

107-UCCH.

(sigs)

**FORMAT 2**

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
*Attach a syllabus, except if dropping a course.*

**SUBMITTED BY:**

<b>Department</b>	Elementary Education	<b>College/School</b>	School of Education
<b>Prepared by</b>	Jann Laiti/Carol Barnhardt	<b>Phone</b>	6447/6457
<b>Email Contact</b>	<a href="mailto:jmlaiti@alaska.edu">jmlaiti@alaska.edu</a>	<b>Faculty Contact</b>	Carol Barnhardt <a href="mailto:cabarnhardt@alaska.edu">cabarnhardt@alaska.edu</a>

**1 COURSE IDENTIFICATION: As the course now exists**

<b>Dept</b>	ED	<b>Course #</b>	466	<b>No. of Credits</b>	3
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**COURSE TITLE** Internship and Collaborative Student Teaching

**2. ACTION DESIRED: Changes to be made to the existing course.**

Change Course  If Change, indicate below what change. Drop Course

NUMBER	TITLE	DESCRIPTION
<b>PREREQUISITS</b>		<b>FREQUENCY OF OFFERING</b>

**5. 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

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

LETTER

PASS/FAIL:

**10. ESTIMATED IMPACT**

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

None

**11. 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.*

**12. 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)*

None

**13. POSITIVE AND NEGATIVE IMPACTS**

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

**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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result

**APPROVALS: (Additional signature blocks may be added as necessary.)**

Case Bankard	Date 2/17/12
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University of Alaska Fairbanks, School of Education

*"Preparing professional educators who are culturally responsive, effective practitioners"*

Fall Syllabus ON and OFF-Campus  
Three Credits (1.0 + 0.0 + ~~2.0~~<sub>6</sub>) - Pass/Fail (1+0+6)

ED 468O Elementary Internship: Student Teaching  
Spring Syllabus ON and OFF CAMPUS  
Four Credits (1.0 + 0.0 + 3.0) - Pass/Fail (1+0+9)

*This is a course that has both lecture (i.e., university course time) and internship (i.e., elementary classroom time) requirements. Specific times for university course meeting times and elementary classroom internship times are included on the year-long internship calendar that is distributed each August by the UAF Department of Elementary Teacher Education.*

**Instructors:**

Patt Caldwell Director of Office of Fieldwork Experiences: 713 Gruening

**ASSESSMENT**

ED 466 Elementary Internship and Collaborative Student Teaching (3 credits) and ED 468O Elementary Internship: Student Teaching (6 credits) are pass/fail courses. In order to pass these two courses, interns

assessments are a shared responsibility of mentor teachers, supervisors/liaisons, and School of Education faculty. Interns who are assessed at an unacceptable level will be required to complete a plan of improvement within a prescribed time period. If the competency remains at the unacceptable level, the intern may be required to complete an extended or additional internship. Most problems surface before the

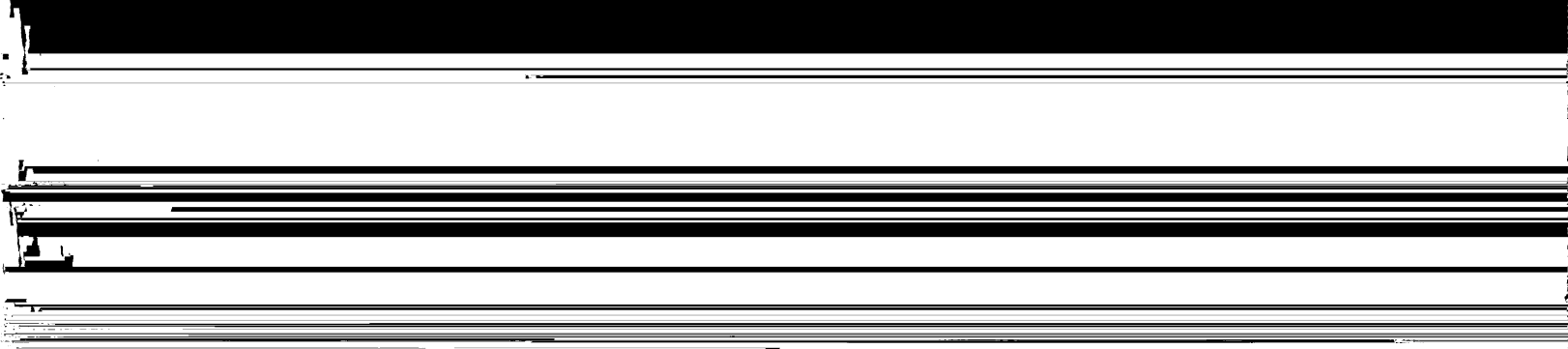
**It is important for interns to understand that success in ED 466 and ED 468O is dependent upon the interns' ability to function effectively in the classroom AND to successfully complete the following assignments and meet all of the competencies at an acceptable level.**

### **Overview of Written and Oral Assignments for ED 466/468**

Task/Assignment	Assessment Tool	When Assigned	When Completed
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ED 466 and ED 468, 2011-2012 Internship Year

		• School Personnel & Supervisors for off	
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**ESSAP (Elementary Standards-Based Summative Assessment Plan) Competencies Assessed in:  
ED 466 Elementary Internship and Collaborative Student Teaching (3 credits)  
and  
ED 468O Elementary Internship: Student Teaching (6 credits)**

***ALL COMPETENCIES IN ED 466 DURING FALL SEMESTER MUST BE MET AT AN ACCEPTABLE LEVEL IN ORDER TO BEGIN ED 468O. ALL COMPETENCIES IN ED 468O MUST BE MET AT AN ACCEPTABLE LEVEL IN ORDER TO COMPLETE THE REQUIREMENTS FOR GRADUATION AND FOR RECOMMENDATION FOR ELEMENTARY LICENSURE***

<b>ESSAP Competency</b>	<b>Assignment or Activity in which Assessed</b>	<b>Which Course(s)?</b>	<b>How Assessed?</b>	<b>Who Assesses?</b>
1-1	Oral "Philosophy of Ed" Presentation	468	Rubric	Supervisors
1-1	Fulltime Student Teaching Documents in FTST Binder	468	Rubric	Elementary Faculty
1-2	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
1-2	Oral "Philosophy of Ed" Presentation	468	Rubric	Supervisors
1-3	Classroom Internship & Unit Coursework	466 & 468	SOFFs, FOFFs, POFFs	Mentors, Supervisors Course Instructors

ED 466 and ED 468, 2011-2012 Internship Year

4-3	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
4-7	Oral "Philosophy of Ed" Presentation	468	Rubric	Course Instructors Supervisors
4-7	Oral Communication	466 & 468	Rubric	Mentors, Supervisors
4-7	Literacy Development	468	Rubric	ED 411 Instructors

4-7	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubric	Elementary Faculty
5-1 (2-4-8)	Fulltime Student	468	FTST Rubric	Elementary Faculty



**If Difficulties Arise**

Because the elementary internship student teaching is a complex experience requiring a multiplicity of

and the Director of the Office of Fieldwork Experiences should be informed immediately. The supervisor and/or the Director of Fieldwork Experiences will confer with the intern and the mentor teacher for the purpose of developing a plan of action or a plan of improvement. Specific requirements will be

**Professional and Ethical Behavior**

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

**COLLABORATIVE STUDENT TEACHING  
Guidelines**

As a component of the yearlong internship, each intern is expected to fulfill the requirements for student teaching in order to be licensed to teach. Student teaching is scheduled to span both fall and spring semesters, thus providing the intern with opportunities to implement, reflect, revise, and refine effective teaching practices throughout the year. During fall semester, interns are required to work with the mentor teacher in a collaborative student teaching experience. Interns are expected to

pre-week block devoted to fulltime student teaching

The mentor teacher who shares the classroom and daily instruction with the intern is considered to

