



## Teaching and Learning Application for Admission

The Master of Education in Teaching and Learning is designed for professionals seeking advanced studies in education. The program supports development of scholarly practitioners through coursework and a comprehensive portfolio, which includes an applied research project. Culturally responsive education and application of that approach in the Alaskan context is emphasized, particularly with respect to Alaska Native education and cultural and linguistic diversity. Programs will be planned with an advisor to allow concentrations in specific areas relevant to P-12 schools or other professional settings.

- The M.Ed. Teaching and Learning is not an initial certification, advanced certification, or endorsement program.
- The program can be completed via distance. However, some professional concentrations may include classes outside the School of Education that are not offered online. Contact advisor for more information.

### ADMISSION REQUIREMENTS:

- Satisfy the University of Alaska Anchorage's [admission requirements for graduate degrees](#) and the School of Education [M.Ed. admission requirements](#).
- Complete the M.Ed. Teaching and Learning application packet, including
  - Resume
  - Writing sample essay
  - Two letters of Professional Reference

### HOW TO APPLY:

University of Alaska Admissions Office

- Apply to UAA Admissions at [UAOnline Services](#): <http://www.uaa.alaska.edu/admissions/index.cfm> and select Graduate Certificate or M.Ed. Program.
- Send ALL official transcripts to:  
UAA Office of Admissions  
PO Box 141629  
Anchorage AK 99514-1629
- If sending electronic transcripts with secure log-in, please send to [admissions@uaa.alaska.edu](mailto:admissions@uaa.alaska.edu). Do not send official transcripts to the School of Education.

School of Education Teaching and Learning Program:

- Complete School of Education, Teaching and Learning application.
- Resume documenting education, at least one year of appropriate professional experience, and current placement in a professional setting. First year teachers who have completed an approved preservice program and are employed as professional educators will be considered for admission.
- A 500-1000 word writing sample essay (2-4 pages) including: (a) goal statement addressing career goals and how the M.Ed. program relates to these goals, and (b) problem of practice relevant to applicant's professional practice. (See page 4 of application for definition of problem of practice.)
- Two letters of professional references



## Teaching and Learning Application for Admission

Please print and fill in the required information. Return by mail or email. Incomplete applications will not be processed. Contact SOE Graduate Studies at 907-786-4402 or email Ms. Brenda Henderson at [bshenderson@alaska.edu](mailto:bshenderson@alaska.edu) to inquire about the status of your SOE application.

Name:

Student ID #:

Home Address:

Work Address:

Home Phone:

Cell Phone:

Work Phone:

Personal Email address:

UAA Email address:

UAA will use student's UAA email addresses for all formal communication. When you are assigned a UAA email, or if you already have one, you may forward it to a personal email.

Degree Works:

Candidates can track their progress towards degree completion, track petitions and advising notes by using DegreeWorks through UAOnline Services.

Communications via E-mail:

The UA Student Gmail account is the university's preferred method of contacting candidates. Candidates can set their UA Student Gmail account so that email is forwarded to another account. It is the candidate's responsibility to forward their UA Student Gmail account to another e-mail. Once the student is admitted to the M.Ed Teaching and Learning program, all email correspondence related to the program and courses will be via the student's UA student Gmail address.

Program Delivery:

Since the majority of graduate course work includes distance delivery by Blackboard and Blackboard Collaborate (<http://www.uaa.alaska.edu/classes/>), candidates will need regular access to the internet, broadband speed (i.e., cable, satellite, modem), and a headset with microphone. Candidates must have the technological knowledge and skills to engage in distance learning.

My signature indicates that I read the above information and I understand I must provide the required documents to be considered for admission into the M.Ed. Teaching and Learning program. I understand the M.Ed. in Teaching and Learning is not an initial or advanced certification or endorsement program. I also understand that I am responsible to apply to UAA Graduation by UAA's published dates.

Signature of Candidate:

Date:

## Master of Education Teaching and Learning Program REQUIRED COURSES (2019-2020 Catalog Year)

The M.Ed. in Teaching and Learning consists of 30 credits designed for professionals seeking advanced studies in education. The program offers a selection of courses appropriate for individuals committed to deepening understanding of education by engaging in and reflecting on scholarship and professional practice.

The M.Ed. Teaching and Learning program is not an initial certification, advanced certification, or endorsement program.

### *Teaching and Learning Core: 9 credits*

|   |  |           |
|---|--|-----------|
| EDTL A651   | Curriculum Theory and Design                   | 3         |
| EDTL A698   | Teaching and Learning Research Project**       | 3 (1+1+1) |
| <i>Select three (3) credits from the following courses:</i> |  |           |
| EDFN A478   | Issues in Alaska Native Education, K-12        | 3         |
| EDL A620  | Leadership in Alaska Cultures & Social Justice | 3         |
| EDFN A621   | Culture, Language, & Literacy                  | 3         |
| EDFN A631   | Advanced Educational Psychology                | 3         |
| EDFN A636   | Innovations in Teaching and Learning           | 3         |
| EDFN A654   | Brain, Mind, & Education                       | 3         |
| EDTL A690   | Selected Topics in Teaching and Learning       | 3         |

### *Research Methods: 9 credits*

|   |   |   |
|---|---|---|
| EDRS A660   | Fundamentals of Research in Education*        | 3 |
| <i>Select six (6) credits from the following courses:</i> |   |   |
| EDRS A661   | Data-Informed Instruction and Decision Making | 3 |
| EDRS A662   | Action Research in Education <i>OR</i>        |   |
| EDFN A689   | Action Research in ELL K-6 Classrooms         | 3 |
| EDRS A663   | Research Design                               | 3 |
| EDRS A667   | Program Evaluation                            | 3 |
| EDRS A668   | Qualitative Research                          | 3 |

### *Professional Concentration: 12 credits*

In consultation with a faculty advisor, students select an approved area of concentration and complete 12 credits of coursework relevant to the professional concentration. Sample concentrations include curriculum and teaching, adult and professional learning, and teacher leadership. Content areas or professional fields outside P-12 schools may be available through collaboration with colleges, schools or departments/programs outside the School of Education.

\*\*EDTL A651, EDRS A660, and EDTL A698 (Phase 1) should be completed during the first 12 credits.

### *M.Ed. Teaching and Learning Contacts*

Program Coordinator

Dr. Tim Jester; 907-786-1666; [tejester@alaska.edu](mailto:tejester@alaska.edu)

Program Administrative Assistant

Ms. Brenda Henderson; 907-786-4402; [bshenderson@alaska.edu](mailto:bshenderson@alaska.edu)

## M.Ed. Teaching and Learning Design Framework

The M.Ed. Teaching and Learning program's design framework consists of three major areas: Program Student Learning Outcomes, Alaska Cultural Standards for Educators, and key principles of the Carnegie Project on the Education Doctorate (CPED). Each area is summarized below.

Program Student Learning Outcomes: Students graduating with a M.Ed. in Teaching and Learning will:

- Demonstrate advanced content and pedagogical knowledge for teaching.
- Use research to inform professional practice.
- Explain the relationship between social justice and education.
- Demonstrate leadership and facilitation skills for the professional context.
- Translate educational theories into culturally responsive practice.

Alaska Cultural Standards for Educators

- A. Incorporate local ways of knowing and teaching in their work.
- B. Use the local environment and community resources to link teaching to everyday lives of students.
- C. Participate in community events and activities in appropriate and supportive ways.
- D. Work closely with parents [or other partners] to achieve high level of complementary educational expectation between home/community and school/organization.
- E. Recognize full education potential of each student and provide conditions necessary for them to achieve/realize that potential.

(Retrieved from <http://ankn.uaf.edu/publications/culturalstandards/pdf.>)

### *CPED Guiding Principles for Program Design*

The M.Ed. Teaching and Learning incorporates five Carnegie Project on the Education Doctorate's (CPED) Principles for Program Design, modified for the master degree level:

- Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Grounded in and supports development of a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

### *Other Key CPED Concepts: Scholarly Practitioner and Problem of Practice*

**Scholarly Practitioner:** Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change.

**Problem of Practice:** A Problem of Practice is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience and outcomes.

(CPED information retrieved from <https://www.cpedinitiative.org/page/AboutUs>)