

109-UCCh.

(sign)

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:

Department	Elementary	College/School	School of Education
-------------------	------------	-----------------------	---------------------

[The following area contains multiple horizontal lines, likely representing a signature line or a table for multiple submissions, but the content is mostly obscured or blank.]

O = Oral Intensive,
Format 6 also submitted

W = Writing Intensive, Format
7 submitted

Natural Science, Format
8 submitted

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).

If the course can be repeated with variable credit, what is the maximum number of

written notification.)

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.

No impact.

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.

No

Yes

No change.

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)

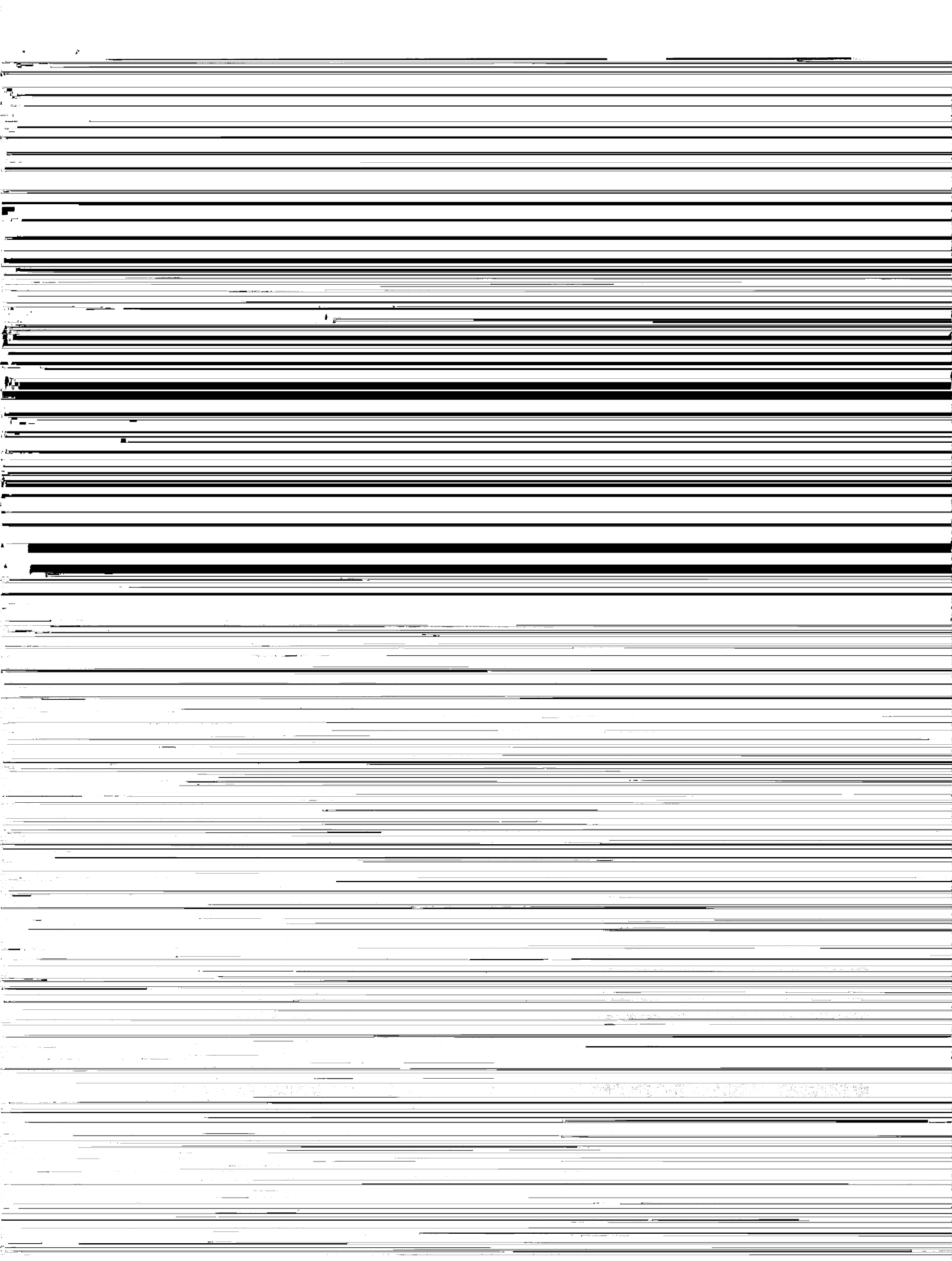
None other than the School of Education.

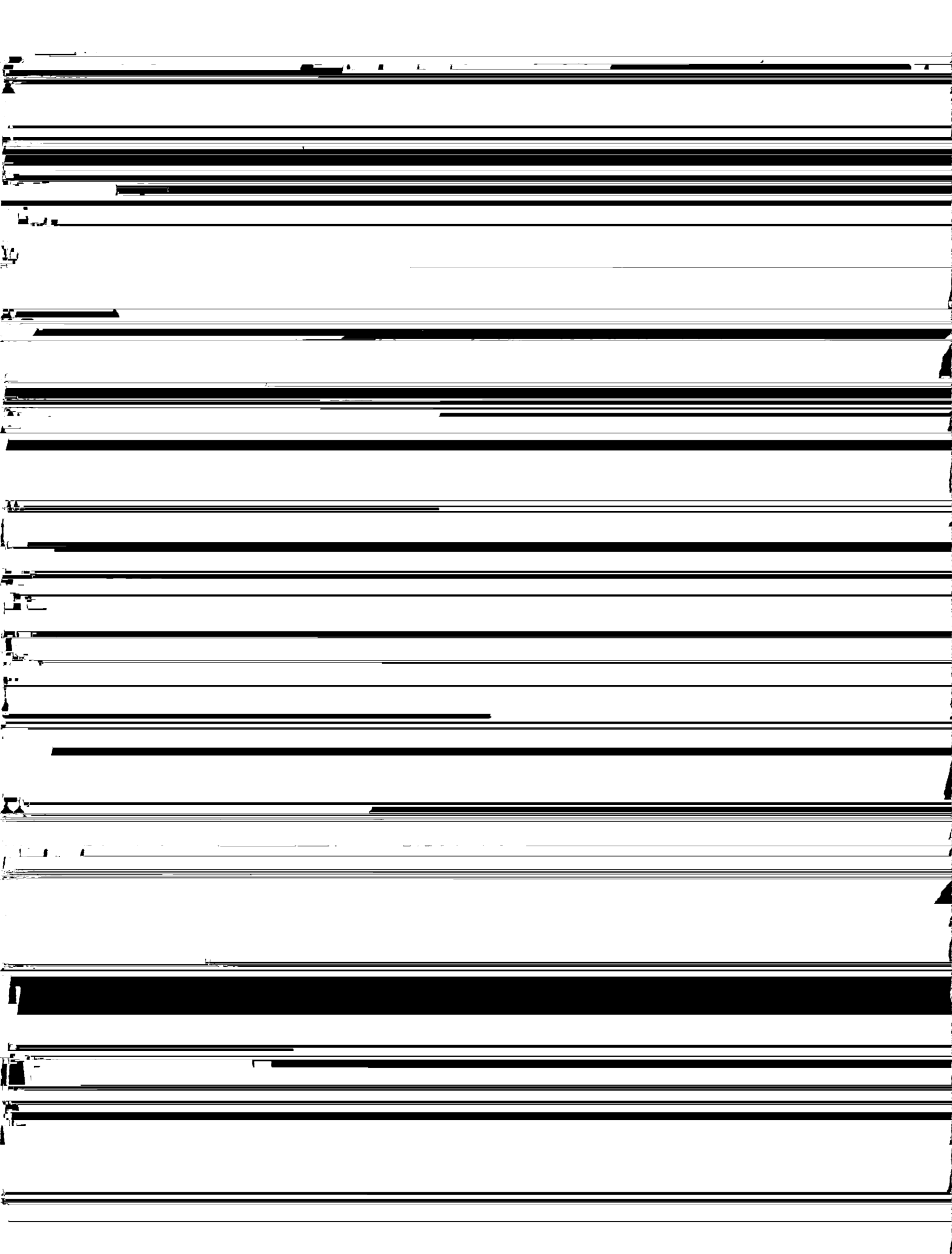
13. POSITIVE AND NEGATIVE IMPACTS

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

JUSTIFICATION FOR ACTION REQUESTED

taught by 4 instructors) is being distributed to other courses so that the content of the courses is more clearly evident to reviewers.





- ❖ Begin compiling an annotated bibliography of professional resources and turn in a copy with at least 10 entries at the end of fall semester
- ❖ Complete fall semester log of collaboration and turn in a copy at the end of fall semester
- ❖ Complete all "Turning learning upside down" assignment components
- ❖ Complete all "Communication" reflections based on readings from *How to Talk So*

Targeted UAF elementary program competencies (ESSAP components):

ESSAP Component	Method of Identification of the ESSAP	Content of Assessment
-----------------	---------------------------------------	-----------------------

Course Outline and Schedule

DATE	DUE IN CLASS	AGENDA	ASSIGNMENTS (things to gather or do prior to the next class)
in) ff)		Co-ops/collab	<ul style="list-style-type: none">• Create the template for your annotated bibliography, and download the form you will use for your log of collaboration (on Blackboard) and make at least one

Additional information on assignments

and the Classroom Communication Reflections can be found in separate documents

Information on the ESSAP Portfolio

Interns will receive a set of cover sheets, organized by course or standard that outline all the competencies they will have to meet, along with an area to record whether or not they exceeded the

standard, met it, or needed support in it (could also be stated as target, acceptable or unacceptable). Interns will be able to use these cover sheets to monitor their own performance over the course of the

internship year. ESSAP Cover Sheets will be distributed at the second seminar.

Interns will assemble their completed, assessed critical tasks in an ESSAP portfolio over the course of the internship year. Some of the characteristics of the new "ESSAP Portfolio" include the following:

Information on support services (ON CAMPUS):

Students with disabilities are entitled to equal opportunity for students with disabilities. Students with

source the Student knows to contain fabricated claims (unless acknowledged by the Student) or a fabricated

reference to a source.

Procedures in Cases Regarding Inappropriate Academic Behavior: When the instructor believes that a student may have committed an inappropriate academic behavior offense, the instructor will e-mail the student and/or ask to meet with the student. The instructor shall specify the offense and the proposed consequences of the offense (see below). If a meeting is requested, the instructor and/or the student may choose to have a second faculty member present at the meeting. In the event that the student refuses to reply or fails to meet with the instructor within a reasonable

ED 467 Course Assessment Rubric

Competency	Target	Acceptable	Unacceptable
------------	--------	------------	--------------

★ 6-2 Prepare a plan for the *typical	Competency 6-2 components are *described, and the justification	Competency 6-2 components described in	Intern includes no information and/or no justification in
--	--	---	--

CLASSROOM COMMUNICATION REFLECTION

[REDACTED]

★	6-1 Demonstrate an	Reflection offers substantial evidence of	Reflection indicates that,	Reflection offers little evidence of
---	--------------------	---	----------------------------	--------------------------------------

[REDACTED]

ANNOTATED BIBLIOGRAPHY Competencies

AC2	★	Seminar participation	Intern participates enthusiastically and contributes meaningfully without monopolizing discussions	Intern participates at an adequate level when required	Intern rarely, if ever contributes, or contributions are frequently negative.
-----	---	-----------------------	--	--	---

UAE School of Education Elementary Certification Program

Semester and year _____

Intern name _____

Competency assessed at the “needs improvement” level (Please write number and full text of competency):

Context in which competency has been assessed as needing improvement (course number or internship classroom):

Assessor name (instructor, liaison, mentor teacher):

Evidence that the intern needs improvement in this area (what led to the “needs improvement” assessment):

Prior communication with the intern relative to unmet competency (Has the intern been given opportunities to meet the competency? Does the intern know he/she has been assessed as not meeting the competency?)

[Redacted area]