EXHIBIT 3.5
DESCRIPTION OF FIELD EXPERIENCES FOR ADVANCED PROGRAMS
AND OTHER SCHOOL PROFESSIONALS

**M.Ed. Early Childhood Education:** Candidates who are admitted to the program have a Type A (initial) teaching certificate, usually teaching in a classroom setting, working with young children. Structured field experiences are integrated throughout the required courses for the program.

Field experiences are integrated into the following courses:

1. **ED 605 Principles and Practices:** Working with families as partners, use of case studies in understanding the needs of diverse populations. Candidates review and reflect on current ECE trends and classroom practices.

2. **ED 661 Literacy and Young Children:** Examining the linguistic differences between cultures that use oral traditions and written language. Candidates develop an Early Literacy case study of the language needs of a student and develop appropriate instructional plans. Candidates also develop a “Literacy Play Environment” to explore the connections between literacy awareness and use with a context of and play.

3. **ED 664: Curriculum Development in Early Childhood Programs:** Thematic Unit of Instruction to include accommodations for students with exceptional learning needs and cultural values, including Alaska Native beliefs and values.

4. **ED 610: Classroom Management and Child Guidance in Early Childhood Education:** Analysis and observation of classroom environment and behavior based on developmental needs of young children.

5. **Exit Portfolio:** Candidates assemble artifacts and evidence from field experiences into a portfolio to demonstrate proficiency in the nine SOE goals. Assessment criteria and rubrics for scoring are part of the course syllabi.

**M.Ed. Math K-8:** Candidates who are admitted to the program have a Type A (initial) teaching certificate and are usually currently teaching in a classroom setting. Structured field experiences are integrated throughout the required courses for the program.

1. **ED 614 Numeration and Operations:** Math Content and Pedagogy for K-8 Teachers: Candidates develop and teach math instructional units.

2. **ED 616 Math Methods in the K-8 Classroom:** Candidates construct instructional units using strategies for developing math skills in elementary classrooms.

3. **ED 658 Technology for Teaching and Learning Mathematics:** Candidates demonstrate applications with visual manipulatives, web applications,
software tutors, and GPS. Candidates demonstrate the ability to integrate technology into math instruction through instructional units and lesson plans.

Candidates also develop and teach an instruction unit using Place Based Teaching Content.

**M.Ed. Reading Specialist:** Candidates for the Reading Specialist program are teachers who have Type A (initial) teaching certificate and are teaching in public school settings.

Field experiences are integrated throughout the courses in the program.

1. **ED 674 Developing Reading:** Candidates perform a miscue analysis and write an “in-depth biography” of a student.
2. **ED 675: Reading and Cognition:** Candidates explore cognitive aspects of reading and work with an “atypical” reader. A case study written assignment is submitted.
3. **ED 677 Reading Instruction and Assessment I:** Candidates work in a supervised practicum with striving reader for three weeks. Work includes small groups and one-on-one tutoring.
4. **ED 677 Reading Instruction and Assessment II:** Candidates use video with peer and instructor coaching to develop and improve reading instruction strategies.
5. **ED 679 Reading and Literacy in the Content Areas:** Candidates develop interventions and strategies and develop a diagnostic case study.
6. **ED 696 Reading Teacher as Leader:** Candidates mentor fellow teachers in effective instructional practice in reading.

**M.Ed. Special Education:** Candidates in the Special Education program are teachers who have a Type A (initial) teaching certificate and are often teaching on a “waiver”. Although the candidates have teaching experience in the general education classroom, the special education teacher will need to have skills in assessment, writing Individualized Education Plans, and have specialized knowledge of disability groups and the defining characteristics.

Candidates can obtain a graduate certificate and Institutional Recommendation after completing the required courses and the exit portfolio, and they may continue by completing a Master’s Thesis Project to obtain the M.Ed.

Structured field experiences are integrated into the coursework and a formal clinical experience or practicum where clinical supervisors visit all candidates is required for the graduate certificate.
Field experiences are integrated into the following courses:

1. EDSE 610 Assessment of Students with Exceptional Learning Needs: Candidates use an inquiry approach to analyze student performance, areas of difficulty, standardized test scores, and a variety of observation strategies. The resulting case study is then used to develop intervention strategies for the target student.

2. EDSE 677 Teaching Struggling Readers: Candidates use an inquiry approach to analyze the academic performance of a student with reading difficulties.

3. EDSE 694 Practicum and Practicum Seminar: University supervisors make onsite visits to each candidate. The visits have multiple purposes: to evaluate candidate performance using rubrics aligned with the SOE goals and CEC competencies, to provide assistance and support, to develop relationships to facilitate ongoing dialogue relating to teaching students with exceptional learning needs.

**M.Ed. Education Technology:** Candidates in this program are teachers who have a Type A (initial) teaching certificate. In order to be admitted to the program, candidates must provide as reference from an Educational Technology leader who can document that the candidate meets ISTE standards for teachers. The structured field experiences are integrated into the coursework.

The program includes two semester-long projects.

1. ED 673 Educational Applications and Networking: Candidates meet with a leader in Educational technology who acts as a mentor throughout the course. The mentoring includes content regarding infrastructure and networking.

2. ED 668 Candidates participate in a semester long project in which they mentor a colleague or administrator on how to integrate technology into curriculum and instruction. Candidates keep logs, engage in self-evaluation, and write a reflective report on the impact of their mentorship.

**M.Ed. in Educational Leadership: Other School Professionals:** Candidates have a Type A (initial) teaching certificate and are required to complete two semester-long internships that give the candidate a full year of site-based experiences.

Field experiences are integrated into the course work.

1. ED 639 Curriculum and Instructional Leadership, Parts I & II: Candidates develop a school improvement plan, school budget, and a peer coaching/teacher evaluation project, publishing a school newsletter.

2. ED 691 Administrative Internship, Parts I & II: Candidates participate in a year-long mentoring/internship program. School administrators act as mentors.
and candidates must meet once a week for a structured interview with the mentor to discuss focused topics related to the projects listed in ED 639. All projects are part of the exit portfolio criteria.