

113-4CCh.
39-GCCh.

(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.

Department

Elementary

College/School

School of Education

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).

How many times may the course be repeated for credit?

TIMES

[The page contains approximately 25 lines of text that have been almost entirely obscured by heavy black redaction bars. Only faint fragments of text are visible, such as "1600" at the top left and "Inscriptions" at the top right. Some illegible characters and words are scattered throughout the page, but no coherent text can be transcribed.]

9. GRADING SYSTEM: Specify only one

LETTER

PASS/FAIL:

11. LIBRARY COLLECTIONS

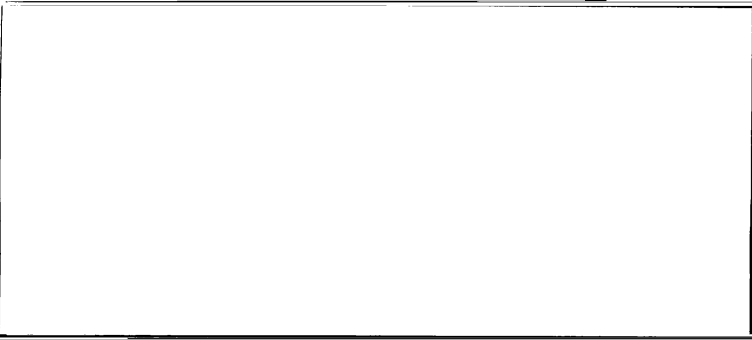
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

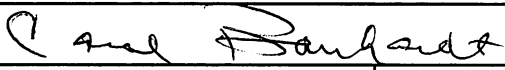
Yes

No change.


2. To be eligible for the newly created Alaska Performance Scholarship, university students must be enrolled in 30 credits per academic year. The intern year requirements in the current BA in Elementary Education degree include only 26 credits. These 26 credits are not an accurate representation of the



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

	Date 2/17/12
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Signature, Chair, _____ Council for: Education

	Date 2/17/12
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Signature, Chair, College/School Curriculum Council for: Education

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Literacy. Oxford University Press: New York, NY. [online]

Bring three science resources to class to share with your colleagues. The resource (book, website, curricula, etc.) should be something not likely to be known by all of your colleagues. You will explain a bit about the resource, why it is of high quality and how to find it. At least one of your resources during the semester should be technology based

Facilitate an In-class Presentation/Lesson

Points Possible = 100 Points (Rubric will be provided)

You will choose a lesson from the appendix of your textbook, a FNSBSD science kit, or other pre-approved resource and will teach the lesson in class. You will teach the lesson to your peers as if they were your students. Ideally, you should teach a subject/discipline (i.e. physical science, life science, earth/space science) that is different from your take-

home lesson and unit. Your grade will be based on peer-assessments and instructor discretion.

Develop and Teach a Science Unit

Total Points Possible = 400 (Checklist and rubric will be provided)

Draft Unit = 100 Points

The draft is graded for completeness (cover sheet, week-long overview, 5 lesson plans.

This assignment will include five daily reflections and one comprehensive reflection on teaching your science unit. In addition, students will reflect on their new understandings of science education and their future professional development goals.

*** ED 688 Students: Independent Project**

Total Points Possible = 200

Students will be responsible for an independent learning project. Possible activities might include designing and implementing a unique lesson with students, watching a professional development series, reading a recommended book, working with students and teachers to develop science fair projects (outside of your regular class) or other significant, approved project. Please discuss this assignment with the instructor and get approval before you begin.

EVALUATION

1. How well the reading system is as follows:

[The following area contains a large number of horizontal lines, likely representing a table or a list of evaluation criteria, but the text is illegible due to heavy scanning artifacts.]

Please note that this is a tentative schedule and it may be modified. Homework assignments

- Use Unit Template and Unit Planning Worksheets 2 to finish drafting lesson procedures and assessments
- If applicable, prepare for in-class presentation and/or bring a resource to class

TBD 9:00-12:00

In class:

- How do students learn? (NSTA Standard 5)
- What is appropriate and differentiated instruction?
- What is relevant and responsive curriculum? (NSTA Standard 7)

Homework:

- Use Unit Template and Unit Planning Worksheets 3 to draft differentiation sections of lesson plans
- Finish the draft of your science unit. Bring two copies to class, one for peer review in class and one to submit to the instructor
- Make preliminary plans to teach a lesson from the back of the textbook during the week of Feb 14-18.
- If applicable, prepare for in-class presentation and/or bring a resource to class

TBD 9:00-12:00

- DRAFT Unit due

Homework:

- Read Text Chapters 8 and 9
- Read evolution readings (handed-out in class)
- Read Habits of Mind for the Science Laboratory
- Complete Take Home Lesson week of Feb. 14-18 and write reflection. Reflection is

Homework:

- Final Science Unit Due Before Teaching

Individual student appointments, if needed

respect the rights of others. Academic integrity is essential and expected from all students. Cheating or plagiarism is not acceptable.

SUPPORT SERVICES

If you have questions, concerns, comments, or individual needs please contact me immediately. In addition, please be aware that these other forms of assistance are also available:

Kelly Mendez
Coordinator – Elementary
474-7981
ksmendez@alaska.edu

Hillary Weller
Coordinator – Elementary

hhweller@alaska.edu

Student Support Services (SSS)
Tel: (907) 474-6844
Email: sssp@uaf.edu

Tutoring Services

Writing Center (907) 474-5314
Math Laboratory (907) 474-7332

DISABILITIES SERVICES

If you have a special need please notify the Office of Disability Services (474-7043) and me. I will make every effort to provide reasonable accommodations for you.