I. **Roll Call**
   ( ) Genie Babb, Chair  ( ) Minnie Yen  ( ) Terri Olson  ( ) Paula Williams
   ( ) Alpana Desai  ( ) Debra Russ  ( ) Judith Moore  
   ( ) Patricia Sandberg  ( ) Jens Munk  ( ) Carlos Alsua  
   ( ) Tracey Burke  ( ) Peter Olsson  ( ) Arlene Schmuland

II. **Approval of Agenda** (pg. 1-2)

III. **Approval of Meeting Summary – March 28, 2008** (pg. 3-5)

IV. **Administrative Reports**
   A. Vice Provost Tom Miller
   B. Vice Provost for Research and Dean of the Graduate School Douglas Causey

V. **Chair's Report**
   A. GAB Chair – Genie Babb
   B. Faculty Alliance - Genie Babb

VI. **Program/Course Action Request - Second Reading**
   A. SOE
      Add  CE A601  Decentralized Wastewater Systems (3 cr) (3+0)
      No revisions received

VII. **Program/Course Action Request - First Reading**
   Chg  NS A681  Analysis of Health Services (3 cr) (3+0) (pg. 6-12)
   Chg  NS A682  Administrative Processes (3 cr) (3+0) (pg. 13-17)
   Add  HS A624  Circumpolar Health Issues (3 cr) (3+0) (pg. 18-22)
   Chg  HS A699  Thesis Practicum (1-5 cr) (0+3-15) (pg. 23-26)
   Chg  Master of Public Health in Public Health Practice (pg. 27-33)
   Chg  COE Graduate Certificates (pg. 34-40)
   Chg  Master of Education (pg. 41-94)

VIII. **Old Business**

IX. **New Business**
X. Informational Items and Adjournment
   A. Curriculum Log available on governance web site.
   B. Purge List available on governance web site.
Graduate Academic Board

March 28, 2008
9:30 – 11:30 am
ADM 204

I. Roll Call
(x) Genie Babb, Chair  (x) Minnie Yen  ( ) Terri Olson  (x) Paula Williams
(e) Alpana Desai  (x) Debra Russ  (x) Judith Moore
( ) Patricia Sandberg  (x) Jens Munk  ( ) Carlos Alsua
(x) Tracey Burke  (x) Peter Olsson  (x) Arlene Schmuland

II. Approval of Agenda (pg. 1-3)
Incorrect spelling of WICHE
Add plus to credit hours
Add agenda item under New Business
Add EDRS A667 CCG to agenda packet
Approved

III. Approval of Meeting Summary – March 21, 2008 (pg. 4-7)
Add plus and apostrophes
Approved

IV. Administrative Reports
A. Vice Provost Tom Miller- WICHE-ICE (pg. 8-16)
B. Vice Provost for Research and Dean of the Graduate School Douglas Causey
   Unable to attend- no report

V. Chair’s Report
A. GAB Chair – Genie Babb
B. Faculty Alliance - Genie Babb

VI. First Reading from MARCH 21 meeting that were not discussed due to lack of time
* For the courses listed in RED, please refer to the March 21 agenda. These items will not be in
the agenda packet this week. The page numbers correspond with the March 28th agenda.

Add   EDRS Prefix (pg. 158)
Waived first reading and approved for second reading

Chg EDRS A660 Fundamental of Research in Education (2 cr) (2+0) (pg. 159-165)
Chg EDRS A661 Data-Informed Instruction (2 cr) (2+0) (pg. 166-171)
Chg EDRS A662 Action Research in Education (2 cr) (2+0) (pg. 172-176)
Chg EDRS A663 Research Design (2 cr) (2+0) (pg. 177-181)
Chg EDRS A664 Developing and Writing Literature Reviews (2 cr) (2+0) (pg. 182-186)
All EDRS courses- waived first reading and approved for second reading

Chg EDCN A610 Professional and Ethical Orientation to Counseling (3 cr) (3+0)
   (pg. 187-192)
Del EDCN A611 Roles & Responsibilities of the Elementary School Counselor (3 cr) (3+0)
   (pg. 193)
Add EDCN A613 Human Development for Helping Professionals (3 cr) (3+0) (pg. 194-198)
Chg EDCN A614 Counseling Diverse Populations (3 cr) (3+0) (pg. 199-203)
Del EDCN A615 Roles & Responsibilities of the Secondary School Counselor (3 cr) (3+0)
   (pg. 204)
Chg EDCN A616 Counseling Theories (3 cr) (3+0) (pg. 205-209)
Add EDCN A620  Assessment in Counseling (3 cr) (3+0) (pg. 210-215)
Chg  EDCN A623  Counseling Skills & Techniques (3 cr) (3+0) (pg. 216-221)
Chg  EDCN A624  Group Counseling (3 cr) (3+0) (pg. 222-227)

Add EDCN A625  Administration and Practices in School Counseling (3 cr) (3+0) (pg. 228-233)
Add EDCN A627  Counseling in Community Agencies (3 cr) (3+0) (pg. 234-240)
Chg  EDCN A632  Career Development Through the Lifespan (3 cr) (3+0) (pg. 241-246)
Chg  EDCN A633  Counseling Children and Adolescents (3 cr) (3+0) (pg. 247-251)
Chg  EDCN A634  Counseling Practicum (3 cr) (1+5) (pg. 252-257)
Del  EDCN A636  Counseling Practicum II (3 cr) (0+9) (pg. 258)
Add EDCN A690  Current Topics in Counseling (1-3 cr) (1-3+0) (pg. 259-263)
Add EDCN A695A  Counseling Internship: Advanced (1-6) (0+4-27) (pg. 264-269)
Add EDCN A695C  Counseling Internship: Community Agency (3-6) (1+15-30) (pg. 270-276)
Add EDCN A695E  Counseling Internship: Elementary School (3-6) (1+15-30) (pg. 277-282)
Add EDCN A695S  Counseling Internship: Secondary School (3-6) (1+15-30) (pg. 283-288)

All EDCN courses- waive first reading, accepted for second reading w/ changes

VII. Program/Course Action Request - Second Reading
A. COE

Chg  M.Ed. in Counselor Education, Community Agency Counseling Option (pg. 17)
Chg  M.Ed. in Counselor Education, School Counseling Option (pg. 18-21)

Approved both M.Ed. programs for second reading

B. SOE

Add  CE A601  Decentralized Wastewater Systems (3 cr) (3+0)
No revisions received

VIII. Program/Course Action Request - First Reading

Add  EDSE A611  Supporting Families of Exceptional Children (2 cr) (2+0) (pg. 22-27)
Add  EDSE A675  Supervision (2 cr) (2+0) (pg. 28-34)
Add  EDSE A676  Special Education Finance (2 cr) (2+0) (pg. 35-40)
Add  EDSE A695D  Internship: Director of Special Education (3-6 cr) (0+15-30) (pg. 41-45)
Chg  M.Ed. in Special Education: Special Education Concentration (pg. 46)
Chg  M.Ed. in Special Education: Director of Special Education Concentration (pg. 47-77)

For all EDSE courses and M.Ed. programs- waived first reading, approved for second reading

Chg  M.Ed. in Early Childhood Special Education (pg. 78-84)
Waived first reading and approved for second reading

Chg  Graduate Certificate in Special Education: Special Education Endorsement Concentration (pg. 85)
Chg  Graduate Certificate in Special Education: Special Education with Initial Certification Concentration (pg. 86-102)

For all Graduate Certificates- waived first reading and approved for second reading

Add  EDRS A667  Program Evaluation (2 cr) (2+0)
Waived first reading and approved for second reading
IX. Old Business

X. New Business
   A. Extension of April Meetings- depending on how much curriculum is received
   B. Streamlining Paper Process
      MOTION: remove the forms from the agenda packet as a one time trial.
      Approved
      Will bring this up again

XI. Informational Items and Adjournment
   A. Curriculum Log available on governance web site.
   B. Purge List available on governance web site.

Meeting adjourned
## Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

### 1a. School or College
HW CHSW

### 1b. Division
ADSN Division of Nursing

### 1c. Department
NUR

### 2. Course Prefix
NS

### 3. Course Number
A681

### 4. Previous Course Prefix & Number
N/A

### 5. Credits/CEU
3

### 5b. Contact Hours
(3+0)

### 6. Complete Course/Program Title
Analysis of Health Services

### 7. Type of Course
- Academic
- Non-credit
- CEU
- Professional Development

### 8. Type of Action
- Add
- Change
- Delete

### 9. Repeat Status No

### 10. Grading Basis
- A-F
- P/NP
- NG

### 11. Implementation Date
- Semester/year
  - From: FALL/2008
  - To: 9999

### 12. Cross Listed with

### 13. List any programs or college requirements that require this course
- Master of Science, Nursing Science Health Care Administration option; Master of Public Administration, Health Administration emphasis

### 14. Coordinate with Affected Units
- College of Business and Public Policy, Public Administration
- Department, School, or College

### 15. General Education Requirement
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 16. Course Description
Examines the evolution and major components of health service systems in the United States and globally. Addresses system performance, issues and trends in resource utilization (financial, personnel, and technological), and development of health policy.

### 17a. Course Prerequisite(s) (list prefix and number)
Graduate level organizational theory course.

### 17b. Test Score(s)
N/A

### 17c. Co-requisite(s) (concurrent enrollment required)
N/A

### 17d. Other Restriction(s)
- College
- Major
- Class
- Level

### 17e. Registration Restriction(s) (non-codable)
Graduate standing

### 18. Mark if course has fees $15.00

### 19. Justification for Action
CCG and CAR needed updating to reflect current health services issues.

---

**Initiator (faculty only)**

**Initiator (PRINT NAME)**

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Approved**

**Disapproved**

**Department Chairperson**

**Approved**

**Disapproved**

**Undergraduate or Graduate Academic Board Chairperson**

**Approved**

**Disapproved**

**Provost or Designee**

**Date**
Course Content Guide  
School of Nursing  
Master of Science Program

I. Date of Initiation: November 12, 2007

II. Course Information
   A. College: CHSW
   B. Course Subject: NS
   C. Course Number: A681
   D. Number of Course Credits: 3 + 0
   E. Course Program: Master of Science, Nursing Science
   F. Course Title: Analysis of Health Services
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2008
   I. Course Description: Examines the evolution and major components of health service systems in the United States and globally. Addresses system performance, issues and trends in resource utilization (financial, personnel, and technological), and development of health policy.
   J. Course Prerequisites: Graduate level organizational theory course.
   K. Course Co-requisites: None
   L. Registration Restrictions: Graduate standing
   M. Course Fee: $15.00

III. Instructional Goals
   A. Foster an understanding of the evolution of major components of health care systems in the United States and globally.
   B. Facilitate students’ ability to analyze financial, personnel, and technological issues and trends in resource utilization and health policy development.
   C. Guide students in the application of organizational theory and principles to health care administration situations and system performance.

<table>
<thead>
<tr>
<th>IV. Student Outcomes</th>
<th>V. Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will:</td>
<td>Class discussion; Class presentation on health care systems</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Explore the evolution of health care systems in the United States and globally.</td>
<td></td>
</tr>
<tr>
<td>Analyze global health care delivery systems as compared with the United States’ system.</td>
<td></td>
</tr>
<tr>
<td>Synthesize information on the role and characteristics of major providers of health services in health care systems.</td>
<td></td>
</tr>
<tr>
<td>Analyze factors influencing the issues and directions in health service systems.</td>
<td></td>
</tr>
<tr>
<td>Analyze financial, personnel and technological issues and trends in resource utilization and health policy development.</td>
<td></td>
</tr>
<tr>
<td>Evaluate ways by which system performance is assessed and regulated.</td>
<td></td>
</tr>
<tr>
<td>Analyze the role of political forces in shaping the health service system.</td>
<td></td>
</tr>
<tr>
<td>Examine the dimensions of health care policy development.</td>
<td></td>
</tr>
<tr>
<td>Examine issues of equity, access, and cost as they relate to future development and change in health care systems.</td>
<td></td>
</tr>
<tr>
<td>Apply organizational theory and principles to health care administration situations and system performance.</td>
<td></td>
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</tbody>
</table>

Class discussion; Class presentation on health care systems; Comparative country papers.
V. Course Level Justification: This is a required course for the health care administration student to develop expertise in the structure and function of health care systems globally. The course builds on the prerequisite graduate course on organizational theory.

VI. Topical Course Outline:

1.0 Health care systems in the United States
   1.1 Organizational structure
   1.2 Players: consumers, providers, services, administration
   1.3 Goals, objectives, and vision of organization
   1.4 Access, equity, quality, and cost
   1.5 Policy and decision-making
   1.6 Human resources
   1.7 Technological resources
   1.8 Financial resources
   1.9 Role of political forces
   1.10 Setting limits by rationing health care services
   1.11 Current issues and trends
   1.12 Ethics of providing health care services

2.0 Evolution of health care systems
   2.1 Historical perspective on health/illness
   2.2 Factors influencing directions and trends in health care
   2.3 Political influence and policy making

3.0 Health care system performance
   3.1 Methods of assessment and regulation
   3.2 Role of political forces
   3.3 Role of government
   3.4 Cost and financing
   3.5 Role of health planning at federal and state levels
   3.6 Ethics of providing health care services
   3.7 Performance evaluation and regulation

4.0 Dimensions of health policy making
   4.1 Equity and financial aspects
   4.2 Access to health services
   4.3 Ethics of providing health care services
   4.4 Setting limits by rationing health care services

5.0 Global health care system experiences
   5.1 National Health Insurance
   5.2 Issues and trends in hospital care
   5.3 Issues and trends in ambulatory care
VII. Suggested Textbooks:


VIII. Bibliography:


## Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

### 1. School or College
- HW CHSW

### 2. Course Prefix
- NS

### 3. Course Number
- A682

### 4. Previous Course Prefix & Number
- N/A

### 5. Credits/CEU
- 3

### 5b. Contact Hours
- (Lecture + Lab)(3+0)

### 6. Complete Course/Program Title
**Administrative Processes**

### 7. Type of Course
- Academic

### 8. Type of Action
- Add

### 9. Repeat Status
- No

### 10. Grading Basis
- A-F

### 11. Implementation Date
- From: FALL/2008
- To: /9999

### 12. Cross List with
- N/A

### 13. Mark if course has fees $15.00

### 14. Course Description
Examines the elements of administrative processes within the health care system. Emphasizes interpersonal competencies, resource allocation, delivery systems, and legal/ethical issues to optimize effective leadership and management.

### 15. Justification for Action
CCG and CAR needed updating to reflect current administrative processes; co-requisite added.

---

**Initiator (faculty only) Date**

**Initiator (PRINT NAME) Date**

**Approved Disapproved:**
- Dean/Director of School/College Date
- Department Chairperson Date
- Undergraduate or Graduate Date
- Academic Board Chairperson Date
- Provost or Designee Date

**Approved Disapproved:**
- Curriculum Committee Chairperson Date
Course Content Guide
School of Nursing
Master of Science Program

I. Date of Initiation: November 13, 2007

II. Course Information
A. College: CHSW
B. Course Subject: NS
C. Course Number: A682
D. Number of Course Credits: 3 + 0
E. Course Program: Master of Science, Nursing Science Health Care Administration specialty; Master of Public Administration, Health Administration emphasis
F. Course Title: Administrative Services
G. Grading Basis: A-F
H. Implementation Date: Fall 2008
I. Course Description: Examines the elements of administrative processes within the health care system. Emphasizes interpersonal competencies, resource allocation, delivery systems, and legal/ethical issues to optimize effective leadership and management.
J. Course Prerequisites: NS A681
K. Course Co-requisites: NS A682L
L. Registration Restrictions: Graduate standing
M. Course Fee: $15.00

III. Instructional Goals
A. Introduce current perspectives on administrative processes within the health care system.

B. Facilitate the synthesis of knowledge, skills, and competencies to function in administrative roles and perform administrative services in a health care setting.

C. Promote the analysis of interpersonal competencies, resource allocation, delivery systems, and legal/ethical issues to optimize effective leadership and management.
<table>
<thead>
<tr>
<th>IV. Student Outcomes</th>
<th>V. Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze a variety of administrative services related to health care delivery systems.</td>
<td>Presentations on competency area; Organization policy; Case studies; Group assignments; Consultant role-plays; Class discussion</td>
</tr>
<tr>
<td>Explore the elements of administrative processes within the health care delivery system in terms of issues, trends, and ethics/legal considerations.</td>
<td>Presentations on standards of practice, Competency area; Organization policy; Group assignments; Consultant role plays; Class discussion</td>
</tr>
<tr>
<td>Evaluate current models in administrative services for their relevance in promoting effective organization processes and outcomes.</td>
<td>Presentations on standards of practice, Competency area; Organization policy</td>
</tr>
<tr>
<td>Analyze issues regarding delivery system adaptations and system accountability.</td>
<td>Presentations on competency area; Organization policy; Group assignments; Consultant role plays; Class discussion</td>
</tr>
<tr>
<td>Analyze personal and interpersonal competencies in health care system management to include leadership, decision-making, change process, and evaluation.</td>
<td>Presentations on competency area; Case studies; Group assignments; Consultant role plays; Class discussion</td>
</tr>
<tr>
<td>Synthesize knowledge, skills, and competencies to function in administrative roles.</td>
<td>Presentations on organization policy; Class discussion</td>
</tr>
<tr>
<td>Apply knowledge and theory of evaluation to design and evaluate performance appraisal tools.</td>
<td>Presentations on competency area and on evaluation tools; Class discussion</td>
</tr>
<tr>
<td>Examine methods of evaluation in assessing performance and ensuring quality care.</td>
<td>Presentations on evaluation process and tools</td>
</tr>
<tr>
<td>Assume accountability in seeking appropriate learning experiences to optimize one’s own learning.</td>
<td>Presentations on competency area; Class discussion</td>
</tr>
</tbody>
</table>

VI. Course Level Justification
This is a required graduate course for the Health Care Administration specialty and builds on NS A681.
VII. **Topical Course Outline**

1.0 Management and leadership skills
   1.1 Management theory assessment
   1.2 Change and adapting
   1.3 Organizational culture
   1.4 Analyzing needs of populations

2.0 Competencies and strategies/skills
   2.1 Conflict resolution
   2.2 Cultural competency
   2.3 Community-based care
   2.4 Ethical/legal issues
   2.5 Managed work teams

3.0 Consultant evaluation and assessment
   3.1 Role play consultants
   3.2 Analyze an organization
   3.3 Policy development

VIII. **Suggested Textbooks**


IX. Bibliography


**Curriculum Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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</thead>
<tbody>
<tr>
<td>HW CHSW</td>
<td>ADHS</td>
<td>Health Sciences</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>HS</td>
<td>A624</td>
<td></td>
<td>3.0</td>
<td>(3+0)</td>
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<thead>
<tr>
<th>6. Complete Course/Program Title</th>
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</thead>
<tbody>
<tr>
<td>Circumpolar Health Issues</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript: Circumpolar Hlth Issues</td>
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<tr>
<th>7. Type of Course</th>
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<tbody>
<tr>
<td>Academic</td>
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<tr>
<th>8. Type of Action</th>
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<td>Add</td>
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<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
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<tr>
<th>10. Grading Basis</th>
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<tbody>
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<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: Fall/2008</td>
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<td>To: /9999</td>
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<tr>
<th>12. Cross Listed with</th>
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<tr>
<td>N/A</td>
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</tbody>
</table>

13. List any programs or college requirements that require this course

Master of Public Health in Public Health Practice

14. Coordinate with Affected Units: Faculty List Serve
Department, School, or College

Initiator Signature Date

15. General Education Requirement

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
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16. Course Description

Provides a critical analysis of key circumpolar health issues, with a particular emphasis on the application of current research to professional practice, programs and policy. The overall goal of this course is for students to develop and demonstrate a level of professionally sophisticated critical analysis skills, problem-solving abilities, and expertise in public health issues most relevant to Alaska and other circumpolar regions. Opportunity to explore these issues within an Alaskan context will be provided in assignments.

17a. Course Prerequisite(s) (list prefix and number) None

17b. Test Score(s) N/A

17c. Co-requisite(s) (concurrent enrollment required) None

17d. Other Restriction(s)

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

17e. Registration Restriction(s) (non-codable)

Admission to MPH Program or Faculty Permission

18. Mark if course has fees

19. Justification for Action

This requested addition of a new course and updated course description is an effort to maintain consistency with the description offered at other Colleges and Schools of Public Health. It also meets the Instructional Programs criteria 2.1 (Council on Education for Public Health Criterion version June 2005) imposed by the organization that gives accreditation to graduate public health programs in the USA. This course has been successfully offered previously under HS A690 Special Topics.

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Initiator (faculty only) Date

Dean/Director of School/College Date

Department Chairperson Date

Undergraduate or Graduate Date

Academic Board Chairperson

Provost or Designee Date
I. Date of Initiation: Fall 2008

II. Course Information
Course Subject/ Number: HS A624
Credits and Contact Hours: 3.0 Credits, 3+0 Contact Hours
Course Title: Circumpolar Health Issues
Grading Basis: A – F
Course Description: Provides a critical analysis of key circumpolar health issues, with a particular emphasis on the application of current research to professional practice, programs and policy. The overall goal of this course is for students to develop and demonstrate a level of professionally sophisticated critical analysis skills, problem-solving abilities, and expertise in public health issues most relevant to Alaska and other circumpolar regions. Opportunity to explore these issues within an Alaskan context will be provided in assignments.
Prerequisites: None
Co-requisites: None
Other Restrictions: Admission to MPH Program or Faculty Permission
Course Fee: Yes

III. Instructional Goals and Student Outcomes
A. Instructional Goals:
The instructor will:
1. Clearly define the place of HS A624 in the Master of Public Health (MPH) curriculum, articulating its relation to the other MPH courses.
2. Orient students to the Healthy Alaskans 2010 objectives for the state.
3. Introduce strategies used by public and private agencies and individuals to help address these objectives.
4. Acquaint students with the diversity and complexity of health issues experienced within the circumpolar regions, including unique cultural, geographic and socio-political contributors.
5. Guide students in critiquing current health research conducted within the circumpolar region.
6. Guide students in comparing and contrasting unique approaches taken by circumpolar nations to address these health issues and explore relevance to Alaskan public health practice, research and policy.
7. Foster critical thinking skills needed for professional public health practice.

IV. Student Outcomes
V. Assessment/Evaluation Methods
At the completion of the course, students will be able to:
1. Describe and analyze the current status of circumpolar health
   Key informant interviews
   Take home exam
2. Describe and analyze key current
   Reflection papers
issues in circumpolar health policy and practice | Take home exam
---|---
3. Conduct and synthesize a current literature review on a selected circumpolar health issue | Literature synthesis paper
4. Develop and present a research-based briefing paper regarding a selected circumpolar health issue | Research paper
5. Critically analyze and apply selected health promotion strategies to one’s current and/or future public health setting | Discussion Reflection paper Take home exam

VI. **Course Level Justification**
This course requires the student to learn and contribute to the class at a level beyond that required by an undergraduate course in general health issues. It requires the student to organize, summarize, and interpret published data on Alaskan and circumpolar health issues. Preparation for competence in the specialized field of Public Health includes demonstrated accomplishment in evaluating presented material and drawing independent conclusions. Student learning activities are self-directed through assigned readings and instructor guidance and are aimed at achieving a nuanced understanding of the complexity of circumpolar health issues. The Discussion Board and individual assignments provide students with opportunities for independent critical thinking and application of course content.

VII. **Topical Course Outline**
1.0 Physical Activity and Overweight
2.0 Substance Abuse and Mental Health
3.0 Violence and Injury Prevention
4.0 Occupational and Environmental Health and Safety
5.0 Oral Health, Vision, Hearing
6.0 MCH and Reproductive Health
7.0 Immunization and Infectious Disease
8.0 Heart Disease, Stroke, Cancer
9.0 Diabetes, Respiratory Disease
10.0 Disability and Secondary Conditions, Infrastructure
11.0 Access to Care

VIII. **Suggested Texts**


IX. Bibliography


# Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>HW CHSW</th>
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<tbody>
<tr>
<td>1b. Division</td>
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<td>3. Course Number</td>
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<th>6. Complete Course/Program Title</th>
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<tr>
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<td>semester/year</td>
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<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>Master of Public Health in Public Health Practice</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
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<tr>
<td>Faculty Listserv</td>
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<td>Department, School, or College</td>
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<tr>
<th>Initiator Signature</th>
<th>Date</th>
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<thead>
<tr>
<th>15. General Education Requirement</th>
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<tbody>
<tr>
<td>Oral Communication</td>
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<td>Fine Arts</td>
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</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
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<tbody>
<tr>
<td>The thesis practicum culminates a program of advanced study and should evidence a high degree of scholarly and professional competence. The thesis serves as the basis for evaluating the capability of its author in the areas of applied research and professional practice. The thesis practicum is a reflection of the student's capabilities, with the help and guidance of the faculty and appropriate community members. The student's work is reviewed by her/his thesis committee to judge the author's scholarship and professional presentation, and to ascertain that the student has demonstrated their knowledge and ability to receive the Master's Degree.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>17b. Test Score(s)</td>
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<tr>
<td>17c. Co-requisite(s) (concurrent enrollment required)</td>
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<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
</tr>
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<tbody>
<tr>
<td>College</td>
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</table>

<table>
<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to MPH Program and Academic Advisor Approval</td>
</tr>
</tbody>
</table>

| 18. Mark if course has fees | |
|-----------------------------| |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>This requested change in title from Public Health Thesis to Thesis Practicum and an update of the course content guide meets the Criteria 2.2 Program Length and Criteria 2.5 Culminating Experience (Council on Education for Public Health Criterion version June 2005) imposed by the organization that gives accreditation to graduate public health programs in the USA.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved:</th>
</tr>
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<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
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<tr>
<td>Undergraduate or Graduate</td>
<td>Date</td>
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<table>
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<tr>
<th>Approved</th>
<th>Disapproved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>23 Date</td>
</tr>
</tbody>
</table>
COURSE CONTENT GUIDE
COLLEGE OF HEALTH AND SOCIAL WELFARE
Master of Public Health Program

I. Date of Initiation: Fall 2008

II. Course Information
Course Subject/ Number: HS A699
Credits and Contact Hours: 1-5 Credits, 0+3-15 Contact Hours
Course Title: Thesis Practicum
Grading Basis: A – F
Course Description: The thesis practicum culminates a program of advanced study and should evidence a high degree of scholarly and professional competence. The thesis serves as the basis for evaluating the capability of its author in the areas of applied research and professional practice. The thesis practicum is a reflection of the student's capabilities, with the help and guidance of the faculty and appropriate community members. The student's work is reviewed by her/his thesis committee to judge the author's scholarship and professional presentation, and to ascertain that the student has demonstrated their knowledge and ability to receive the Master's Degree.
Prerequisites: None
Co-requisites: None
Other Restrictions: Admission to MPH Program and Academic Advisor approval
Course Fee: Yes

III. Instructional Goals and Student Outcomes
A. Instructional Goals:
The Thesis Practicum Committee will:
1. Support the application of skills and knowledge attained from previous public health courses and/or other learning sources in the development of an individual thesis practicum.
2. Enable students to work individually on a complex public health thesis practicum under strict timelines in a real-life setting and to produce a publishable written report.
3. Provide students the opportunity to become involved in complex public health planning and project implementation activities, and to assist individual students or teams in problem-solving process at all levels of the project.
4. Provide students the experience of making presentations about this thesis practicum in a public forum and to assist them to respond to and learn from the resulting constructive criticism.

IV. Student Outcomes
At the completion of the course, students will be able to:
1. Demonstrate and apply skills and knowledge gained in public

V. Assessment/Evaluation Methods
Thesis practicum proposal approval
<table>
<thead>
<tr>
<th><strong>health coursework to an individually developed and approved public health thesis practicum.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Work individually on the planning, implementation, and/or evaluation of a complex public health project under strict timelines in a real-life setting, and produce a professional, publishable report.</td>
</tr>
<tr>
<td>Draft thesis manuscript review Preceptor evaluation</td>
</tr>
<tr>
<td>3. Present key findings from the project in a public forum.</td>
</tr>
<tr>
<td>Oral and written presentation review by committee</td>
</tr>
<tr>
<td>4. Respond appropriately to constructive criticism with suggested revisions to thesis manuscript.</td>
</tr>
<tr>
<td>Consultation with Thesis Practicum Committee Chair</td>
</tr>
</tbody>
</table>

### VI. Course Level Justification
Students demonstrate the range of substantive areas, skills, fields of expertise and problem-solving techniques learned in the MPH program. Students will be working with real public health issues or problems in an actual public health setting with other professionals. This course is the embodiment and summation of all the graduate courses in the MPH program that have preceded it.

### VII. Topical Course Outline
1. Development of thesis practicum proposal including goals, objectives, activities, timeline and products.
2. Conduct of practicum experience
3. Preparation of thesis practicum manuscript including synopsis of the problem, purpose of the practicum, background and literature review, goals, objectives, activities, methods, data analysis if appropriate, discussion, conclusions, public health implications, and recommendations for future research.

### VIII. Suggested Texts
Specific texts and readings are highly dependent on the student project. However, some selection of materials from the bibliography may be utilized.

### IX. Bibliography


## Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

### 1. School or College

- HW CHSW

### 2. Course Prefix

- HS

### 3. Course Number

- N/A

### 4. Previous Course Prefix & Number

- N/A

### 5. Credits/CEU

- N/A

### 6. Complete Course/Program Title

**Master of Public Health in Public Health Practice**

**Abbreviated Title for Transcript (30 character)**

### 7. Type of Course

- Academic
- Non-credit
- CEU
- Professional Development

### 8. Type of Action

- Add
- Change
- Delete

### 9. Repeat Status

- No
- # of Repeats
- Max Credits

### 10. Grading Basis

- A-F
- P/NP
- NG

### 11. Implementation Date

- From: Fall/2008
- To: /9999

### 12. Cross Listed with

- N/A

### 13. List any programs or college requirements that require this course

- N/A

### 14. Coordinate with Affected Units

- Faculty List Serve
  - Department, School, or College
  - Initiator Signature
  - Date

### 15. General Education Requirement

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 16. Course Description

Please see attached documents.

### 17a. Course Prerequisite(s) (list prefix and number)

- N/A

### 17b. Test Score(s)

- N/A

### 17c. Co-requisite(s) (concurrent enrollment required)

- N/A

### 17d. Other Restriction(s)

- College
- Major
- Class
- Level

### 17e. Registration Restriction(s) (non-codable)

- Earned baccalaureate degree from a regionally accredited institution in the United States or a foreign equivalent.

### 18. Mark if course has fees

- N/A

### 19. Justification for Action

Minor program changes. This request is to update the catalog to delete old program goals, add revised and reformatted MPH Mission Statement and MPH Program goals and objectives to conform to new accreditation guidelines, reflect new course HS A624 Circumpolar Health Issues, delete HS A690 Special Topics in Public Health as a program requirement, and rename HS A699 Public Health Thesis to HS A699 Thesis Practicum. These requested changes meet the accreditation criteria (Council on Education for Public Health Criterion version June 2005) for the Master of Public Health in Public Health Practice program imposed by the organization that gives accreditation to graduate public health programs in the USA.

### Approval

- Approved
- Disapproved

### Date

- Initiator (faculty only)
- Dean/Director of School/College
- Department Chairperson
- Undergraduate or Graduate Academic Board Chairperson
- Provost or Designee

---

27 Date
PROPOSED MPH catalog description for the UAA catalog 2008-2009

DEPARTMENT OF HEALTH SCIENCES
http://health.uaa.alaska.edu/mph
Diplomacy Building (DPL). Room 405, (907)786-6565

MASTER OF PUBLIC HEALTH in PUBLIC HEALTH PRACTICE

Public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. Public health professionals typically take a community or population focus. Our graduate program prepares public health practitioners who identify and assess needs of populations; plan, implement and evaluate programs to address those needs; and otherwise assure conditions that protect and promote the health of populations. The Master of Public Health (MPH) in Public Health Practice is an interdisciplinary degree designed to provide a broad background to meet the challenges of the diverse and complex field of public health, with a particular focus on the needs of Alaska and the circumpolar north. Students with backgrounds in the natural sciences, social sciences, business, health professions, human services, business, education and law have successfully entered the field of public health at the graduate level.

Both mid-career students and recent graduates may pursue their careers with minimal disruption while working on the MPH degree, because all required courses are offered via distance format. Students are required to attend one mandatory meeting in Anchorage each year, typically in conjunction with the Alaska Public Health Summit, and are expected to communicate frequently with their MPH academic advisor. In person oral defense of capstone thesis in Anchorage is also expected of the student at the end of the MPH program.

This degree requires core courses in health education and behavioral sciences, environmental and occupational health, health management and policy, biostatistics, and epidemiology. It also includes coursework in research methods, program evaluation, circumpolar health issues and management of public health emergencies and disasters, as well as the opportunity to create an individualized emphasis as the foundation for the required capstone project.

MPH Mission Statement

The MPH in Public Health Practice program at the University of Alaska Anchorage enhances health in diverse communities across Alaska, the circumpolar north, the nation, and the world. This is accomplished through excellence in the education of public health practice leaders, scientific investigation of public health issues, and engaging communities in an organized effort to identify, assess, prevent, and mitigate community health challenges.

MPH Program Goals and Program-Level Objectives

Based on national accreditation criteria and quality standards, the program goals are:

<table>
<thead>
<tr>
<th>Service</th>
<th>A. To provide leadership and service to enhance public health practice at the local, state, national and international levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems.</td>
</tr>
<tr>
<td></td>
<td>2. Promote collaboration with a variety of public and private agencies in the rural areas and the surrounding region to meet current and future public health needs.</td>
</tr>
</tbody>
</table>
### Teaching and Research

B. To develop an academic public health program that contributes to and helps train students and support faculty to participate in conducting and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.

1. Support a local and global research agenda through enhanced international collaboration and increased graduate student involvement in research.
2. Increase the opportunities for students to participate in and learn from faculty-directed research designed to inform public health decision-making.
3. Facilitate qualitative, quantitative, and mixed-method research.
4. Stimulate innovative, crosscutting, interdisciplinary research (grounded in the ecological model) that will help solve public health problems.
5. Facilitate the publication and dissemination of student and faculty research.
6. Strengthen and support student and faculty capacity for conducting ethical research.

### Workforce Development

C. To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce.

1. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for workforce capacity building.
2. Conduct continuing education programs that help meet the needs determined in the assessments above.
3. Facilitate student collaboration with faculty to participate in community and continuing education.
4. Periodically evaluate the current program, student/faculty perceptions and experiences.
5. Revise or enhance courses, the program, opportunities, and resources based on an evolving body of knowledge and on results of periodic evaluations.
6. Create and/or enhance mechanisms (media, pamphlets/flyers, meetings, seminars, and others) to provide educational opportunities for education regarding ongoing and emerging public health issues, especially those based on community concerns.
7. Provide student MPH opportunities in communities to disseminate information and foster action on public health issues.

### Student Outcomes

D. To prepare Public Health Professionals who can demonstrate attainment of our MPH Program competencies.

1. Give, solicit and receive oral, written, graphic and numerical information, taking into consideration target audience and using a variety of mechanisms in both formal and informal settings. (communication)
2. Interact sensitively and professionally with individuals and communities with diverse characteristics. (diversity and cultural proficiency)
3. Create and communicate a shared vision to improve the public’s health.
4. Develop and champion solutions to population health challenges.
5. Demonstrate ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well
as to commit to personal and institutional development. (professionalism and ethics)
6. Design, develop, implement and evaluate strategies and interventions to improve individual and community health. (program planning and assessment)
7. Recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations and communities. (systems thinking)
8. Utilize biostatistics in the practice of public health. (biostatistics)
9. Design, develop, implement and evaluate approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. (environmental health)
10. Utilize epidemiological skills for informing scientific, ethical, economic, and public health policy decisions on health issues. (epidemiology)
11. Understand the main components and issues of the organization, financing and delivery of health services and public health systems in the US. (health policy and management)
12. Understand the role of social, behavioral and community factors in both the onset and solution of public health problems. (social and behavioral science).

Environment

E. To create an environment where diverse faculty, students, and staff work collaboratively and respectfully to promote public health.
1. Maintain a diverse student body that reflects the diversity of the region we serve.
2. Maintain a student body with diverse educational and professional backgrounds.
3. Provide a multi-disciplinary, ethnically diverse, and experienced public health faculty and staff.
4. Provide students with contact and involvement with diverse communities and peoples within and outside the MPH Program, that provide and/or enhance knowledge and experience.
5. Annually monitor and continually evaluate processes for recruitment and admission into the program.

PROFESSIONAL PROGRAM FEE

A Professional Program Fee is required of all students in the MPH program in addition to course tuition fees, lab fees, course material fees, and student activity fees. The Professional Program Fee is a sum equal to 50% of resident tuition, and is charged upon enrollment in MPH courses. The fee contributes directly to program support.

ADMISSION REQUIREMENTS

See the beginning of this chapter for Admission Requirements for Master’s Degrees. In addition, students should also meet the following criteria when applying for admission to the MPH program:
1. Have earned a baccalaureate degree from a regionally accredited institution in the United States, or a foreign equivalent.
2. Have a GPA of at least 3.00 (B average on a 4.00 scale) in their baccalaureate degree.
3. Submit documentation indicating a grade of 2.00 (“C” or higher) in an introductory statistics course which covers descriptive and inferential statistics.
4. Provide copies of one or more substantial professional writing samples.
5. Submit an essay explaining how and why obtaining the MPH degree would contribute to the student’s career goals.
6. Completed applications are reviewed twice each year. The Department of Health Sciences deadlines are March 1 (for Fall admission) and October 1 (for Spring admission). UAA admission must be successfully processed before the Department of Health Sciences will consider an application complete. The UAA process may take as long as 4 months, so applicants are encouraged to apply to the University first and early.

Note also that:
1. To the extent that there are limited positions available in the program, preference may be given to residents of the State of Alaska as defined by the University’s policy on residency for tuition purposes.
2. Preference may also be given to applicants with two or more years work experience in the field of public health. Such applicants must submit documentation of their public health-related work experience, and a request for special consideration to the admissions committee.

ACADEMIC PROGRESS
In order to maintain satisfactory academic progress toward the degree, a student in the MPH program is expected to complete a minimum of 6 semester credits each academic year, beginning with the first semester of enrollment. For satisfactory academic progress, the 6 semester credits may consist of prerequisite courses or program courses. Failure to comply with the 6 credit minimum each academic year may result in the student being removed from the degree program. See the beginning of this chapter for additional requirements to remain in good standing, and to maintain satisfactory academic progress toward the degree.

CANDIDACY REQUIREMENTS
See the section Advancement to Candidacy at the beginning of this chapter.

GRADUATION REQUIREMENTS
See University Requirements for Master’s Degrees at the beginning of this chapter.

PROGRAM REQUIREMENTS
1. Complete the MPH core courses (33 credits total):

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<td>HS A605</td>
<td>Public Health and Society</td>
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</tr>
<tr>
<td>HS A610</td>
<td>Environmental and Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>HS A615</td>
<td>Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HS A624</td>
<td>Circumpolar Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>HS/NS A625</td>
<td>Biostatistics for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HS/NS A626</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS/SWK A628</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HS A629</td>
<td>Public Health Research Tools and Methods</td>
<td>4</td>
</tr>
<tr>
<td>HS A630</td>
<td>Public Health Emergencies and Disasters</td>
<td>3</td>
</tr>
<tr>
<td>HS A699</td>
<td>Thesis Practicum</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Complete the interdisciplinary emphasis (9 credits total):
   Three focused public health-related elective courses at the 600-level (graduate) with advisor approval. 9

3. A total of 42 credits are required for the degree.
FACULTY
Rhonda M. Johnson, Associate Professor and MPH Coordinator, Rhonda.Johnson@uaa.alaska.edu
Betty J. Buchan, Assistant Professor, Betty.Buchan@uaa.alaska.edu
Richard A. Windsor, Presidential Professor of Public Health, sphraw@gwumc.edu
Larry Weiss, Professor Emeritus, AFLDW@uaa.alaska.edu
Based on national accreditation criteria and quality standards, the program goals are to prepare public health professionals who can:

- Give, solicit and receive oral, written, graphic and numerical information, taking into consideration target audience and using a variety of mechanisms in both formal and informal settings (communication)
- Interact sensitively and professionally with individuals and communities with diverse characteristics (diversity and cultural proficiency)
- Create and communicate a shared vision for a better future, champion solutions to organizational and community challenges and energize commitment to goals (leadership)
- Demonstrate ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well as to commit to personal and institutional development (professionalism and ethics)
- Design, develop, implement and evaluate strategies and interventions to improve individual and community health (program planning and assessment)
- Recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations and communities (systems thinking)
- Describe the role biostatistics serve in the discipline of public health (biostatistics)
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety (environmental health)
- Recognize the importance of epidemiology for informing scientific, ethical, economic and political discussions of health issues (epidemiology)
- Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S. (health policy and management)
- Describe the role of social, behavioral and community factors in both the onset and solution of public health problems (social and behavioral science)
# Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

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<tr>
<td>EA COE</td>
<td></td>
<td>EDLD, CASE, EDTL</td>
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<td>N/A</td>
<td>(Lecture + Lab)</td>
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<tr>
<td>COE Graduate Certificates</td>
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<th>7. Type of Course</th>
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<td>Course Description</td>
<td>Course Prerequisite(s) (list prefix and number)</td>
<td>Test Score(s)</td>
<td>Co-requisite(s) (concurrent enrollment required)</td>
<td>Other Restriction(s)</td>
<td>Registration Restriction(s) (non-codable)</td>
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<td>Justification for Action</td>
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<td>The College of Education is proposing to clarify its background check policies and make other minor edits.</td>
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34 Date
*Insert the following statement before PROGRAM REQUIREMENTS in the COE Graduate Certificates section of the catalog:

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.
6. Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.

7. Critically analyze and apply principles of research.

8. Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

UAA is affiliated with two graduate schools outside Alaska to provide a Master's Degree in speech-language pathology. The graduate schools offer academic coursework by distance education while UAA sponsors internships and leveling courses. Contact the project director at slp@uaa.alaska.edu for further information.

**SPECIAL ADMISSION REQUIREMENTS**

1. GPA of 2.75 in the most recent 30 credits.

2. Current teaching certificate or proof of eligibility for obtaining a teaching certificate.

3. Resume documenting educational experience and at least one year of appropriate professional experience.

4. Writing sample of 300-500 words based on career goals and how the M.Ed. program relates to these goals.

5. Three letters of recommendation or rating forms from professional references.

6. Documentation of technology skills prior to enrolling in distance courses.

7. Applicants may be asked to participate in an interview.

**PROGRAM REQUIREMENTS**

1. Required courses:
   - Research courses by advisement
   - EDSE A622 Theories and Strategies
   - EDSE A632 Special Education Law: Principals and Practices
   - EDSE A633 Autism: Communication and Social Disorders
   - Electives by advisement

3. A total of 36 credits is required for the M.Ed. degree. Students seeking an institutional recommendation for a state teaching certificate must complete an additional 3 credits (total of 39 credits).

4. In addition to the M.Ed., students who are already possess a teaching certificate may receive an Institutional Recommendation for a special education endorsement at the developmental level listed on the existing certificate. (See section on Graduate Certificate in Special Education. The certificate courses may be used to fulfill elective requirements for the M.Ed.)

5. Students who are admitted to the Graduate Certificate in Special Education may apply to the M.Ed. in Special Education. Applicants must meet all admissions requirements for the M.Ed. Applications must be submitted by published university timelines.

6. Successful completion of a comprehensive examination is required.


**GRADUATE CERTIFICATES**

The College of Education offers five graduate certificate programs:

- Post-Graduate Certificate in Educational Leadership: Principal
- Post-Graduate Certificate in Educational Leadership: Superintendent
- Graduate Certificate in e-Learning
- Graduate Certificate in Language Education: English for Speakers of Other Languages (ESOL) 7 - 12 Concentration
- Graduate Certificate in Special Education

Each program is designed to provide the student with initial or advanced preparation in professional education. With the exception of e-Learning, successful completion of the programs leads to an institutional recommendation for a state certificate or endorsement. Admitted students must have the technological knowledge and skills to engage in distance learning.

Course work that is applied to graduate certificates may also apply the M.Ed. with faculty advisor approval.

**PROFESSIONAL FIELD PRACTICE**

See Master of Education section for description of requirements for admission and performance in internships.

**FIELD PLACEMENTS**

See Master of Education section for description of factors affecting field placements with cooperating school districts.

**ADMISSION DEADLINES**

Individuals applying to the Graduate Certificate Programs must complete UAA's graduate application and the College of Education application. Applicant files are reviewed throughout the year. However, applications for admission need to be submitted by specific dates (July 1st, November 1st, and May 1st) to qualify for financial aid.

**A. EDUCATIONAL LEADERSHIP GRADUATE CERTIFICATES**

**PRINCIPAL AND SUPERINTENDENT**

http://coe.uaa.alaska.edu/edileadership

The Educational Leadership Certificate programs are designed for individuals with Master's Degrees who are seeking advanced professional preparation to become principals or superintendents.

**STUDENT OUTCOMES**

Student outcomes for these certificates are based on the Interstate School Leaders Licensure Consortium (ISLCC) Standards for School Leaders. Students who complete the Educational Leadership Certificate programs will be able to:

1. Facilitate the development, implementation, and monitoring of shared vision of learning, involving all stakeholders.

2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.

3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.

4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.

5. Act with integrity and fairness in an ethical manner.

6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

**ADMISSION REQUIREMENTS**

1. Satisfy university graduate certificate admission requirements found at the beginning of this chapter.

2. Hold a Master's Degree from a regionally accredited institution with a grade point average of 3.00 on a 4.00 scale.

3. Hold appropriate certification:
   a. Current teaching certificate or equivalent for Educational Leadership Certificate: Principal.

4. Provide a resume documenting educational experience including at least one year of experience as a certificated elementary or secondary teacher.

5. Submit an educational goal statement.
GRADUATE PROGRAMS, COLLEGE OF HEALTH AND SOCIAL WELFARE

6. Submit three letters of recommendation or rating forms from professional references.

GRADUATION REQUIREMENTS

1. Satisfy university graduate certificate requirements found at the beginning of this chapter.
2. Complete program requirements below.

Educational Leadership: Principal (K-8, 7-12, or K-8 & 7-12), Graduate Certificate

PROGRAM REQUIREMENTS

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (24 credits):
   - EDL A637 Educational Leadership and Organizational Behavior 3
   - EDL A638 Instructional and Curricular Leadership 3
   - EDL A639 The Politics of Education 3
   - EDL A640 Law and Ethics in Education 3
   - EDL A641 Principal Internship (3-6) 6
   - EDL A642 Principal’s Seminar I 3
   - EDL A643 Principal’s Seminar II 3

2. Complete portfolio documenting attainment of ISLLC standards.

3. Complete a total of 24 credits for the certificate and to apply for an institutional recommendation for the Type B Administrator Certificate with a principal endorsement from the Alaska Department of Education and Early Development.

The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for State licensure. See http://www.ed.state.ak.us for more information.

Educational Leadership: Superintendent (K-12), Graduate Certificate

PROGRAM REQUIREMENTS

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (24 credits):
   - EDL A671 Superintendent Stewardship and Systemic Change 3
   - EDL A672 Student Performance: Academic and Developmental 3
   - EDL A673 Human Resource Management and Labor Relations 3
   - EDL A674 Public School Finance and Facilities 3
   - EDL A675 Superintendent Internship (3-6) 6
   - EDL A676 Superintendent Seminar I 3
   - EDL A677 Superintendent Seminar II 3

2. Complete portfolio documenting attainment of ISLLC standards.

3. Complete a total of 24 credits for the certificate and to apply for an institutional recommendation for the superintendent endorsement from the Alaska Department of Education and Early Development.

The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for State licensure. See http://www.ed.state.ak.us for more information.

INSTITUTIONAL RECOMMENDATION

PRINCIPAL TYPE B ADMINISTRATOR CERTIFICATE OR SUPERINTENDENT ENDORSEMENT

Following are the requirements for an institutional recommendation. The candidates must have:

a. Completed all program courses with a grade of C or higher.

b. Received a cumulative GPA of 3.00 in the program coursework.

c. Met all requirements for a current Alaska Teacher Certificate, or equivalent from another state.

d. Acquired appropriate professional experience:
   - For Principal Type B Administrator Certificate, candidates must have three years of successful contract teaching.
   - For a Superintendent's endorsement, candidates must have five years (minimum three years as a teacher and one as an administrator) of experience.

e. Earned a Master’s degree from a nationally accredited institution.

f. Demonstrated basic computer/technology competence.

g. Demonstrated mastery of the relevant standards through a professional portfolio.

B. GRADUATE CERTIFICATE, E-LEARNING

www.coe.uaa.alaska.edu

The Graduate Certificate in e-Learning (electronic learning) is designed for professionals who seek to increase their knowledge and skills in the effective use of electronic information and communication technologies in adult learning environments. Courses applied to the certificate may also be applied to M.Ed. programs with advisor approval.

STUDENT OUTCOMES

Students who complete this program will be able to:

1. Demonstrate the ability to facilitate learning with technology.
2. Evaluate instructional technologies critically.
3. Apply adult learning theories to instructional design and development.
4. Design and develop virtual learning objects and cognitive tools.
5. Design and develop an online learning module.
6. Show proficiency in the effective use of emerging educational technologies.

ADMISSION REQUIREMENTS

1. Satisfy university graduate certificate admission requirements found at the beginning of this chapter.
2. Document technological skills through a pre-assessment or an advisor-approved prerequisite course.
3. Document prior experiences through a resume.
4. Submit a goal statement describing purpose for applying to the program.

GRADUATION REQUIREMENTS

1. Satisfy university graduate certificate requirements found at the beginning of this chapter.
2. Complete program requirements below.

PROGRAM REQUIREMENTS

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (12 credits):
   - CIS A420 Consulting and Training End Users 3
   - EDAA A567 Design of e-Learning 3
   - EDAA A638 Facilitation of Learning with Technology 3
   - EDAA A640 e-Learning Course Development 3

2. Earn a GPA of 3.0 or better in each program course.

3. Complete a total of 12 credits for the certificate.

Note: This program does not lead to certification or endorsement from the Alaska Department of Education and Early Development.

C. GRADUATE CERTIFICATE,
LANGUAGE EDUCATION

The Graduate Certificate in Language Education is designed for individuals seeking advanced professional preparation to increase knowledge and skills in working with language learners. Those who teach languages in public or private settings, both in the United States and abroad, may enhance their knowledge and practice by completing this standards-based program.

English For Speakers of Other Languages (ESOL) 7-12 Concentration, Graduate Certificate

The ESOL 7-12 Concentration is for candidates who are seeking one of the following:
1. Institutional Recommendation for an English as a Second Language (ESL) 7-12 endorsement on a current secondary teacher certificate, OR
2. Advanced preparation in ESOL for increasing professional performance in community programs.

STUDENT OUTCOMES

The student outcomes for this concentration are based on the Teachers of English to Speakers of Other Languages (TESOL)/National Council for Accreditation of Teacher Education (NCATE) Standards for P-12 Teacher Education Programs. More information about these standards may be found at [http://www.tesol.org/](http://www.tesol.org/). Students who complete the Graduate Certificate in Language Education will:
1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student’s learning and apply this knowledge to improve teaching and learning.
4. Know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts from research and best practice to plan instruction in a supportive learning environment for language learners.
6. Understand various issues of measurement (e.g., equity, cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
7. Serve as a professional advocate and resource for language learners and the community.

ADMISSION REQUIREMENTS

1. Satisfy university graduate certificate admission requirements found at beginning of this chapter.
2. Document professional background (must meet one of the two criteria):
   a. Hold or be eligible to hold a secondary teacher certificate, OR
   b. Hold a baccalaureate degree from a regionally accredited institution or foreign equivalent and document appropriate professional experience or personal background in the field of English Language Learners (ELL). (See department for specific requirements.)
3. Provide a minimum of 3 references addressing the candidate’s potential for program success.
4. Submit a current resume.
5. Submit a writing sample including an educational goal statement.

6. Provide evidence of preparation in Language Analysis and Awareness - For example, coursework such as LING A201, or ENGL A475 or equivalents.

GRADUATION REQUIREMENTS

1. Satisfy university graduate certificate requirements found at the beginning of this chapter.
2. Complete program requirements below.

PROGRAM REQUIREMENTS

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete a minimum of 12 credits beyond the baccalaureate degree. Most students will be expected to complete the following:
   23 - 25 credits:
   - ENGL A450 Linguistics and Language Teaching 4
   - ENGL A452 English Grammar and Language Teaching 4
   - ESY A630 Language, Culture, and Teaching in Secondary Schools 2
   - ESY A667A Middle/High School Second-Language Teaching 1 3
   - ESY A667C Middle/High School Methods for Teaching English as a Second Language 2 3
   - EDFN A621 Culture, Language, and Literacy 3
   - EDFN A691 Current Topics in Second Language Education (1-3) 3
   - EDFN A695E Internship: English for Speakers of Other Languages (ESOL) 2-4

   *The number of internship credits required varies based on faculty advisor evaluation and approval of prior relevant experience.

2. Meet the TESOL Standards for ESL teachers. This may require students to take additional credits beyond the minimum of 12 required for a graduate certificate.
3. Maintain an overall GPA of 3.0 in the program with no more than one C in a required course.
4. Complete a minimum of 12 credits for the certificate as well as all course work listed on the Graduate Studies Plan. The Graduate Studies Plan is developed with a faculty advisor, who will analyze previous experience and prior course work.

INSTITUTIONAL RECOMMENDATION

Following are the requirements for an institutional recommendation for an ESL endorsement:

1. Professional Teacher Certificate or equivalent with a secondary content endorsement.
2. Baccalaureate degree from a regionally accredited institution or foreign equivalent.
3. Completion of all program requirements as indicated above.

Note: The State of Alaska Department of Education and Early Development (EED) in January awards endorsements. Graduates must meet all requirements specified by EED at the time of application for the endorsement.

D. SPECIAL EDUCATION CERTIFICATE

[http://coe.uaa.alaska.edu/sped](http://coe.uaa.alaska.edu/sped)

The Graduate Certificate in Special Education is designed for individuals who want to become certified special education teachers. This program expands teaching competencies by providing the theory, knowledge, and practical experience in special education needed to serve children with disabilities and their families. Graduates of this program are eligible for an Institutional Recommendation for (a) an initial teaching certificate with a special education endorsement, or (b) a special education endorsement on an existing teaching certificate from the Alaska Department of Education and Early Development (EED). Students who are admitted to the Graduate Certificate in Special Education may apply to the M. Ed. in Special Education. Courses applied to this certificate may also apply to the M.Ed. in Special Education.
GRADUATE PROGRAMS, COLLEGE OF HEALTH AND SOCIAL WELFARE

Education.

STUDENT OUTCOMES
Student outcomes for the Special Education Certificate program are based on the professional standards of the Council of Exceptional Children (CEC) located at: http://teewn.cec-sped.org . Students who complete this program will be able to:
1. Utilize a variety of assessments to identify specific areas of student strengths and weaknesses to use the results to guide instruction.
2. Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
3. Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds.
4. Apply the legal and ethical principles associated with special education.
5. Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
6. Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
7. Critically analyze and apply principles of research.
8. Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

ADMISSION REQUIREMENTS
1. Satisfy university graduate certificate admission requirements found at the beginning of this chapter.
2. Hold a baccalaureate degree from a regionally accredited institution or foreign equivalent and have appropriate experience in the field of special education. (See department for specific requirements).
3. Provide transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits of academic course work.
4. Submit a resume documenting educational experience and at least one year of appropriate, recent experience with children experiencing disabilities at the developmental level in which the special education endorsement is sought.
5. Submit an essay of 300-500 words addressing career goals and how the program relates to these goals.
6. Provide three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.

GRADUATION REQUIREMENTS
1. Satisfy university graduate certificate requirements found at the beginning of this chapter.
2. Complete program requirements below.

CONCENTRATIONS
There are two concentrations within the program leading to a Graduate Certificate in Special Education:
   a. Special Education with Initial Certification
   b. Special Education Endorsement.

The concentration one completes is based on the professional background an applicant brings to the program.

Special Education with Initial Certification Concentration, Graduate Certificate
The Special Education with Initial Certification Concentration is for individuals with baccalaureate degrees who are not certified teachers, but have professional experience in working with children with disabilities. Individuals in this concentration will need to take the Praxis II exam in a content area prior to receiving an Institutional Recommendation for certification.

SPECIAL ADMISSION REQUIREMENTS

1. Provide documentation of passing scores on the Praxis I or other EED-approved basic skills test.
2. Complete up to 15 credits of prerequisite courses with a minimum grade of B in each course. An advisor may waive one or more of the prerequisite courses if the applicant can demonstrate completion of an equivalent course at another regionally accredited institution or appropriate work experience that meets the intent of the course goals and outcomes.

EDEL A426 Teaching Mathematics in Elementary Schools 3
EDEN A303 Foundations of Teaching and Learning 3
EDSE A212 Human Development and Learning 3
EDSE A482 Inclusive Classrooms for All Children 3
EDSE A483 Language and Literacy: Assessment and Interventions 3

PROGRAM REQUIREMENTS
This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.
1. Complete required courses (24 credits):
   EDSE A610 Clinical Assessment: Eligibility and Program Planning 3
   EDSE A623 Language and Literacy: Best Practices in Assessment and Intervention 3
   EDSE A624 Social/Emotional Development, Assessment, and Intervention 3
   EDSE A625 Teaching Mathematics to Special Learners 3
   EDSE A632 Special Education Law: Principles and Practices 3
   EDSE A634 Support and Supervision of Paraeducators 3
   EDSE A695E Advanced Internship in Special Education: Elementary (3-6) or Advanced Internship in Special Education: Secondary (3-6) 6
Note: Criminal history background clearance is required before the internship. Background checks take up to 5 months to process, so they must be initiated well in advance of the semester in which the candidate enrolls in the internship.
2. Complete a total of 24 credits for the graduate certificate and application for an institutional recommendation for initial teacher certification with an endorsement in special education.

Special Education Endorsement Concentration, Graduate Certificate
The Special Education Endorsement Concentration is for currently certificated teachers who wish to add a special education endorsement to an existing teaching certificate.

SPECIAL ADMISSION REQUIREMENTS
Provide documentation of a current teaching certificate.

PROGRAM REQUIREMENTS
This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.
1. Complete one advisor-approved prerequisite course in special education or provide documentation of other appropriate experience with children or adults with disabilities. Course may be taken concurrently with other program requirements.
2. Complete required courses (24 credits):
   EDSE A610 Clinical Assessment: Eligibility and Program Planning 3
GRADUATE PROGRAMS, COLLEGE OF HEALTH AND SOCIAL WELFARE

EDSE A623 Language and Literacy: Best Practices in Assessment and Intervention 3
EDSE A624 Social/Emotional Development, Assessment, and Intervention 3
EDSE A625 Teaching Mathematics to Special Learners 3
EDSE A632 Special Education Law: Principles and Practices 3
EDSE A634 Support and Supervision of Paraeducators 3
EDSE A695E Advanced Internship in Special Education: Elementary (3-6) 6
or
EDSE A695S Advanced Internship in Special Education: Secondary (3-6)
3. Complete a total of 24 credits for the graduate certificate and application for an institutional recommendation for a special education endorsement on an existing teaching certificate.

INSTITUTIONAL RECOMMENDATION

Following are the requirements for an institutional recommendation for a special education certificate or endorsement. The candidate must have:
1. Completed all applicable prerequisite courses with a minimum grade of B.
2. Completed all required courses with a minimum overall GPA of 3.0, with no grade lower than a C.
3. Earned a baccalaureate degree from a regionally accredited institution, or foreign equivalent.
4. Completed internships and professional portfolio documenting attainment of CEC standards.
5. Passed applicable exams. For candidates in the Special Education with Initial Certification Concentration, passing scores on the Praxis I, or other EED-approved basic skills exam, and the Praxis II are required. The passing scores are established by EED. Elementary special education teachers must take one of the Praxis II exams designated for elementary teachers; middle and high school teachers must take one of the Praxis II exams in Mathematics, English, Science, or Social Studies.

Note: The institutional recommendation for an initial certificate with a special education endorsement will be at the level of the internship. The institutional recommendation for special education endorsement on an existing teaching certificate will be at the level of that certificate. EED may have additional requirements for certification/endorsement.

For those graduates receiving an initial certificate, prior to advancing to the professional certificate, EED requires passing scores on two performance reviews, completion of 3 credits of approved Alaska studies coursework and 3 credits of approved multicultural/cross-cultural communications coursework. See the EED web site for more information: www.ced.state.ak.us.

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Ed McLain, Associate Professor, AFEAM@uua.alaska.edu
# Curriculum Action Request

## University of Alaska Anchorage

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

### 1a. School or College
EA COE

### 1b. Division

### 1c. Department
EDLD, CASE, EDTL

### 2. Course Prefix
N/A

### 3. Course Number
N/A

### 4. Previous Course Prefix & Number
N/A

### 5a. Credits/CEU
N/A

### 5b. Contact Hours (Lecture + Lab) (N/A+N/A)

### 6. Complete Course/Program Title
**Master of Education**

**Abbreviated Title for Transcript (30 character)**

### 7. Type of Course
- [ ] Academic
- [ ] Non-credit
- [x] CEU
- [ ] Professional Development

### 8. Type of Action
- [ ] Add
- [x] Change
- [ ] Delete

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Registration Restrictions

### 9. Repeat Status
- [ ] # of Repeats
- [ ] Max Credits

### 10. Grading Basis
- [ ] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date
- From: Fall 2008
- To: /9999

### 12. Cross Listed with
- [ ] Stacked with
- [ ] Cross-Listed Coordination Signature

### 13. List any programs or college requirements that require this course
N/A

### 14. Coordinate with Affected Units:
UAA Listserv
Department, School, or College

**Initiator Signature**

**Date**

### 15. General Education Requirement
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 16. Course Description
N/A

### 17a. Course Prerequisite(s) (list prefix and number)
N/A

### 17b. Test Score(s)
N/A

### 17c. Co-requisite(s) (concurrent enrollment required)
N/A

### 17d. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 17e. Registration Restriction(s) (non-codable)
N/A

### 18. Mark if course has fees
N/A

### 19. Justification for Action

The College of Education is proposing to clarify its background check policies, modify catalog copy to reflect recent changes in admission and exit criteria for the M.Ed., and make other minor edits.

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**Initiator (faculty only)**

**Date**

**Approved**

**Disapproved:**

**Dean/Director of School/College**

**Date**

**Approved**

**Disapproved:**

**Department Chairperson**

**Date**

**Approved**

**Disapproved:**

**Undergraduate or Graduate Academic Board Chairperson**

**Date**

**Approved**

**Disapproved:**

**Provost or Designee**

**Date**
The University of Alaska Anchorage is in full compliance with the institutional reporting requirements mandated in Title II of the Higher Education Act Amendments of 1998. Please contact the College of Education for a copy of the completed report.

The College of Education comprises a community of educators dedicated to improving the quality of education. The mission of the College of Education is to prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska’s learners, families, educators, and communities. Our programs emphasize the power of learning to transform people’s lives. Across the university, faculty members teach professional educators to work in diverse settings, to form and sustain learning partnerships, and to provide learning across the life span. We are confident that this preparation will result in educators’ significant contributions to society.

The College of Education promotes the following core values in their collegial interactions to ensure that program graduates exhibit:

- **Intellectual Vitality:** Professional educators examine diverse perspectives, engage in research and scholarship, contribute to knowledge and practice, and apply innovations in technology.
- **Collaborative Spirit:** Professional educators generate, welcome, and support the collaborative relationships and partnerships that enrich people’s lives.
- **Inclusiveness and Equity:** Professional educators create and advocate for learning communities that advance knowledge and ensure the development, support, and inclusion of peoples’ abilities, values, ideas, languages, and expressions.
- **Leadership:** Professional educators are committed to the highest standards of ethical behavior in their roles, using professional expertise to improve the communities in which they live and work, and demonstrating the ability to translate theories and principles into transformative educational practice.

We believe that learning must be designed, delivered, and evaluated within the contexts of these core values and program outcomes.
The College of Education offers undergraduate and graduate curricula and programs designed to prepare personnel for various professional roles related to education in a variety of learning environments. The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Our professional preparation programs are approved by the Alaska Department of Education and Early Development and are based on NCATE standards.

The Alaska Department of Education and Early Development issues certificates and endorsements under the “approved program” process for certification. The University of Alaska Anchorage recommends individuals to the Commissioner of Education and Early Development for certification or endorsement after successful completion of one or more of the approved programs. Only the Dean of the College of Education is authorized to recommend candidates for the appropriate certificate or endorsement.

In each of the College’s curricula and programs, candidates are introduced to fundamental issues of education in the contemporary world through courses designed to develop perspective and understanding of the relationship of education to society. Courses provide theory and practice in the development of instructional materials and an understanding of methods of instruction. Students are formally admitted to an appropriate program on the basis of multiple criteria, including their ability to make a positive contribution to educational professions.

All students who desire a degree, certification or endorsement must apply for admission to the University of Alaska Anchorage and to the College of Education. Candidates who seek Alaska State licensure must successfully complete the College of Education’s “approved program,” as well as any additional requirements that may be initiated by the Alaska Department of Education and Early Development. Only courses with a grade of C or higher will be applied to meet certification or endorsement requirements. Some programs require a minimum grade of B. In addition, candidates must demonstrate professional behaviors and dispositions consistent with the College of Education’s Conceptual Framework as well as abide by the UAA Student Code of Conduct and the Code of Ethics and Professional Teaching Standards adopted by the Alaska Professional Teaching Practices Commission. These documents are available on the College of Education web site.

Applicants admitted to a graduate program work with an advisor from the major and related areas. The advisor develops a Graduate Studies Plan with each candidate based upon transfer credits, program requirements, and elective courses. The program may or may not include certification or endorsement requirements.
The College of Education has three academic departments:

1. The Department of Teaching and Learning with programs in early childhood education, elementary education, and secondary education. (907) 786-4412

2. The Department of Counseling and Special Education with programs in counselor education, special education, early childhood special education, and opportunities in speech and language pathology. (907) 786-6317

3. The Department of Educational Leadership with programs in adult education and educational leadership (principal, superintendent and teacher leadership preparation). (907) 786-4450

**PROFESSIONAL AND CONTINUING EDUCATION**

http://coe.uaa.alaska.edu/pace

The Office of Professional and Continuing Education (PACE) facilitates professional development opportunities for educators and other service professionals. PACE works collaboratively with UAA academic units and partner organizations to provide responsive service and support for 500-level courses, workshops, conferences, institutes, and academies. Committed to addressing the community’s immediate and changing professional development needs, PACE works closely with school districts, professional societies, and private and government agencies.

**MASTER OF ARTS IN TEACHING**

http://coe.uaa.alaska.edu/secondary

The Master of Arts in Teaching (MAT) degree is intended to prepare students for a career in teaching. It is an intensive experience for the dedicated graduate student who has both academic preparation in a content area taught in the public schools and significant life experience. The program integrates course work and field experiences to meet Alaska and national teacher education standards. Graduates of the MAT program are prepared to become educators who are:

- Excited about teaching and learning in K-12 classrooms.
- Committed to a life of thoughtful practice.
- Dedicated to working with all children, their families, and support personnel.
- Knowledgeable in the appropriate subject matter and skilled in how to teach it.
- Committed to the highest standards of professional ethics.

Student outcomes for the program are based on the Standards for Alaska’s Teachers located at: www.eed.state.ak.us/standards/pdf/teacher.pdf.

**ADMISSION REQUIREMENTS**
See the beginning of this chapter for Admission Requirements for Master’s degrees. The application deadline for the MAT is October 1 for applicants seeking spring admission and March 1 for applicants seeking summer admission. Students must apply for admission to both the University of Alaska Anchorage and the College of Education. Students are admitted and proceed through the program as a cohort. An application packet is on the web site.

Applicants for the MAT degree must meet subject area requirements for a teaching endorsement. Approved secondary (7-12) teaching endorsement areas for the MAT are:
- Business Education
- English as a Second Language
- English/Language Arts
- Family and Consumer Science
- General Science
- Mathematics
- Social Studies
- Technology Education
- World Languages (this endorsement is for a specific language)

Approved K-12 teaching endorsement areas for the MAT are:
- Music
- Physical Education

Note: Teaching endorsements must be completed in accordance with the approved standards-based Initial Endorsement Content Preparation Review on file in the College of Education.

Undergraduates interested in applying to the MAT should see a College of Education faculty advisor early in their program to ensure that subject matter courses taken to fulfill undergraduate degree requirements meet the content preparation standards required by the College’s accrediting association. Additional subject matter course work may be required before an applicant can be accepted to the MAT. Therefore, individuals with baccalaureate degrees who are considering a career change to become a teacher should see a faculty advisor at least one year before applying to the program.

Applicants are expected to have basic technology skills such as general computer use, email, word processing, internet research, etc.

Applicants must also provide documentation to the College of Education of qualifications in the following three areas:
1. Academic preparation and demonstrated content knowledge competency in the endorsement area sought.
2. Successful experience with adolescents.
3. Dispositions for teaching, including collaborative skills and the ability to work with adolescents and families from diverse backgrounds.
Admission to the program is competitive and based on a two-part review of the applicant’s credentials. The first committee review is preliminary and based on the documentation submitted by the applicant. If the applicant is recommended as a strong potential candidate for admission, then an admissions interview is scheduled. Applicants’ knowledge, skills and dispositions as documented in the MAT application packet and demonstrated in the admissions interview will be holistically evaluated with two exceptions:

- Passing scores on the Praxis I exam. Scores are determined by the Alaska State Board of Education and Early Development.
- Demonstrated writing ability. Because the MAT is a graduate program, and because teachers are required to communicate effectively with a wide audience, applicants must demonstrate that they are able to meet high expectations for written work.

If the candidate is recommended for admission based on the preliminary review and admissions interview, a physical exam and a background check must be passed prior to admission to the internships.

Stage I: Preliminary Review
Applicants must complete the MAT application packet available from the College of Education. It must include the following:

1. Verification of a baccalaureate with an expected minimum of a 2.75 G.P.A. in the last 30 credits of the baccalaureate degree or subsequent graduate-level coursework. Undergraduates may apply during senior year with anticipated graduation in May.
2. Passing scores on the Praxis I, a test of basic skills in reading, writing, and mathematics. This test is also required by the State of Alaska; the Alaska State Board of Education and Early Development determines passing scores. Contact the College of Education for the passing scores.
3. Scores from the relevant content knowledge Praxis II test. Competitive scores will be at the national median or higher.
4. Demonstrated evidence of content area preparation in the teaching area for which the applicant is seeking endorsement, including the standards-based “Initial Endorsement Content Preparation Review” that has been signed by an appropriate College of Education faculty advisor.
5. An essay addressing questions based on the MAT program purpose and outcomes, as described in the application packet.
7. Two letters of recommendation that speak directly to the applicant’s qualifications to be admitted to the MAT degree and her/his choice of teaching as a career. At least one of the letters should address the academic expertise in the endorsement area.

Stage II: Admissions Interview
8. After the preliminary review of the required application materials is completed, all applicants who are recommended as potential candidates will be interviewed by an Admissions Committee. Admission to the MAT degree program is competitive, and final decisions will be
based upon consideration of all data. Admission to the MAT program does not guarantee an internship placement (see note under Professional Field Experiences).

ADDITIONAL REQUIREMENTS
Applicants accepted for admission must provide the following documents.

   The State of Alaska requires fingerprinting and a background check prior to internships in the public schools. The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork. Failure to pass the criminal history background check or failure to comply with the College of Education background check requirements will result in removal from the program. More information is located at http://coe.uaa.alaska.edu/background.cfm

10. Documentation of a current physical exam.

ACADEMIC PROGRESS
Students enrolled in the MAT must maintain a minimum GPA of 3.00, with no individual course grade lower than a C, or B where specified. EDFN A444 Positive Learning Communities in K-6 Classrooms, EDFN A478 Issues in Alaska Native Education, K-12, EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning, and EDSE A482 Inclusive Classrooms for All Children require a minimum grade of B. Courses with grades less than a C, including those used to demonstrate content knowledge on the “Initial Endorsement Content Preparation Review,” may not be applied to meet certification or endorsement requirements. Satisfactory progress on all standards must be demonstrated in the internship courses to remain in the program.

GRADUATION REQUIREMENTS
See the beginning of this chapter for University Requirements for Master’s Degrees.

PROGRAM REQUIREMENTS
A. Master of Arts in Teaching – Secondary Education 7-12 with a teaching endorsement in Business Education, English as a Second Language, English/Language Arts, Family and Consumer Science, General Science, Mathematics, Social Studies, Technology Education, or World Languages

1. Required Foundations Courses 0-9
   EDFN A478 Issues in Alaska Native Education, K-12 3
   EDFN A601 Foundations: Philosophy of Education 2
   EDFN A602 Foundations: Educational Psychology 2
   EDFN 603 Foundations: Education History and Sociology 2
   Notes: Minimum grade of B required in EDFN A478. With departmental approval, the above courses may be taken before formal admission to the MAT program. If EDFN A478 is taken as part of an undergraduate program, it may be waived for the MAT.

2. Required Core Courses 11
   EDFN A647 Developing Literacies Across the K-12 Continuum 1
   EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning 2
   EDSE A637 Inclusive Teaching and Learning in Secondary Schools 2
EDSY A630 Language, Culture, and Teaching in Secondary Schools  2
EDSY A644 Developing a Community of Learners in Middle/High School  3
EDSY A648 Developing Literacies in the Secondary Content Areas  1

Note: Minimum grade of B required in EDFN A649.

3. Required Methods Classes (Choose appropriate two-course sequence)  5
   EDSY A663A Middle/High School English/Language Arts Methods I (3)  3
   EDSY A663B Middle/High School English/Language Arts Methods II (2)  2
   or
   EDSY A664A Middle/High School Social Studies Methods I (3)
   EDSY A664B Middle/High School Social Studies Methods II (2)
   or
   EDSY A665A Middle/High School Mathematics Methods I (3)
   EDSY A665B Middle/High School Mathematics Methods II (2)
   or
   EDSY A669A Middle/High School Science Methods I (3)
   EDSY A669B Middle/High School Science Methods II (2)
   or
   EDSY A667A Middle/High School Second Language Teaching I (3)
   EDSY A667B Middle/High School Second Language Teaching II (2)
   or
   EDSY A667A Middle/High School Second Language Teaching I (3)
   EDSY A667C Middle/High School Methods for Teaching English as a Second Language (2)
   or
   CTE A643A Middle/High School CTE Methods I (3)
   CTE A643B Middle/High School CTE Methods II (2)

4. Required Field Experiences  9
   EDFN A695A Internship I         3
   EDFN A695B Internship II       6
   (Career and Technical Education candidates take CTE A695A & CTE A695B)

5. Total credits for degree:  31-34

6. Candidates must successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

B. Master of Arts in Teaching – K-12 with a teaching endorsement in Music or Physical Education

1. Required Foundations Courses  0-9
   EDFN A478 Issues in Alaska Native Education, K-12  3
   EDFN A601 Foundations: Philosophy of Education  2
   EDFN A602 Foundations: Educational Psychology  2
   EDFN A603 Foundations: Education History and Sociology  2

Notes: Minimum grade of B required in EDFN A478. With departmental approval, the above courses may be taken before formal admission to the MAT program. If EDFN A478 is taken as part of an undergraduate program, it may be waived for the MAT.

2. Required Core Courses  12
EDFN A444 Positive Learning Communities in K-6 Classroom 1
EDFN A647 Developing Literacies Across the K-12 Continuum 1
EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning 2
EDSE A482 Inclusive Classrooms for All Children 3
EDSY A630 Language, Culture, and Teaching in Secondary Schools 2
EDSY A644 Developing a Community of Learners in Middle/High School 3

*Note: Minimum grade of B required in EDFN A649*

3. Required Methods Classes (Choose appropriate two-course sequence) 6
   - MUS A668A Methods for Teaching Music I, K-12 3
   - MUS A668B Methods for Teaching Music II, K-12 3
   or
   - PEP A645 Methods in Elementary Physical Education (3)
   - PEP A646 Methods in Secondary Physical Education (3)

4. Required Field Experiences 12
   - EDFN A695C K-12 Internship: Secondary 6
   - EDFN A695D K-12 Internship: Elementary 6

5. Total credits for degree 30-39

6. Candidates must successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

**PROGRAM OPTIONS**

A. **Fast Track Option**

   The Fast Track Option is an intensive three semester program that allows candidates to complete the MAT as full-time students in 12-18 months. Candidates admitted in the fall take classes “spring-fall-spring”. Candidates admitted in the spring take classes “summer-fall-spring.” The yearlong internship is during the fall and spring semesters.

B. **Two Year Option**

   The Two-Year Option allows candidates to complete the MAT as part-time students over a period of 24-30 months. Depending on admission, candidates take the nine (9) credits of foundations courses either during the spring or summer semester. Beginning in the fall semester when candidates are enrolled in the core courses and/or methods courses, their schedule includes a required field experience component (internship).

C. **Alternate Route to Certification Option**

   The Alternate Route Option is for candidates who have secured a teaching position with an Alaska School District. Generally this option is available only to those candidates in areas of teacher shortage. Candidates will complete the MAT in 24-30 months. Please contact the College of Education for further information about this option.

**PROFESSIONAL FIELD EXPERIENCES**

The Master of Arts in Teaching degree program includes a comprehensive internship experience in an educational setting. Internship placements are arranged and supervised by university faculty in partnership with the principal and staff from the public school. University course work and classroom practice are closely linked and communication about performance in both the course work and classroom practice is shared among the partners. Internships follow the K-12 school year calendar and not the university academic year calendar.
Performance in the internship must meet stated competencies and individual outcomes. Performance evaluations determine the candidate’s progress toward meeting the State of Alaska Standards for Alaska’s Teachers, the Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools, and the International Society for Technology in Education’s National Education Technology Standards and Performance Indicators for All Teachers.

It is expected that interns will demonstrate appropriate professional dispositions with respect to their actions, attitudes, and performance. Teacher candidates are required to adhere to the characteristics of professionalism as published in the MAT Program Handbook, and to abide by the State of Alaska Code of Ethics of the Education Profession. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field experience and denial of the Institutional Recommendation for teacher certification.

Internship placements are made in partnership with participating school districts, which may request additional information and/or preparation from university candidates according to the district’s established policies and practices. Because cooperating districts also determine the number of placements available for candidates, placement may become competitive if the number of applicants exceeds the number of spaces. Districts also reserve the right to refuse or terminate placements when candidates do not meet a minimum standard of performance. Thus, while the University will make every effort to identify appropriate field experiences, admission to the Master of Arts in Teaching degree program does not guarantee an internship placement.

**INSTITUTIONAL RECOMMENDATION**

To obtain an Institutional Recommendation for teacher certification, candidates must have:
1. Completed all program courses with a minimum grade of C, or B where specified;
2. Maintained a cumulative 3.0 GPA in the MAT;
3. Achieved passing scores on the Praxis I and II exams;
4. Satisfactorily completed internships; and
5. Met all standards listed in the standards-based “Initial Endorsement Content Preparation Review.”

**MASTER OF EDUCATION**

Within the curriculum of the M.Ed. program are several options, each with its own set of specific requirements. Each is designed to provide the student with initial or advanced preparation in professional education. Some also lead to endorsement or certification. M.Ed. options are:

A. Adult Education
   - Teaching, Learning and Development
   - Human Resource Development and Leadership
   - Career and Technical Education
   - Student Designed Concentration
B. Counselor Education

**School Counseling (K-8, 7-12, or both)**
- Community Agency Counseling

C. Early Childhood Special Education

D. Educational Leadership

- Principal (K-8, 7-12, or both)
- Teacher Leadership

E. Master Teacher with Specialty Options – admission suspended

F. Special Education

- Special Education
- Director of Special Education

**PROFESSIONAL FIELD PRACTICE**
Prior to permitting the candidate to enter the final stage of preparation, which is characterized in most options by participation in a practicum or internship, a faculty committee will evaluate the candidate’s performance in the program. Admission into this final phase of professional preparation is a faculty decision and is separate from entry into the graduate program. Difficulties including inadequate academic performance, unprofessional behavior, unsatisfactory field reports, or other factors, may result in denial of entry to practicum or internship. Performance in practicum and internship is closely monitored, with stated minimum competencies and the development of individual objectives. Since this is the practice and application phase of professional development, it is assumed that candidates will demonstrate appropriate professional dispositions with respect to their professional actions, attitude, and performance.

The Alaska Department of Education and Early Development issues certificates/endorsements as a result of successful program completion as verified by the department chair and the dean.

**FIELD PLACEMENTS**
Most College of Education graduate programs require field experiences in school or agency settings.

**Criminal History Background Clearance**
The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork.
There are two types of background clearances required. In general, Alaska Public Safety Information Network (APSIN) clearance is required for lecture courses that include a fieldwork component as part of the course. Courses that are primarily field-based, such as practica or internships, require fingerprinting and a national (FBI) criminal history background check. Various agencies and centers may have additional requirements. In some cases, criminal history background clearance is required for admission to a department or program.

Failure to comply with the College of Education background check requirements will result in denial of access to field placement settings. Failure to pass the criminal history background check will result in removal from the program. More information is located at http://coe.uaa.alaska.edu/background.cfm

Cooperating School/Agency

Practica, internships, and other field placements are made only in cooperation with participating school districts and agencies. The school districts and agencies that work with the College of Education reserve the right to request additional information and/or preparation from candidates, in accordance with their established policies/practices. Cooperating districts and agencies also determine the number of available spaces and placements for candidates. Placements may become competitive if the number of applicants exceeds the number of spaces. Districts and agencies also reserve the right to refuse or terminate placements when candidates do not meet an acceptable standard of performance. Thus, while the University makes every effort to find appropriate field placements for candidates, admittance to a degree/certificate/endorsement program does not guarantee acceptance by cooperating school districts or agencies. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field placement.

Transfer

Candidates who have taken all or part of an approved program at another university must take at least 9 credits of approved education courses at the University of Alaska prior to being admitted to an advanced practicum or internship.

ADMISSION PROCEDURES

Individuals applying to the M.Ed. must complete both UAA’s graduate (http://www.uaa.alaska.edu/admissions/) and the application for the specific program in the College of Education. When all official transcripts and other required materials are received by Enrollment Services, a copy of the applicant’s file is forwarded to the College of Education and combined with the College of Education admission materials for consideration by the appropriate department. In some cases, applicants may be contacted about providing writing samples or for scheduling personal interviews with the department after their completed files are received. When
all documents are received and reviewed by the department, the applicant will be notified of the department’s decision.

ADMISSION DEADLINES
Applicant files are reviewed throughout the year. However, applications for admission need to be submitted by specific dates (July 1st, November 1st, and May 1st) to qualify for financial aid.

ADMISSION REQUIREMENTS
1. Satisfy Admission Requirements for Master’s Degrees at the beginning of this chapter.
2. Hold a baccalaureate degree from a regionally accredited institution or equivalent from another country.
3. Have a GPA of 3.00 (on a 4.00 point scale) in the last 30 credits.
4. Satisfy the admission requirements as specified by the appropriate program. In general, programs require submission of a resume documenting professional experience, goal statements, and professional references. Some programs may require teacher certification. Departments may request writing samples or interviews as part of the admission process.

Competitive Qualifications
Applicants who meet the above criteria are considered for program admission on a competitive basis.

GRADUATE STUDIES PLAN
An official Graduate Studies Plan must be approved before completion of more than 12 credits of course work.

GRADUATION REQUIREMENTS
1. Satisfy general university requirements for graduate degrees and master’s level graduation requirements at the beginning of this chapter.
2. Complete a minimum of 30 credits of approved course work. Specific programs may require more than 30 credits. See appropriate program for credit requirements.
3. Satisfy the requirement of a comprehensive examination, comprehensive portfolio, or other scholarly work as specified by the program.

Cautionary Note: Graduate courses completed prior to being admitted as a graduate student will not necessarily be applicable toward a specific graduate degree program. Since recency of credits is of concern to the candidate’s committee when developing the graduate program, course work must be completed within a consecutive seven-year period prior to graduation in order to fulfill the requirements of the degree.

INSTITUTIONAL RECOMMENDATION
Following are the requirements for an institutional recommendation for those programs leading to a recommendation for certification or endorsement:
1. All program courses must be completed with a grade of C or higher.
2. Cumulative GPA of 3.00 in the program coursework.
3. For endorsements, all requirements for a current Teacher Certificate must be successfully met.
4. All programs, with the exception of Counselor Education, require at least one year of appropriate professional experience related to the student’s course of study. For Principal Type B Certificates, candidates must have three years of successful contract teaching.
5. For the Principal Type B Certificate, the M.Ed. must be conferred.
6. Demonstration of basic computer/technology competence. See specific programs for additional information.

Note: Certification is awarded by the State of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau. Graduates must meet all requirements specified by EED at the time of application for the certificate.

PROGRAM REQUIREMENTS (M.ED.)
Complete one of the following courses of study:

A. ADULT EDUCATION
   http://coe.uaa.alaska.edu/adulted

The Master of Education in Adult Education is designed for working professionals who will develop, lead, and implement educational programs for adults across an entire range of professions, including higher education, health care, human services, non-profit organizations, government, and business. A learner-centered, interdisciplinary program, it is designed to develop a reflective practitioner-scholar and strengthen culturally responsive teaching of adults. Learner outcomes for this program are described on the website above.

SPECIAL ADMISSION REQUIREMENTS

1. The Adult Education program application packet (see website link above or contact us directly) contains instructions and a complete list of required documents.
2. Qualified applicants will be asked to complete a writing exercise.
3. The application process concludes with an interview with the Adult Education program faculty.
   
   Note: Program admission does not require GRE or Miller Analogies Test.

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

PROGRAM REQUIREMENTS
1. Introductory Program Sequence (12 credits):
EDAE A615 Introduction to Adult Education 3
EDAE A655 The Adult Learner 3
EDAE A665 History and Philosophy of Adult Education 3
EDAE A675 Design of Programs for Adults 3

2. Program Concentration (12 credits):
   The program concentration focuses students’ academic
   efforts in a specific arena of practice. The concentration
   consists of a minimum of 12 credits with course options
   listed under each concentration. Up to three (3 credits not
   listed in the course options may be selected as appropriate,
   in consultation with the academic advisor. Complete one of
   the following concentrations.

a. Teaching, Learning, and Development (12)
   EDAE A637 Design of e-Learning (3) 3
   OR
   EDAE A638 Facilitation of Learning
   with Technology (3)
   EDAE A676 Curriculum and Instructional
   Design 3
   EDAE A679 Methods and Materials in Adult
   Education 3
   EDAE A695 Practicum in Adult Education 1-3
   EDFN A654 Brain, Mind, and Education 3
   PSY A450 Adult Development and Aging 3

b. Human Resource Development and Leadership (12)
   BA A632 Organizational Behavior & Human
   Resource Management 3
   EDAE A650* Principles of Human Resource
   Development 3
   Choose three (3) credits from the following two options:
   1) EDL A637 Educational Leadership and
      Organizational Behavior (3) 3
   Or
   PADM A610 Organizational Theory and
   Behavior(3) 3
   2) EDAE A638 Facilitation of Learning
      w/Technology (3) 3
   Or
   EDAE A637 Design of e-Learning (3)
   EDAE A695 Practicum in Adult Education 1-3
   * Required

c. Career and Technical Education (12)
   CTE A611 Historical and Philosophical
   Foundations of Career and
   Technical Education 3
d. **Student Designed Concentration**

Students electing to design a program concentration must submit a concentration plan by the end of their first semester after acceptance into the program. The plan should be constructed in consultation with the student’s assigned academic advisor. The proposed plan must include the courses (minimum of 12 credits) that will compose the concentration and copies of recent syllabi for the proposed courses. The student must identify a core focus of the concentration and major learning goals that will be met by its completion.

3. Final program sequence (12 credits):
   - EDAE A691 Professional Seminar
   - EDAE A698 Inquiry Project (3)
   - EDAE A699 Thesis (3)
4. Research courses by advisement 6
5. M.Ed. candidates in Adult Education prepare a portfolio throughout the program to document their progress through the program and their development as reflective practitioner-scholars.
6. A total of 36 credits is required for the degree.

**B. COUNSELOR EDUCATION**

http://coe.uaa.alaska.edu/coun

The M.Ed. in Counselor Education is designed for individuals who desire initial professional preparation as counselors in public schools or community agencies. The program encompasses theory, research, and practice relating to the delivery of counseling services to children, adolescents or adults who require assistance with developmental, academic, personal, social, or career issues.

**STUDENT OUTCOMES**

1. Communicate essential knowledge and understandings of the profession of counseling including an ability to integrate knowledge into personally meaningful frameworks.
2. Apply practical knowledge that is developmentally appropriate to individuals and groups.
3. Utilize assessment, research, and technology to support and improve counseling practices.
4. Show characteristics relating to effective counseling practice.
5. Create positive therapeutic environments for all clients.
6. Engage in work that meets ethical standards and legal mandates in the field of counseling.

ADMISSION REQUIREMENTS
1. See Admission Requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Complete the Counselor Education Application (application packet can be found on the program web site).
2. Submit three letters (or reference forms) of professional recommendation (see application packet for forms).
3. Provide a goal statement of approximately 500 words that contains an autobiography, career goals, and how the M.Ed. program relates to those goals.
4. Participate in an interview (if requested).
5. Provide a writing sample (if requested).

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

PROGRAM REQUIREMENTS
1. Research Core (6 credits):
   - EDFN A660 Fundamentals of Research in Education 2*
   - EDFN A664 Developing and Writing Literature Reviews 2
   - Research course(s) by advisement 2
   \*Must be taken within the first 12 hours of program coursework

2. Counselor Education Core (30 credits):
   - EDCN A610 Professional and Ethical Orientation to Counseling 3
   - EDCN A613 Human Development for Helping Professionals 3
   - EDCN A614 Counseling Diverse Populations 3
   - EDCN A616 Counseling Theories 3
   - EDCN A620 Assessment in Counseling 3
   - EDCN A623 Counseling Skills and Techniques 3
   - EDCN A624 Group Counseling 3
   - EDCN A632 Lifespan Career Development 3
   - EDCN A634 Counseling Practicum 3

3. Choose one of two options: A. School Counseling or B. Community Agency Counseling.
The School Counseling option addresses the State of Alaska Department of Education and Early Development (EED) requirements for a Type C Special Services Certificate with an endorsement in Counseling and Guidance. Both options address the academic requirements for the credential of National Certified Counselor (NCC). Additional requirements apply. See the National Board for
Certified Counselor for more information: www.nbcc.org. Both options also address partial academic requirements for the credential of Licensed Professional Counselor (LPC). Candidates must have a total of 60 credits approved by the LPC Board. Additional requirements apply. See the Alaska Board of Professional Counselors web site for more information: www.commerce.state.ak.us/occ/ppco.htm

**a. School Counseling (12 credits)**
The School Counseling option is designed for individuals who want to work as counselors in public school settings.
- EDCN A625 Administration and Practices in School Counseling 3
- EDCN A633 Counseling Children and Adolescents 3
- EDCN A695E* Counseling Internship: Elementary School (3-6) 3

or
- EDCN A695S* Counseling Internship: Secondary School (3-6)
- Electives by Advisement 3

*EDCN A695E Counseling Internship: Elementary School and EDCN A695S Counseling Internship: Secondary School cannot be used to fulfill elective course requirements for the degree.

**Note:** The School Counseling option may lead to an institutional recommendation for a Type C Special Services Certificate with an endorsement in Counseling and Guidance. Candidates will be considered for endorsement at the elementary (K-8) or secondary (7-12) level upon completion of an internship at the appropriate level. Thus, candidates seeking institutional recommendation for grades K-12 must successfully complete internships at both elementary and secondary levels. Candidates will need additional coursework not required for the degree. EED requires approved coursework in multicultural education/cross-cultural communication and Alaska studies. The multicultural education/cross-cultural communication requirement is met through completion of EDCN A614 Counseling Diverse Populations if taken after May 2008. For a list of all approved courses, see the EED web site: www.eed.state.ak.us.

**b. Community Agency Counseling (12 credits)**
The Community Agency Counseling option is designed for individuals who want to work as counselors in community agency settings.
- EDCN A627 Counseling in Community Agencies 3
- EDCN A690 Current Topics in Counseling (1-3) 3
- EDCN A695C* Counseling Internship: Community Agency (3-6) 3
- Electives** by Advisement 3

*EDCN A695C Counseling Internship: Community Agency cannot be used to fulfill elective course requirements for the degree.

**Students seeking a concentration in career education counseling should choose CTE A611 Historical and Philosophical Foundations of Career and Technical Education.

4. See College of Education Graduation Requirements at the beginning of this section.
5. A portfolio is required.
6. A total of 48 credits is required for the degree.
C. EARLY CHILDHOOD SPECIAL EDUCATION
http://coe.uaa.alaska.edu/ecse

The M.Ed. in Early Childhood Special Education is designed for individuals who desire initial professional preparation in early intervention and early childhood special education. The program encompasses theory, research, and practice relating to children birth to five years of age who experience developmental delays and disabilities. In addition to the degree, this program may also lead to an institutional recommendation for initial teacher certification* or endorsement in Early Childhood Special Education-Birth to Five on an existing certificate from the Alaska Department of Education and Early Development (EED).

STUDENT OUTCOMES
Student outcomes for the program are based on the professional standards of the Council for Exceptional Children (CEC) located at: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/SpecialEdTeachers/default.htm. Students who complete this program will be able to:

1. Apply legal and ethical policies that affect young children with developmental delays and disabilities, families, and programs for young children.
2. Use intervention strategies with young children having developmental delays and disabilities and their families that affirm and respect family, cultural, and linguistic diversity.
3. Develop and apply instructional practices based on knowledge of the child, family, community, and the curriculum.
4. Design, implement, and evaluate environments to assure developmental and functional appropriateness.
5. Assess the development and learning of young children with developmental delays and disabilities and use that information to direct intervention.
6. Critically analyze and apply principles of research in the area of early childhood special education.

ADMISSION REQUIREMENTS
1. Satisfy Admission Requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a GPA of 3.0 in most recent 30 credits.
3. Submit a resume documenting educational experience and at least one year of appropriate professional experience. See department for more information.
4. Submit a goal statement on career goals and how they relate to the M. Ed. program.
5. Submit three letters of recommendation or rating forms from professional references.
6. Participate in an interview if requested by the department.

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

PROGRAM REQUIREMENTS
This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (36 credits):
   - EDRS A660 Fundamentals of Research in Education 2
   - Research courses by advisement 4
   - EDSE A474 Special Children from Birth through Five 3
   - EDSE A610Y Assessment: Early Childhood Special Education 3
   - EDSE A620Y Advanced Internship: Early Childhood (3-6) 6
   - EDSE A622Y Strategies: Early Childhood Special Education 3
   - EDSE A633 Autism: Communication and Social Disorders 3
   - EDSE A674 Families: Developing Parent Professional Partnerships 3
   - EDSE A681 Issues in Early Childhood Special Education 3
   - Electives by advisement 6

2. Complete a portfolio documenting attainment of CEC standards.
3. Take the Praxis II Special Education: Preschool/Early Childhood exam.
4. Satisfy College of Education Graduation Requirements at the beginning of this section.
5. Complete a total of 36 credits for the degree.

*Note: Prior to receiving an institutional recommendation for initial teacher certification, candidates must: a. Pass the Praxis I or other EED-approved test at the level established by EED, b. Successfully complete 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies from the State's approved list; and c. Provide documentation of appropriate field experience in a public school setting (see advisor for details). Also, prior to advancing to the professional certificate, EED requires passing scores on two performance reviews. EED may have additional requirements for certification/endorsement. See the EED web site for more information: www.eed.state.ak.us.

D. EDUCATIONAL LEADERSHIP

The M.Ed. in Educational Leadership is designed for individuals seeking advanced professional preparation to become school leaders. The program specifically prepares individuals for principal or teacher leadership positions.

ADMISSION REQUIREMENTS

1. Satisfy Admission Requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Have at least one year of experience as a certificated elementary or secondary teacher.
3. Hold a current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.

STUDENT OUTCOMES
Student outcomes for the M.Ed. in Educational Leadership are based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. Students who complete the Educational Leadership degree program will be able to:

1. Facilitate the development, implementation, and monitoring of shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

a. Principal (with Type B Administrator Certificate)
Students completing this program are eligible for an institutional recommendation for an administrator certificate to serve as school principals.

**BACKGROUND CHECK REQUIREMENTS**
See Field Placements located at the beginning of the College of Education section of this chapter.

**PROGRAM REQUIREMENTS**
This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. **Foundation Core (12):**
   - EDFN A636 Innovations in Teaching and Learning 3
   - EDRS A660 Fundamentals of Research in Education 2
   - Research courses by advisement 4
   - 600-level electives by advisement 3

2. **Principal Core (24):**
   - EDL A637 Educational Leadership and Organizational Behavior 3
   - EDL A638 Instructional and Curricular Leadership 3
   - EDL A639 The Politics of Education 3
   - EDL A640 Law and Ethics in Education 3
   - EDL A641 Principal Internship (3-6) 6
   - EDL A642 Principal’s Seminar I 3
   - EDL A643 Principal’s Seminar II 3

3. **Comprehensive portfolio required.**
4. A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B Administrator Certificate from the Alaska Department of Education and Early Development (EED).
Note: EED requires three (3) credits of multicultural education/cross-cultural communication and three (3) credits of Alaska studies for State licensure. See the Alaska Department of Education and Early Development website for more information: www.eed.state.ak.us.

b. Teacher Leadership
Students completing this program are prepared to serve in school leadership positions that do not require an administrator certificate.

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

PROGRAM REQUIREMENTS
This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Foundation Core (12 credits):
   - EDFN A636 Innovations in Teaching and Learning 3
   - EDRS A660 Fundamentals of Research in Education 2
   - Research courses by advisement 4
   - 600-level electives by advisement 3

2. Teacher Leadership Core (24 credits):
   - EDAE A656 Understanding and Facilitating Adult Learning 1
   - EDL A637 Educational Leadership and Organizational Behavior 3
   - EDL A638 Instructional and Curricular Leadership 3
   - EDL A639 Politics of Education 3
   - EDL A652 Introduction to Teacher Leadership 3
   - EDL A653 Leadership for Equity 3
   - EDL A654 Building Mentoring Relationships 3
   - EDL A655 Professional Development and Teacher Learning 2
   - EDL A659 Teacher Leadership Capstone Project 3

A total of 36 credits is required for the degree.

Note: The teacher leadership program does not lead to certification from the Alaska Department of Education and Early Development; it is a degree program only.

E. MASTER TEACHER WITH SPECIALTY OPTIONS
http://coe.ualaska.edu
Admission to the M.Ed. in Master Teacher Specialty Options is suspended. The Department of Teaching and Learning is revising the curriculum and plans to reopen this program for admission in 2009.

F. SPECIAL EDUCATION
http://coe.uaa.alaska.edu/sped

Speech-language affiliated program
UAA is affiliated with two graduate schools outside Alaska to provide a Master’s Degree in speech-language pathology. The graduate schools offer academic coursework by distance education while UAA sponsors internships and leveling courses. Contact the project director at slp@uaa.alaska.edu for further information.

The M. Ed. in Special Education has two options: M. Ed. in Special Education and M. Ed. in Special Education with a Director of Special Education Concentration.

a. Special Education Concentration
The M. Ed. in Special Education is designed for individuals who desire advanced professional preparation in Special Education. The program encompasses theory, research, and practice relating to individuals who experience disabilities.

STUDENT OUTCOMES
Student outcomes for the program are based on the professional standards of the Council for Exceptional Children (CEC) located at http://www.cec.sped.org. Students who complete this program will be able to:

1. Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
2. Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
3. Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds.
4. Apply the legal and ethical principles associated with special education.
5. Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
6. Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
7. Critically analyze and apply principles of research.
8. Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

ADMISSION REQUIREMENTS
1. Satisfy admission requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits.
3. Provide evidence of a current teaching certificate or proof of eligibility for obtaining a teaching certificate.
4. Submit a resume documenting educational experience with at least one year of appropriate professional experience.
5. Submit a goal statement on career goals and how they relate to the M. Ed. program.
6. Submit three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.

**BACKGROUND CHECK REQUIREMENTS**
See Field Placements located at the beginning of the College of Education section of this chapter.

**PROGRAM REQUIREMENTS**
This program includes courses delivered by distance education. Students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (36 credits):
   - EDRS A660 Fundamentals of Research in Education 2
   - Research courses by advisement 4
   - EDSE A622 Theories and Strategies 3
   - EDSE A633 Autism: Communication and Social Disorders 3
   - Electives by advisement 21

2. Complete portfolio documenting attainment of CEC standards.
3. Satisfy College of Education Graduation Requirements at the beginning of this section.
4. Complete a total of 36 credits for the degree.

*Note: Students who already hold a teaching certificate may receive an institutional recommendation for a special education endorsement at the developmental level listed on the existing certificate. (See section on Graduate Certificate in Special Education. The certificate courses may be used to fulfill elective requirements for the M. Ed.) The Alaska Department of Education and Early Development (EED) requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for the professional certificate. See the EED web site for more information: www.eed.state.ak.us.*

**b. Director of Special Education Concentration**
The M.Ed. in Special Education–Director of Special Education Concentration provides advanced professional preparation for individuals seeking state licensure as directors of special education. This concentration prepares individuals to provide leadership in special education and related services. The program is designed for psychologists, speech-language pathologists, special education teachers, and other related services specialists, as well as those individuals who will have responsibility for directing, supervising, or coordinating special education and related services programs. Pending approval by the Alaska Board of Education and Early Development, this program leads to an institutional recommendation for certification as a director of special education.

**STUDENT OUTCOMES**
The following student outcomes are based on the Council of Exceptional Children (CEC) standards for administrators available at http://www.cec.sped.org/. Students who complete this program will be able to:

1. Interpret and apply current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families.
2. Develop and manage a budget in accordance with local, state, and federal education laws and regulations.
3. Engage in data-informed decision-making for the administration of education programs and services that support students with exceptional learning needs and their families.
4. Develop and implement ongoing evaluations of education programs and personnel.
5. Demonstrate the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptional learning needs.
6. Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families.

ADMISSION REQUIREMENTS
1. Satisfy Admission Requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a minimum GPA of 3.0 in most recent 30 credits.
3. Provide evidence of a current teacher or related services certificate or proof of eligibility for a certificate.
4. Submit a resume documenting at least 3 years of teaching, related service, or other related experience.
5. Submit a goal statement on career goals and how they relate to the M.Ed. program.
6. Submit three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

PROGRAM REQUIREMENTS
This program includes courses delivered by distance education. Students must have the technological knowledge and skills to engage in distance learning.
1. Complete Foundation Core (12 credits)
   - EDRS A660 Fundamentals of Research in Education 2
   - EDRS A667 Program Evaluation 2
   - Research courses by advisement 2
   - Electives by advisement 6
2. Complete required courses (24 credits)
   - EDL A637 Educational Leadership and Organizational Behavior 3
   - EDL A638 Instructional and Curricular Leadership 3
   - EDL A639 The Politics of Education 3
   - EDSE A611 Supporting Families of Exceptional Children 2
3. Students seeking a second master’s must take EDRS A667 Program Evaluation in addition to the required courses.
5. Satisfy College of Education Graduation Requirements at the beginning of this section.
6. Complete a total of 36 credits for the degree.

Note: Pending approval by the Alaska Board of Education and Early Development, this program leads to an institutional recommendation for certification as a director of special education. EED requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for State licensure. See the EED web site for more information: www.eed.state.ak.us.
Applicants applying for the Master of Education must also complete the following:

1. Take the General Test portion of the GRE, or Miller Analogies Test, as required. Contact each academic department for specific tests. Adult Education does not require either test for admission.

2. Prepare materials for a file in the College of Education by completing an application form and submitting other required materials. Information about specific programs is available on the web site. Applicants without appropriate and recent experience in the field may be required to sign up for a supervised practicum prior to admission.

3. Applicant files are reviewed three times each year: May 1, November 1, and April 1. It is the applicant’s responsibility to have the file completed and submitted by these dates.

4. An official Graduate Studies Plan must be approved before completion of more than nine (9) credits of course work.

ADMISSION PROCEDURES
M.Ed. both When all official transcripts and other required materials are received by Enrollment Services, a copy of the applicant’s file is forwarded to the College of Education and combined with the College of Education admission materials for consideration by a Graduate Committee (see admission requirements above). Applicants may be contacted for scheduling personal interviews with the committee after their completed files are received. Written notification of committee action is sent to the applicant. One of the following actions can be expected from the Graduate Committee:

1. Complete admission.
2. Provisional admission with specified provisions.
3. Denial of admission for stated reasons.

Criteria for Admission
Minimum Qualifications:

1. Hold a baccalaureate degree from a regionally accredited institution or foreign equivalent.

2. Have a GPA of 3.00 (on a 4.00 point scale) in the last 30 credits.

3. Graduate Record Examination with a combined verbal and
quantitative score of 800 or the Miller Analogies Test with scores at or above the 40th percentile.*

*The M.Ed. in Special Education has different score requirements. Contact the department for further information. The M.Ed in Adult Education does not require the GRE or Miller Analogies Test.

CANDIDACY REQUIREMENTS
See the beginning of this chapter for Advancement to Candidacy requirements.

When the student is in the final course work, the Graduate Committee will review the student’s progress for admission to candidacy. Candidacy allows the student to enter the final program phase, which may include a written or oral comprehensive examination and, in some programs, the development of a portfolio, thesis, or investigative project. Candidates must have completed their course work with the minimum of a 3.00 GPA. The M.Ed. - Special Education Program requires a grade of B or better in all EDSE course work. No C grade earned in an undergraduate course can be counted toward a master’s program. In addition, the committee may seek evidence of a candidate’s acceptable performance in written expression.

Candidates completing the Master of Education degree must also complete the following requirements:
1. At least one year successful contract teaching, with the exception of Adult Education and Counselor Education. For certification purposes, principal candidates must have three years successful contract teaching and the superintendent candidates must have five years (minimum three years as a teacher and one as an administrator).
2. An approved official program plan before completion of nine (9) credits of course work.
3. A minimum of 21 credits in a program at the graduate (600) level.
5. At least 18 credits must be completed after the semester in which the student was admitted and approved by the graduate committee.

* on the education “core” studies and the area of specialization. An oral examination may also be required by the student’s committee.

* Adult Education does not require a comprehensive written exam.
The M.Ed. in Master Teacher Specialty Options is designed for classroom teachers with Type A certificates who are seeking advanced professional education. Programs can be planned in such areas as:

- Middle School Education - admission suspended
- Curriculum and Instruction
- Early Childhood – admission suspended
- Educational Technology - admission suspended

1. Middle School Education - admission suspended

2. Curriculum and Instruction- admission suspended

Applicants selecting the Curriculum and Instruction specialty option shall complete the following core courses and their specialty option course work. See an academic advisor to plan specific course work for the specialty option.

Core courses:
- EDFN A621 Culture, Language and Literacy 3
- EDFN A622 Philosophy of Education 3
- EDFN A627 Education Research 3
- EDFN A631 Advanced Educational Psychology 3
- EDFN A651 Curriculum Theory and Development 3
- EDFN A698 Individual Research (1-6) 3

Select a specialty option consisting of a minimum of 18 credits. Candidates may concentrate their studies in such areas as elementary, secondary, reading, mathematics, etc. See a faculty advisor to plan specific course work.

3. A total of 36 credits is required for the degree.

4a. Early Childhood (without endorsement) – admission suspended
4b. Early Childhood (with endorsement through UAS) – admission suspended

5a. Educational Technology (without endorsement) – admission suspended
5b. Educational Technology (with endorsement) – admission suspended
The University of Alaska Anchorage is in full compliance with the institutional reporting requirements mandated in Title II of the Higher Education Act Amendments of 1998. Please contact the College of Education for a copy of the completed report.

The College of Education comprises a community of educators dedicated to improving the quality of education. The mission of the College of Education is to prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska’s learners, families, educators, and communities. Our programs emphasize the power of learning to transform people’s lives. Across the university, faculty members teach professional educators to work in diverse settings, to form and sustain learning partnerships, and to provide learning across the life span. We are confident that this preparation will result in educators’ significant contributions to society.

The College of Education promotes the following core values in their collegial interactions to ensure that program graduates exhibit:

- Intellectual Vitality: Professional educators examine diverse perspectives, engage in research and scholarship, contribute to knowledge and practice, and apply innovations in technology.
- Collaborative Spirit: Professional educators generate, welcome, and support the collaborative relationships and partnerships that enrich people’s lives.
- Inclusiveness and Equity: Professional educators create and advocate for learning communities that advance knowledge and ensure the development, support, and inclusion of peoples’ abilities, values, ideas, languages, and expressions.
- Leadership: Professional educators are committed to the highest standards of ethical behavior in their roles, using professional expertise to improve the communities in which they live and work, and demonstrating the ability to translate theories and principles into transformative educational practice.

We believe that learning must be designed, delivered, and evaluated within the contexts of these core values and program outcomes.
The College of Education offers undergraduate and graduate curricula and programs designed to prepare personnel for various professional roles related to education in a variety of learning environments. The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Our professional preparation programs are approved by the Alaska Department of Education and Early Development and are based on NCATE standards.

The Alaska Department of Education and Early Development issues certificates and endorsements under the “approved program” process for certification. The University of Alaska Anchorage recommends individuals to the Commissioner of Education and Early Development for certification or endorsement after successful completion of one or more of the approved programs. Only the Dean of the College of Education is authorized to recommend candidates for the appropriate certificate or endorsement.

In each of the College’s curricula and programs, candidates are introduced to fundamental issues of education in the contemporary world through courses designed to develop perspective and understanding of the relationship of education to society. Courses provide theory and practice in the development of instructional materials and an understanding of methods of instruction. Students are formally admitted to an appropriate program on the basis of multiple criteria, including their ability to make a positive contribution to educational professions.

All students who desire a degree, certification or endorsement must apply for admission to the University of Alaska Anchorage and to the College of Education. Candidates who seek Alaska State licensure must successfully complete the College of Education’s “approved program,” as well as any additional requirements that may be initiated by the Alaska Department of Education and Early Development. Only courses with a grade of C or higher will be applied to meet certification or endorsement requirements. Some programs require a minimum grade of B. In addition, candidates must demonstrate professional behaviors and dispositions consistent with the College of Education’s Conceptual Framework as well as abide by the UAA Student Code of Conduct and the Code of Ethics and Professional Teaching Standards adopted by the Alaska Professional Teaching Practices Commission. These documents are available on the College of Education web site.

Applicants admitted to a graduate program work with an advisor from the major and related areas. The advisor develops a Graduate Studies Plan with each candidate based upon transfer credits, program requirements, and elective courses. The program may or may not include certification or endorsement requirements.
The College of Education has three academic departments:

1. The Department of Teaching and Learning with programs in early childhood education, elementary education, and secondary education. (907) 786-4412

2. The Department of Counseling and Special Education with programs in counselor education, special education, early childhood special education, and opportunities in speech and language pathology. (907) 786-6317

3. The Department of Educational Leadership with programs in adult education and educational leadership (principal, superintendent, and teacher leadership preparation). (907) 786-4450

PROFESSIONAL AND CONTINUING EDUCATION

http://coe.uaa.alaska.edu/pace

The Office of Professional and Continuing Education (PACE) facilitates professional development opportunities for educators and other service professionals. PACE works collaboratively with UAA academic units and partner organizations to provide responsive service and support for 500-level courses, workshops, conferences, institutes, and academies. Committed to addressing the community’s immediate and changing professional development needs, PACE works closely with school districts, professional societies, and private and government agencies.

MASTER OF ARTS IN TEACHING

http://coe.uaa.alaska.edu/secondary

The Master of Arts in Teaching (MAT) degree is intended to prepare students for a career in teaching. It is an intensive experience for the dedicated graduate student who has both academic preparation in a content area taught in the public schools and significant life experience. The program integrates course work and field experiences to meet Alaska and national teacher education standards. Graduates of the MAT program are prepared to become educators who are:

- Excited about teaching and learning in K-12 classrooms.
- Committed to a life of thoughtful practice.
- Dedicated to working with all children, their families, and support personnel.
- Knowledgeable in the appropriate subject matter and skilled in how to teach it.
- Committed to the highest standards of professional ethics.

Student outcomes for the program are based on the Standards for Alaska’s Teachers located at: www.eed.state.ak.us/standards/pdf/teacher.pdf.

ADMISSION REQUIREMENTS
See the beginning of this chapter for Admission Requirements for Master’s degrees. The application deadline for the MAT is October 1 for applicants seeking spring admission and March 1 for applicants seeking summer admission. Students must apply for admission to both the University of Alaska Anchorage and the College of Education. Students are admitted and proceed through the program as a cohort. An application packet is on the web site.

Applicants for the MAT degree must meet subject area requirements for a teaching endorsement. Approved secondary (7-12) teaching endorsement areas for the MAT are:

- Business Education
- English as a Second Language
- English/Language Arts
- Family and Consumer Science
- General Science
- Mathematics
- Social Studies
- Technology Education
- World Languages (this endorsement is for a specific language)

Approved K-12 teaching endorsement areas for the MAT are:

- Music
- Physical Education

*Note: Teaching endorsements must be completed in accordance with the approved standards-based Initial Endorsement Content Preparation Review on file in the College of Education.*

Undergraduates interested in applying to the MAT should see a College of Education faculty advisor early in their program to ensure that subject matter courses taken to fulfill undergraduate degree requirements meet the content preparation standards required by the College’s accrediting association. Additional subject matter course work may be required before an applicant can be accepted to the MAT. Therefore, individuals with baccalaureate degrees who are considering a career change to become a teacher should see a faculty advisor at least one year before applying to the program.

Applicants are expected to have basic technology skills such as general computer use, email, word processing, internet research, etc.

Applicants must also provide documentation to the College of Education of qualifications in the following three areas:

1. Academic preparation and demonstrated content knowledge competency in the endorsement area sought.
2. Successful experience with adolescents.
3. Dispositions for teaching, including collaborative skills and the ability to work with adolescents and families from diverse backgrounds.
Admission to the program is competitive and based on a two-part review of the applicant’s credentials. The first committee review is preliminary and based on the documentation submitted by the applicant. If the applicant is recommended as a strong potential candidate for admission, then an admissions interview is scheduled. Applicants’ knowledge, skills and dispositions as documented in the MAT application packet and demonstrated in the admissions interview will be holistically evaluated with two exceptions:

- Passing scores on the Praxis I exam. Scores are determined by the Alaska State Board of Education and Early Development.
- Demonstrated writing ability. Because the MAT is a graduate program, and because teachers are required to communicate effectively with a wide audience, applicants must demonstrate that they are able to meet high expectations for written work.

If the candidate is recommended for admission based on the preliminary review and admissions interview, a physical exam and a background check must be passed prior to admission to the internships.

**Stage I: Preliminary Review**
Applicants must complete the MAT application packet available from the College of Education. It must include the following:

1. Verification of a baccalaureate with an expected minimum of a 2.75 G.P.A. in the last 30 credits of the baccalaureate degree or subsequent graduate-level coursework. Undergraduates may apply during senior year with anticipated graduation in May.
2. Passing scores on the Praxis I, a test of basic skills in reading, writing, and mathematics. This test is also required by the State of Alaska; the Alaska State Board of Education and Early Development determines passing scores. Contact the College of Education for the passing scores.
3. Scores from the relevant content knowledge Praxis II test. Competitive scores will be at the national median or higher.
4. Demonstrated evidence of content area preparation in the teaching area for which the applicant is seeking endorsement, including the standards-based “Initial Endorsement Content Preparation Review” that has been signed by an appropriate College of Education faculty advisor.
5. An essay addressing questions based on the MAT program purpose and outcomes, as described in the application packet.
7. Two letters of recommendation that speak directly to the applicant’s qualifications to be admitted to the MAT degree and her/his choice of teaching as a career. At least one of the letters should address the academic expertise in the endorsement area.

**Stage II: Admissions Interview**
8. After the preliminary review of the required application materials is completed, all applicants who are recommended as potential candidates will be interviewed by an Admissions Committee. Admission to the MAT degree program is competitive, and final decisions will be
based upon consideration of all data. Admission to the MAT program does not guarantee an internship placement (see note under Professional Field Experiences).

**ADDITIONAL REQUIREMENTS**

Applicants accepted for admission must provide the following documents.

9. A completed State of Alaska Student Teacher Certification Authorization application form. The State of Alaska requires fingerprinting and a background check prior to internships in the public schools. The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork. Failure to pass the criminal history background check or failure to comply with the College of Education background check requirements will result in removal from the program. More information is located at http://coe.uaa.alaska.edu/background.cfm

10. Documentation of a current physical exam.

**ACADEMIC PROGRESS**

Students enrolled in the MAT must maintain a minimum GPA of 3.00, with no individual course grade lower than a C, or B where specified. EDFN A444 Positive Learning Communities in K-6 Classrooms, EDFN A478 Issues in Alaska Native Education, K-12, EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning, and EDSE A482 Inclusive Classrooms for All Children require a minimum grade of B. Courses with grades less than a C, including those used to demonstrate content knowledge on the “Initial Endorsement Content Preparation Review,” may not be applied to meet certification or endorsement requirements. Satisfactory progress on all standards must be demonstrated in the internship courses to remain in the program.

**GRADUATION REQUIREMENTS**

See the beginning of this chapter for University Requirements for Master’s Degrees.

**PROGRAM REQUIREMENTS**

A. Master of Arts in Teaching – Secondary Education 7-12 with a teaching endorsement in Business Education, English as a Second Language, English/Language Arts, Family and Consumer Science, General Science, Mathematics, Social Studies, Technology Education, or World Languages

1. Required Foundations Courses
   - EDFN A478 Issues in Alaska Native Education, K-12 3
   - EDFN A601 Foundations: Philosophy of Education 2
   - EDFN A602 Foundations: Educational Psychology 2
   - EDFN A603 Foundations: Education History and Sociology 2

   Notes: Minimum grade of B required in EDFN A478. With departmental approval, the above courses may be taken before formal admission to the MAT program. If EDFN A478 is taken as part of an undergraduate program, it may be waived for the MAT.

2. Required Core Courses
   - EDFN A647 Developing Literacies Across the K-12 Continuum 1
   - EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning 2
   - EDSE A637 Inclusive Teaching and Learning in Secondary Schools 2
EDSY A630 Language, Culture, and Teaching in Secondary Schools 2
EDSY A644 Developing a Community of Learners in Middle/High School 3
EDSY A648 Developing Literacies in the Secondary Content Areas 1

*Note: Minimum grade of B required in EDFN A649.*

3. Required Methods Classes (Choose appropriate two-course sequence) 5
   EDSY A663A Middle/High School English/Language Arts Methods I (3) 3
   EDSY A663B Middle/High School English/Language Arts Methods II (2) 2
   or
   EDSY A664A Middle/High School Social Studies Methods I (3)
   EDSY A664B Middle/High School Social Studies Methods II (2)
   or
   EDSY A665A Middle/High School Mathematics Methods I (3)
   EDSY A665B Middle/High School Mathematics Methods II (2)
   or
   EDSY A669A Middle/High School Science Methods I (3)
   EDSY A669B Middle/High School Science Methods II (2)
   or
   EDSY A667A Middle/High School Second Language Teaching I (3)
   EDSY A667B Middle/High School Second Language Teaching II (2)
   or
   EDSY A667C Middle/High School Methods for Teaching English as a Second Language (2)
   or
   CTE A643A Middle/High School CTE Methods I (3)
   CTE A643B Middle/High School CTE Methods II (2)

4. Required Field Experiences 9
   EDFN A695A Internship I 3
   EDFN A695B Internship II 6
   (Career and Technical Education candidates take CTE A695A & CTE A695B)

5. Total credits for degree: 31-34

6. Candidates must successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

**B. Master of Arts in Teaching – K-12 with a teaching endorsement in Music or Physical Education**

1. Required Foundations Courses 0-9
   EDFN A478 Issues in Alaska Native Education, K-12 3
   EDFN A601 Foundations: Philosophy of Education 2
   EDFN A602 Foundations: Educational Psychology 2
   EDFN A603 Foundations: Education History and Sociology 2

   *Notes: Minimum grade of B required in EDFN A478. With departmental approval, the above courses may be taken before formal admission to the MAT program. If EDFN A478 is taken as part of an undergraduate program, it may be waived for the MAT.*

2. Required Core Courses 12
   EDFN A444 Positive Learning Communities in K-6 Classroom 1
EDFN A647 Developing Literacies Across the K-12 Continuum  
EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning  
EDSE A482 Inclusive Classrooms for All Children  
EDSY A630 Language, Culture, and Teaching in Secondary Schools  
EDSY A644 Developing a Community of Learners in Middle/High School  

*Note: Minimum grade of B required in EDFN A649*

3. Required Methods Classes (Choose appropriate two-course sequence)  
   MUS A668A Methods for Teaching Music I, K-12  
   MUS A668B Methods for Teaching Music II, K-12  
   or  
   PEP A645 Methods in Elementary Physical Education (3)  
   PEP A646 Methods in Secondary Physical Education (3)  

4. Required Field Experiences  
   EDFN A695C K-12 Internship: Secondary  
   EDFN A695D K-12 Internship: Elementary  

5. Total credits for degree  
   30-39  

6. Candidates must successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

**PROGRAM OPTIONS**

A. **Fast Track Option**  
The Fast Track Option is an intensive three semester program that allows candidates to complete the MAT as full-time students in 12-18 months. Candidates admitted in the fall take classes “spring-fall-spring”. Candidates admitted in the spring take classes “summer-fall-spring.” The yearlong internship is during the fall and spring semesters.

B. **Two Year Option**  
The Two-Year Option allows candidates to complete the MAT as part-time students over a period of 24-30 months. Depending on admission, candidates take the nine (9) credits of foundations courses either during the spring or summer semester. Beginning in the fall semester when candidates are enrolled in the core courses and/or methods courses, their schedule includes a required field experience component (internship).

C. **Alternate Route to Certification Option**  
The Alternate Route Option is for candidates who have secured a teaching position with an Alaska School District. Generally this option is available only to those candidates in areas of teacher shortage. Candidates will complete the MAT in 24-30 months. Please contact the College of Education for further information about this option.

**PROFESSIONAL FIELD EXPERIENCES**  
The Master of Arts in Teaching degree program includes a comprehensive internship experience in an educational setting. Internship placements are arranged and supervised by university faculty in partnership with the principal and staff from the public school. University course work and classroom practice are closely linked and communication about performance in both the course work and classroom practice is shared among the partners. Internships follow the K-12 school year calendar and not the university academic year calendar.
Performance in the internship must meet stated competencies and individual outcomes. Performance evaluations determine the candidate’s progress toward meeting the State of Alaska Standards for Alaska’s Teachers, the Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools, and the International Society for Technology in Education’s National Education Technology Standards and Performance Indicators for All Teachers.

It is expected that interns will demonstrate appropriate professional dispositions with respect to their actions, attitudes, and performance. Teacher candidates are required to adhere to the characteristics of professionalism as published in the MAT Program Handbook, and to abide by the State of Alaska Code of Ethics of the Education Profession. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field experience and denial of the Institutional Recommendation for teacher certification.

Internship placements are made in partnership with participating school districts, which may request additional information and/or preparation from university candidates according to the district’s established policies and practices. Because cooperating districts also determine the number of placements available for candidates, placement may become competitive if the number of applicants exceeds the number of spaces. Districts also reserve the right to refuse or terminate placements when candidates do not meet a minimum standard of performance. Thus, while the University will make every effort to identify appropriate field experiences, admission to the Master of Arts in Teaching degree program does not guarantee an internship placement.

INSTITUTIONAL RECOMMENDATION
To obtain an Institutional Recommendation for teacher certification, candidates must have:
1. Completed all program courses with a minimum grade of C, or B where specified;
2. Maintained a cumulative 3.0 GPA in the MAT;
3. Achieved passing scores on the Praxis I and II exams;
4. Satisfactorily completed internships; and
5. Met all standards listed in the standards-based “Initial Endorsement Content Preparation Review.”

MASTER OF EDUCATION
Within the curriculum of the M.Ed. program are several options, each with its own set of specific requirements. Each is designed to provide the student with initial or advanced preparation in professional education. Some also lead to endorsement or certification. M.Ed. options are:

A. **Adult Education**
   - Teaching, Learning and Development
   - Human Resource Development and Leadership
   - Career and Technical Education
   - Student Designed Concentration

B. **Counselor Education**
School Counseling (K-8, 7-12, or both)
Community Agency Counseling

C. Early Childhood Special Education

D. Educational Leadership
   Principal (K-8, 7-12, or both)
   Teacher Leadership

E. Master Teacher with Specialty Options – admission suspended

F. Special Education
   Special Education
   Director of Special Education

PROFESSIONAL FIELD PRACTICE
Prior to permitting the candidate to enter the final stage of preparation, which is characterized in most options by participation in a practicum or internship, a faculty committee will evaluate the candidate’s performance in the program. Admission into this final phase of professional preparation is a faculty decision and is separate from entry into the graduate program. Difficulties including inadequate academic performance, unprofessional behavior, unsatisfactory field reports, or other factors, may result in denial of entry to practicum or internship. Performance in practicum and internship is closely monitored, with stated minimum competencies and the development of individual objectives. Since this is the practice and application phase of professional development, it is assumed that candidates will demonstrate appropriate professional dispositions with respect to their professional actions, attitude, and performance.

The Alaska Department of Education and Early Development issues certificates/endorsements as a result of successful program completion as verified by the department chair and the dean.

FIELD PLACEMENTS
Most College of Education graduate programs require field experiences in school or agency settings.

Criminal History Background Clearance
The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork.

There are two types of background clearances required. In general, Alaska Public Safety Information Network (APSIN) clearance is required for lecture courses that include a fieldwork

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component as part of the course. Courses that are primarily field-based, such as practica or internships, require fingerprinting and a national (FBI) criminal history background check. Various agencies and centers may have additional requirements. In some cases, criminal history background clearance is required for admission to a department or program.

Failure to comply with the College of Education background check requirements will result in denial of access to field placement settings. Failure to pass the criminal history background check will result in removal from the program. More information is located at http://coe.uaa.alaska.edu/background.cfm

Cooperating School/Agency
Practica, internships, and other field placements are made only in cooperation with participating school districts and agencies. The school districts and agencies that work with the College of Education reserve the right to request additional information and/or preparation from candidates, in accordance with their established policies/practices. Cooperating districts and agencies also determine the number of available spaces and placements for candidates. Placements may become competitive if the number of applicants exceeds the number of spaces. Districts and agencies also reserve the right to refuse or terminate placements when candidates do not meet an acceptable standard of performance. Thus, while the University makes every effort to find appropriate field placements for candidates, admittance to a degree/certificate/endorsement program does not guarantee acceptance by cooperating school districts or agencies. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field placement.

Transfer
Candidates who have taken all or part of an approved program at another university must take at least 9 credits of approved education courses at the University of Alaska prior to being admitted to an advanced practicum or internship.

ADMISSION PROCEDURES
Individuals applying to the M.Ed. must complete both UAA's graduate application (http://www.uaa.alaska.edu/admissions/) and the application for the specific program in the College of Education. When all official transcripts and other required materials are received by Enrollment Services, a copy of the applicant’s file is forwarded to the College of Education and combined with the College of Education admission materials for consideration by the appropriate department. In some cases, applicants may be contacted about providing writing samples or for scheduling personal interviews with the department after their completed files are received. When all documents are received and reviewed by the department, the applicant will be notified of the department’s decision.
ADMISSION DEADLINES
Applicant files are reviewed throughout the year. However, applications for admission need to be submitted by specific dates (July 1st, November 1st, and May 1st) to qualify for financial aid.

ADMISSION REQUIREMENTS
1. Satisfy Admission Requirements for Master’s Degrees at the beginning of this chapter.
2. Hold a baccalaureate degree from a regionally accredited institution or equivalent from another country.
3. Have a GPA of 3.00 (on a 4.00 point scale) in the last 30 credits.
4. Satisfy the admission requirements as specified by the appropriate program. In general, programs require submission of a resume documenting professional experience, goal statements, and professional references. Some programs may require teacher certification. Departments may request writing samples or interviews as part of the admission process.

Competitive Qualifications
Applicants who meet the above criteria are considered for program admission on a competitive basis.

GRADUATE STUDIES PLAN
An official Graduate Studies Plan must be approved before completion of more than 12 credits of course work.

GRADUATION REQUIREMENTS
1. Satisfy general university requirements for graduate degrees and master’s level graduation requirements at the beginning of this chapter.
2. Complete a minimum of 30 credits of approved course work. Specific programs may require more than 30 credits. See appropriate program for credit requirements.
3. Satisfy the requirement of a comprehensive examination, comprehensive portfolio, or other scholarly work as specified by the program.

Cautionary Note: Graduate courses completed prior to being admitted as a graduate student will not necessarily be applicable toward a specific graduate degree program. Since recency of credits is of concern to the candidate’s committee when developing the graduate program, course work must be completed within a consecutive seven-year period prior to graduation in order to fulfill the requirements of the degree.

INSTITUTIONAL RECOMMENDATION
Following are the requirements for an institutional recommendation for those programs leading to a recommendation for certification or endorsement:
1. All program courses must be completed with a grade of C or higher.
2. Cumulative GPA of 3.00 in the program coursework.
3. For endorsements, all requirements for a current Teacher Certificate must be successfully met.
4. All programs, with the exception of Counselor Education, require at least one year of appropriate professional experience related to the student’s course of study. For Principal Type B Certificates, candidates must have three years of successful contract teaching.

5. For the Principal Type B Certificate, the M.Ed. must be conferred.

6. Demonstration of basic computer/technology competence. See specific programs for additional information.

Note: Certification is awarded by the State of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau. Graduates must meet all requirements specified by EED at the time of application for the certificate.

PROGRAM REQUIREMENTS (M.ED.)
Complete one of the following courses of study:

A. ADULT EDUCATION
http://coe.uaa.alaska.edu.adulted

The Master of Education in Adult Education is designed for working professionals who will develop, lead, and implement educational programs for adults across an entire range of professions, including higher education, health care, human services, non-profit organizations, government, and business. A learner-centered, interdisciplinary program, it is designed to develop a reflective practitioner-scholar and strengthen culturally responsive teaching of adults. Learner outcomes for this program are described on the website above.

SPECIAL ADMISSION REQUIREMENTS

1. The Adult Education program application packet (see website link above or contact us directly) contains instructions and a complete list of required documents.
2. Qualified applicants will be asked to complete a writing exercise.
3. The application process concludes with an interview with the Adult Education program faculty.

Note: Program admission does not require GRE or Miller Analogies Test.

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

PROGRAM REQUIREMENTS
1. Introductory Program Sequence (12 credits):
   EDAE A615 Introduction to Adult Education 3
   EDAE A655 The Adult Learner 3
   EDAE A665 History and Philosophy of Adult Education 3
EDAE A675 Design of Programs for Adults  

2. Program Concentration (12 credits):
The program concentration focuses students’ academic efforts in a specific arena of practice. The concentration consists of a minimum of 12 credits with course options listed under each concentration. Up to three (3 credits not listed in the course options may be selected as appropriate, in consultation with the academic advisor. Complete one of the following concentrations.

a. Teaching, Learning, and Development (12)
   - EDAE A637 Design of e-Learning (3)  
   OR
   - EDAE A638 Facilitation of Learning with Technology (3)
   - EDAE A676 Curriculum and Instructional Design  
   - EDAE A679 Methods and Materials in Adult Education  
   - EDAE A695 Practicum in Adult Education 1-3
   - EDFN A654 Brain, Mind, and Education  
   - PSY A450 Adult Development and Aging

b. Human Resource Development and Leadership (12)
   - BA A632 Organizational Behavior & Human Resource Management  
   - EDAE A650* Principles of Human Resource Development  
   Choose three (3 credits from the following two options:
   1) EDL A637 Educational Leadership and Organizational Behavior (3)
   Or
   - PADM A610 Organizational Theory and Behavior(3)
   2) EDAE A638 Facilitation of Learning w/Technology (3)
   Or
   - EDAE A637 Design of e-Learning (3)
   - EDAE A695 Practicum in Adult Education 1-3
   * Required

c. Career and Technical Education (12)
   - CTE A611 Historical and Philosophical Foundations of Career and Technical Education  
   - CTE A633* Current Issues in Career and Technical Education  
   - CTE A643A Career and Technical Education
Methods I
EDAE A638 Facilitation of Learning with Technology (3)
or
EDAE A637 Design of e-Learning (3) 3
CTE A695C Advanced Professional Experiences 1-3

* Required for this concentration

d. Student Designed Concentration
Students electing to design a program concentration must submit a concentration plan by the end of their first semester after acceptance into the program. The plan should be constructed in consultation with the student’s assigned academic advisor. The proposed plan must include the courses (minimum of 12 credits) that will compose the concentration and copies of recent syllabi for the proposed courses. The student must identify a core focus of the concentration and major learning goals that will be met by its completion.

3. Final program sequence (12 credits):
   EDAE A691 Professional Seminar 3
   EDAE A698 Inquiry Project (3)
or
   EDAE A699 Thesis (3) 3

4. Research courses by advisement 6

5. M.Ed. candidates in Adult Education prepare a portfolio throughout the program to document their progress through the program and their development as reflective practitioner-scholars.

6. A total of 36 credits is required for the degree.

B. COUNSELOR EDUCATION
http://coe.uaa.alaska.edu/coun

The M.Ed. in Counselor Education is designed for individuals who desire initial professional preparation as counselors in public schools or community agencies. The program encompasses theory, research, and practice relating to the delivery of counseling services to children, adolescents or adults who require assistance with developmental, academic, personal, social, or career issues.

STUDENT OUTCOMES
1. Communicate essential knowledge and understandings of the profession of counseling including an ability to integrate knowledge into personally meaningful frameworks.
2. Apply practical knowledge that is developmentally appropriate to individuals and groups.
3. Utilize assessment, research, and technology to support and improve counseling practices.
4. Show characteristics relating to effective counseling practice.
5. Create positive therapeutic environments for all clients.
6. Engage in work that meets ethical standards and legal mandates in the field of counseling.

**ADMISSION REQUIREMENTS**
1. See Admission Requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Complete the Counselor Education Application (application packet can be found on the program web site).
2. Submit three letters (or reference forms) of professional recommendation (see application packet for forms).
3. Provide a goal statement of approximately 500 words that contains an autobiography, career goals, and how the M.Ed. program relates to those goals.
4. Participate in an interview (if requested).
5. Provide a writing sample (if requested).

**BACKGROUND CHECK REQUIREMENTS**
See Field Placements located at the beginning of the College of Education section of this chapter.

**PROGRAM REQUIREMENTS**
1. Research Core (6 credits):
   - EDFN A660 Fundamentals of Research in Education 2*
   - EDFN A664 Developing and Writing Literature Reviews 2
   - Research course(s) by advisement 2
   *Must be taken within the first 12 hours of program coursework
2. Counselor Education Core (30 credits):
   - EDCN A610 Professional and Ethical Orientation to Counseling 3
   - EDCN A613 Human Development for Helping Professionals 3
   - EDCN A614 Counseling Diverse Populations 3
   - EDCN A616 Counseling Theories 3
   - EDCN A620 Assessment in Counseling 3
   - EDCN A623 Counseling Skills and Techniques 3
   - EDCN A624 Group Counseling 3
   - EDCN A632 Lifespan Career Development 3
   - EDCN A634 Counseling Practicum 3
3. Choose one of two options: A. School Counseling or B. Community Agency Counseling.
   The School Counseling option addresses the State of Alaska Department of Education and Early Development (EED) requirements for a Type C Special Services Certificate with an endorsement in Counseling and Guidance. Both options address the academic requirements for the credential of National Certified Counselor (NCC). Additional requirements apply. See the National Board for Certified Counselor for more information: www.nbcc.org. Both options also address partial academic requirements for the credential of Licensed Professional Counselor (LPC). Candidates must have a total of 60 credits approved by the LPC Board. Additional requirements apply. See the Alaska Board of Professional Counselors web site for more information: www.commerce.state.ak.us/occ/ppco.htm
a. School Counseling (12 credits)
The School Counseling option is designed for individuals who want to work as counselors in public school settings.

EDCN A625 Administration and Practices in School Counseling 3
EDCN A633 Counseling Children and Adolescents 3
EDCN A695E* Counseling Internship: Elementary School (3-6) 3
or
EDCN A695S* Counseling Internship: Secondary School (3-6)
Electives by Advisement 3

*EDCN A695E Counseling Internship: Elementary School and EDCN A695S Counseling Internship: Secondary School cannot be used to fulfill elective course requirements for the degree.

Note: The School Counseling option may lead to an institutional recommendation for a Type C Special Services Certificate with an endorsement in Counseling and Guidance. Candidates will be considered for endorsement at the elementary (K-8) or secondary (7-12) level upon completion of an internship at the appropriate level. Thus, candidates seeking institutional recommendation for grades K-12 must successfully complete internships at both elementary and secondary levels. Candidates will need additional coursework not required for the degree. EED requires approved coursework in multicultural education/cross-cultural communication and Alaska studies. The multicultural education/cross-cultural communication requirement is met through completion of EDCN A614 Counseling Diverse Populations if taken after May 2008. For a list of all approved courses, see the EED web site: www.eed.state.ak.us.

b. Community Agency Counseling (12 credits)
The Community Agency Counseling option is designed for individuals who want to work as counselors in community agency settings.

EDCN A627 Counseling in Community Agencies 3
EDCN A690 Current Topics in Counseling (1-3) 3
EDCN A695C* Counseling Internship: Community Agency (3-6) 3
Electives** by Advisement 3

*EDCN A695C Counseling Internship: Community Agency cannot be used to fulfill elective course requirements for the degree.

**Students seeking a concentration in career education counseling should choose CTE A611 Historical and Philosophical Foundations of Career and Technical Education.

4. See College of Education Graduation Requirements at the beginning of this section.
5. A portfolio is required.
6. A total of 48 credits is required for the degree.

C. EARLY CHILDHOOD SPECIAL EDUCATION

http://coe.aaa.alaska.edu/ecse

The M.Ed. in Early Childhood Special Education is designed for individuals who desire initial professional preparation in early intervention and early childhood special education. The program
encompasses theory, research, and practice relating to children birth to five years of age who experience developmental delays and disabilities. In addition to the degree, this program may also lead to an institutional recommendation for initial teacher certification* or endorsement in Early Childhood Special Education-Birth to Five on an existing certificate from the Alaska Department of Education and Early Development (EED).

**STUDENT OUTCOMES**

Student outcomes for the program are based on the professional standards of the Council for Exceptional Children (CEC) located at: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/SpecialEdTeachers/default.htm. Students who complete this program will be able to:

1. Apply legal and ethical policies that affect young children with developmental delays and disabilities, families, and programs for young children.
2. Use intervention strategies with young children having developmental delays and disabilities and their families that affirm and respect family, cultural, and linguistic diversity.
3. Develop and apply instructional practices based on knowledge of the child, family, community, and the curriculum.
4. Design, implement, and evaluate environments to assure developmental and functional appropriateness.
5. Assess the development and learning of young children with developmental delays and disabilities and use that information to direct intervention.
6. Critically analyze and apply principles of research in the area of early childhood special education.

**ADMISSION REQUIREMENTS**

1. Satisfy Admission Requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a GPA of 3.0 in most recent 30 credits.
3. Submit a resume documenting educational experience and at least one year of appropriate professional experience. See department for more information.
4. Submit a goal statement on career goals and how they relate to the M. Ed. program.
5. Submit three letters of recommendation or rating forms from professional references.
6. Participate in an interview if requested by the department.

**BACKGROUND CHECK REQUIREMENTS**

See Field Placements located at the beginning of the College of Education section of this chapter.

**PROGRAM REQUIREMENTS**

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (36 credits):
   - EDRS A660 Fundamentals of Research in Education  2
   - Research courses by advisement  4
EDSE A474 Special Children from Birth through Five  3
EDSE A610Y Assessment: Early Childhood Special Education  3
EDSE A620Y Advanced Internship: Early Childhood (3-6)  6
EDSE A622Y Strategies: Early Childhood Special Education  3
EDSE A633 Autism: Communication and Social Disorders  3
EDSE A674 Families: Developing Parent Professional Partnerships  3
EDSE A681 Issues in Early Childhood Special Education  3
Electives by advisement  6

2. Complete a portfolio documenting attainment of CEC standards.
3. Take the Praxis II Special Education: Preschool/Early Childhood exam.
4. Satisfy College of Education Graduation Requirements at the beginning of this section.
5. Complete a total of 36 credits for the degree.

*Note: Prior to receiving an institutional recommendation for initial teacher certification, candidates must: a. Pass the Praxis I or other EED-approved test at the level established by EED, b. Successfully complete 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies from the State's approved list; and c. Provide documentation of appropriate field experience in a public school setting (see advisor for details). Also, prior to advancing to the professional certificate, EED requires passing scores on two performance reviews. EED may have additional requirements for certification/endorsement. See the EED website for more information: www.eed.state.ak.us.

D. EDUCATIONAL LEADERSHIP
http://coe.uaa.alaska.edu/edleadership

The M.Ed. in Educational Leadership is designed for individuals seeking advanced professional preparation to become school leaders. The program specifically prepares individuals for principal or teacher leadership positions.

ADMISSION REQUIREMENTS
1. Satisfy Admission Requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Have at least one year of experience as a certificated elementary or secondary teacher.
3. Hold a current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.

STUDENT OUTCOMES
Student outcomes for the M.Ed. in Educational Leadership are based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. Students who complete the Educational Leadership degree program will be able to:
1. Facilitate the development, implementation, and monitoring of shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.

4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.

5. Act with integrity and fairness in an ethical manner.

6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

a. Principal (with Type B Administrator Certificate)
   Students completing this program are eligible for an institutional recommendation for an administrator certificate to serve as school principals.

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

PROGRAM REQUIREMENTS
This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Foundation Core (12):
   - EDFN A636 Innovations in Teaching and Learning 3
   - EDRS A660 Fundamentals of Research in Education 2
   - Research courses by advisement 4
   - 600-level electives by advisement 3

2. Principal Core (24):
   - EDL A637 Educational Leadership and Organizational Behavior 3
   - EDL A638 Instructional and Curricular Leadership 3
   - EDL A639 The Politics of Education 3
   - EDL A640 Law and Ethics in Education 3
   - EDL A641 Principal Internship (3-6) 6
   - EDL A642 Principal’s Seminar I 3
   - EDL A643 Principal’s Seminar II 3

3. Comprehensive portfolio required.

4. A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B Administrator Certificate from the Alaska Department of Education and Early Development (EED).

Note: EED requires three (3) credits of multicultural education/cross-cultural communication and three (3) credits of Alaska studies for State licensure. See the Alaska Department of Education and Early Development web site for more information: www.eed.state.ak.us.

b. Teacher Leadership
Students completing this program are prepared to serve in school leadership positions that do not require an administrator certificate.

**BACKGROUND CHECK REQUIREMENTS**
See Field Placements located at the beginning of the College of Education section of this chapter.

**PROGRAM REQUIREMENTS**
This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Foundation Core (12 credits):
   - EDFN A636 Innovations in Teaching and Learning 3
   - EDRS A660 Fundamentals of Research in Education 2
   - Research courses by advisement 4
   - 600-level electives by advisement 3

2. Teacher Leadership Core (24 credits):
   - EDAE A656 Understanding and Facilitating Adult Learning 1
   - EDL A637 Educational Leadership and Organizational Behavior 3
   - EDL A638 Instructional and Curricular Leadership 3
   - EDL A639 Politics of Education 3
   - EDL A652 Introduction to Teacher Leadership 3
   - EDL A653 Leadership for Equity 3
   - EDL A654 Building Mentoring Relationships 3
   - EDL A655 Professional Development and Teacher Learning 2
   - EDL A659 Teacher Leadership Capstone Project 3

3. A total of 36 credits is required for the degree.

*Note: The teacher leadership program does not lead to certification from the Alaska Department of Education and Early Development; it is a degree program only.*

**E. MASTER TEACHER WITH SPECIALTY OPTIONS**
http://coe.uaa.alaska.edu

Admission to the M.Ed. in Master Teacher Specialty Options is suspended. The Department of Teaching and Learning is revising the curriculum and plans to reopen this program for admission in 2009.

**F. SPECIAL EDUCATION**
http://coe.uaa.alaska.edu/sped

Speech-language affiliated program
UAA is affiliated with two graduate schools outside Alaska to provide a Master’s Degree in speech-language pathology. The graduate schools offer academic coursework by distance education while UAA sponsors internships and leveling courses. Contact the project director at slp@uaa.alaska.edu for further information.

The M. Ed. in Special Education has two options: M. Ed. in Special Education and M. Ed. in Special Education with a Director of Special Education Concentration.

a. Special Education Concentration

The M. Ed. in Special Education is designed for individuals who desire advanced professional preparation in Special Education. The program encompasses theory, research, and practice relating to individuals who experience disabilities.

STUDENT OUTCOMES

Student outcomes for the program are based on the professional standards of the Council for Exceptional Children (CEC) located at http://www.cec.sped.org. Students who complete this program will be able to:

1. Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
2. Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
3. Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds.
4. Apply the legal and ethical principles associated with special education.
5. Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
6. Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
7. Critically analyze and apply principles of research.
8. Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

ADMISSION REQUIREMENTS

1. Satisfy admission requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits.
3. Provide evidence of a current teaching certificate or proof of eligibility for obtaining a teaching certificate.
4. Submit a resume documenting educational experience with at least one year of appropriate professional experience.
5. Submit a goal statement on career goals and how they relate to the M. Ed. program.
6. Submit three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.

BACKGROUND CHECK REQUIREMENTS
PROGRAM REQUIREMENTS
This program includes courses delivered by distance education. Students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (36 credits):
   - EDRS A660 Fundamentals of Research in Education 2
   - Research courses by advisement 4
   - EDSE A622 Theories and Strategies 3
   - EDSE A633 Autism: Communication and Social Disorders 3
   - Electives by advisement 21

2. Complete portfolio documenting attainment of CEC standards.
3. Satisfy College of Education Graduation Requirements at the beginning of this section.
4. Complete a total of 36 credits for the degree.

Note: Students who already hold a teaching certificate may receive an institutional recommendation for a special education endorsement at the developmental level listed on the existing certificate. (See section on Graduate Certificate in Special Education. The certificate courses may be used to fulfill elective requirements for the M. Ed.) The Alaska Department of Education and Early Development (EED) requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for the professional certificate. See the EED web site for more information: www.eed.state.ak.us.

b. Director of Special Education Concentration
The M.Ed. in Special Education–Director of Special Education Concentration provides advanced professional preparation for individuals seeking state licensure as directors of special education. This concentration prepares individuals to provide leadership in special education and related services. The program is designed for psychologists, speech-language pathologists, special education teachers, and other related services specialists, as well as those individuals who will have responsibility for directing, supervising, or coordinating special education and related services programs. Pending approval by the Alaska Board of Education and Early Development, this program leads to an institutional recommendation for certification as a director of special education.

STUDENT OUTCOMES
The following student outcomes are based on the Council of Exceptional Children (CEC) standards for administrators available at http://www.cec.sped.org/. Students who complete this program will be able to:

1. Interpret and apply current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families.
2. Develop and manage a budget in accordance with local, state, and federal education laws and regulations.
3. Engage in data-informed decision-making for the administration of education programs and services that support students with exceptional learning needs and their families.
4. Develop and implement ongoing evaluations of education programs and personnel.
5. Demonstrate the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptional learning needs.
6. Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families.

ADMISSION REQUIREMENTS
1. Satisfy Admission Requirements for Master’s Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a minimum GPA of 3.0 in most recent 30 credits.
3. Provide evidence of a current teacher or related services certificate or proof of eligibility for a certificate.
4. Submit a resume documenting at least 3 years of teaching, related service, or other related experience.
5. Submit a goal statement on career goals and how they relate to the M.Ed. program.
6. Submit three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.

BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

PROGRAM REQUIREMENTS
This program includes courses delivered by distance education. Students must have the technological knowledge and skills to engage in distance learning.
1. Complete Foundation Core (12 credits)
   - EDRS A660 Fundamentals of Research in Education 2
   - EDRS A667 Program Evaluation 2
   - Research courses by advisement 2
   - Electives by advisement 6
2. Complete required courses (24 credits)
   - EDL A637 Educational Leadership and Organizational Behavior 3
   - EDL A638 Instructional and Curricular Leadership 3
   - EDL A639 The Politics of Education 3
   - EDSE A611 Supporting Families of Exceptional Children 2
   - EDSE A675 Supervision 2
   - EDSE A676 Special Education Finance 2
   - EDSE A695D Internship: Director of Special Education (3-6) 6
3. Students seeking a second master’s must take EDRS A667 Program Evaluation in addition to the required courses.
5. Satisfy College of Education Graduation Requirements at the beginning of this section.
6. Complete a total of 36 credits for the degree.

Note: Pending approval by the Alaska Board of Education and Early Development, this program leads to an institutional recommendation for certification as a director of special education. EED
requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for State licensure. See the EED web site for more information: www.eed.state.ak.us.