and audio conference.

Prerequisite: ED S230, ED S333, and admission to a graduate Elementary program.

ED S617 Science Methods in the K-8 Classroom

3 credits (2+2)

The guiding ideas, materials and methods of current science instruction for elementary school children. Emphasis on hands-on, minds-on learning and helping children build conceptual webs. Requires practicum in K-8 classroom. Requires access to computer, internet, e-mail, DVD, and audio conference.

Prerequisite: ED S230, ED S333, and admission to Elementary Credential program.

ED S618 Social Studies in the K-8 Classroom

3 credits (2+2)

Addresses the Alaska Teacher Standards for teaching social studies in the elementary classroom. Covers theories, methods and materials; issues behind philosophies of teaching; specific inquiry in a social science topic; planning, teaching and evaluating a wide variety of activities and lessons; development of long-term plans; goals and units for social studies. A weekly practicum in a K-8 classroom is required. Requires use of Internet, e-mail, and audio conference.

Prerequisite: ED S230, ED S333, and admission to a graduate Elementary program.

ED S619 Classroom Management and Discipline

3 credits (2+2)

Planning and carrying out an overall approach to managing an elementary classroom that allows for effective instruction and constructive discipline. Practicum in K-8 classroom required. Requires access to computer, Internet, e-mail, and audio conference.

Prerequisite: ED S230, ED S333, and admission to a graduate Elementary program.

ED S620 Curriculum Development

3 credits (3+0)

Basic definition of curriculum. Present need for curriculum improvement; standards-based criteria for selection of broad goals; types of curriculum framework and consideration of the organization of specific learning experiences as part of the curriculum structure.

ED S621A Curriculum Development A

1 credit (1+0)

A basic definition of curriculum; the need for curriculum improvement; criteria for selection of broad goals; types of curriculum framework; and the organization of specific learning experiences as part of the curriculum structure. Study of the backward design technique.

Prerequisite: Requires concurrent enrollment in one of: ED S615, ED S616, ED S617, or ED S618.

ED S621B Curriculum Development B

1 credits (1+0)

A continuation from ED S621A. Continued study and application of backward design to unit development.

Prerequisite: Requires concurrent enrollment in one of: ED S615, ED S616, ED S617, or ED S618.

ED S621C Curriculum Development C

1 credit (1+0)

A continuation from ED S621B. Continued study and application of backward design to unit development.

Prerequisite: Requires concurrent enrollment in one of: ED S615, ED S616, ED S617, or ED S618.

ED S622 Orientation: Superintendency

1 credit (1+0)

This is the first course in a sequence that leads to a Superintendent Endorsement for the Type B Administrative Certificate. Our approach is to build a learning community where we can all grow and develop in a community of scholars environment. The central focus is an introduction and orientation to the role of superintendent, leadership theory, change strategies, and instructional leadership. Other topics include research on characteristics of effective superintendents, drafting an entry plan and the contract and evaluation process.

Prerequisite: Admission to the Superintendent Graduate Certificate program or instructor approval.

ED S626 Classroom Research

3 credits (3+0)

Addresses the philosophy and methodology of ethnographic classroom research, the role of classroom research within the educational profession, and the reflective nature of such research. Students will learn methods of qualitative research and utilize them in classroom research.

ED S627 Educational Research

3 credits (3+0)

Techniques of educational research; selection of topics and problems, data gathering, interpretation and preparation of reports.

ED S631 Educational Psychology

3 credits (3+0)

A review of relevant learning theories, learning styles, differentiation of instruction and assessment for special needs students. Activities guide students to integrate learning theories, basic teaching skills, and field-based applications. Students apply instructional strategies that promote optimal learning in order to structure the classroom environment for success.

Prerequisite: Current teaching certificate or permission.

ED S632 Classroom Internet Integration

3 credits (2+2)

Focuses on the integration of online communication opportunities and strategies in teaching. Topics include electronic mail, assistive technology, web page design, computer conferencing, and emerging technologies. Students create a classroom-based project integrating online communication tools. Requires access to Internet, e-mail, word processing, gif and jpeg graphics, and web authoring. Additional lab hours required.

Prerequisite: ED S628 and current teaching certificate, or instructor permission.

ED S637 Introduction to Educational Leadership

9 credits (9+0)

Introduces educational leadership with a focus on leadership theory, change strategies, data-based decision making, school improvement, supervision, school law, systems theory, managing federal mandates, issues in Alaskan education, and school-community relations, all with an emphasis on student achievement. Course has been approved by the Provost to be offered in a compressed format in summer terms.

Prerequisite: Admissions to MEd in Educational Leadership.

ED S638 Curriculum and Instructional Leadership I

3 credits (2+0+4)

Develops knowledge and practice of assessment and evaluation in schools; learning theories, child and adolescent development, state data reporting, special education, and accountability. Candidates will complete at least 50 hours of internship experience, and will begin the development of a case study or research project related to school improvement.

Prerequisite: ED S637.

ED S639 Curriculum and Instructional Leadership II

3 credits (2+0+4)

A continuation of ED S638. Candidates validate their understanding of the role of supervision in instructional improvement, assessment and evaluation, federal reporting, special education, emerging technologies, and adult learning theories. Students continue their internship experience for at least another 50 hours, and will finalize their case study or research project.

Prerequisite: ED S638.

ED S642 Educational Governance

2 credits (2+0)

Focuses on board/superintendent relations, with a secondary focus on governance documents, educational law and policy, and negotiated agreements. Additional emphasis is on ethical decision making. Students will review and discuss the variety of ethical issues that superintendents and their educational communities address, and their impact on governance.

Prerequisite: Admission to Superintendent Endorsement program or instructor approval.

ED S644 Educational Finance

3 credits (3+0)

A study of Alaska finance issues and challenges associated with the superintendent position. Course content includes school district budgeting practices, accountability systems, audit reports and practices, funding formulas, board involvement, community involvement, ethical standards, and administration of funds.

Prerequisite: ED S622 or instructor approval.

ED S646 District Operations

3 credits (3+0)

Examines the three primary areas essential to effective administration: Human resources including hiring, supervision, termination, contract interpretation, negotiation, and personnel development; Physical facilities including maintenance, renovation, new construction, transitional strategies, and funding sources; Auxiliary services including food service, safety, security, and transportation.

Prerequisite: ED S622 or instructor approval.

ED S647 Community Building

2 credits (2+0)

Designed to help the candidate gain the knowledge and skills necessary to establish, maintain and enhance relationships and to involve and communicate effectively with various constituencies such as parents, community members, teachers, personnel, district administrators, board members and other related entities that facilitate the development, education, and socialization of students in a community.

Prerequisite: ED S622 or instructor approval.

ED S650 Program Planning, Implementation and Evaluation

2 credits (2+0)

Designed to assist practicing school leaders to implement, analyze and monitor the diverse programs and management systems in a school district. Introduces students to the tools and resources available to fully analyze and utilize data-driven decision making. Components of representative educational systems within and outside the U.S. will be studied. Students will develop and submit an Action Plan for School Improvement based on current research and evidence of best practices, as well as reflective papers on diverse educational systems.

Prerequisite: ED S622 or instructor approval.

ED S668 Educational Technology Leadership

3 credits (3+0)

Provides a reflective overview of issues relating to school leadership policy and practice in the field of educational technology. Encompasses the wide range of responsibilities of the school technology leader as a collaborative member of a leadership team. Topics include organizational change, decision making, community partnerships, legal and ethical issues, coaching and mentoring, and teamwork. A web-based course; requires Internet and e-mail.

ED S669 Literacy in Middle and Secondary Schools

3 credits (3+0)

Students will learn reading strategies that support literacy in the content areas and disciplines. Course will focus on the interrelated processes of writing, reading, listening, and speaking in the literacy development of students. Some emphasis will be given to the use of technology as a tool to enhance content area literacy. The role of teacher as researcher will also be explored.

ED S679 Literacy in Middle and Secondary Schools

3 credits (3+0)

Students will learn reading strategies that support literacy in the content areas and disciplines. Focus is on the interrelated processes of writing, reading, listening, and speaking in literacy development. Some emphasis will be given to the use of technology as a tool to enhance content area literacy. The role of teacher as researcher will also be explored.

ED S680 Perspectives in Multicultural Education

3 credits (3+0)

Focuses on effective ways of accommodating cultural diversity in the classroom, and facilitating appreciation of the differences that exist among people. Explores ways teachers and school systems can support equitable learning for all students. Includes issues of the indigenous populations of Alaska and rural schooling, with attention to the Alaska Standards for Culturally Responsive Schools. Explores possibilities in prejudice reduction, curricular inclusion, an empowering school culture, and an equity pedagogy.

ED S688 Student Teaching

3 or 6 credits (0+0+ 12-24)

Supervised teaching in elementary or secondary schools. The department may limit registration, determine assignments, and prescribe the number of teaching hours required. Grade of B or better is required for the degree program.

Prerequisite: Approval for student teaching and 3.00 GPA in program sequence.

ED S690 Educational Leadership II

9 credits (9+0)

Provides a synthesis of the knowledge and skills developed by candidates relative to educational leadership. Includes individual presentation and assessment based on the standards for leadership, and examines the challenges of being an educational leader. Focuses on balance and logistics of leading a school through an improvement effort while maintaining order in the school's daily operations. Course has been approved by the Provost to be offered in a compressed format in summer terms.

Prerequisite: ED S639.

ED S691 Internship:**ED S692 Education Seminar**

1-6 credits (variable)

Current topics in education. Maximum credit allowed toward advanced degrees: four credits. Additional lab hours required.

Prerequisite: Instructor or departmental approval.

ED S694 Practicum:**ED S695 Certificate Portfolio Capstone**

1 credit (.5 +1)

The capstone portfolio will demonstrate students' professional growth as a result of graduate certificate coursework, and will document teaching practices congruent with the conceptual framework of the School of Education. Pass/Fail grading.

ED S698 Master's Research Project or Portfolio

1-3 credits (0+0+4-12)

A research paper, project, or a professional portfolio, jointly approved by the student's graduate committee and the student; to coincide with the student's professional objectives. The portfolio should document the required knowledge and ability to apply the standards set by the UAS School of Education (SOE). Portfolio criteria should be obtained from the SOE or the graduate advisor. The student's graduate committee may require an oral defense of either option.

Prerequisite: Permission of graduate advisor and instructor required.