Course: 
Instructor: 
Mode of Instruction: 
Office Hours: 

I. Catalog Course Description and Credit Hours of Course:

II. Prerequisite (s):

III. Textbook and/or Required Readings:

IV. Technology Needed

V. Alignment Matrix

<table>
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<tr>
<th>Course Objective</th>
<th>SOE (Conceptual Framework) Standard</th>
<th>Grad (on) Undergrad Competencies</th>
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<td>The candidate will demonstrate the knowledge and skills necessary to:</td>
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Assessment Ensuring that the Objective has been met
VI. Relationship of the Conceptual Framework to Standards
An increasing emphasis on professional standards for educators reinforces the relevance of the School of Education’s vision of an informed, reflective and responsive professional educator as the grounding tenants of our Conceptual Framework. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only an informed professional who actively reflects on his/her teaching and is responsive to student, family and community needs will be capable of meeting the intent of those standards. The general theme of our vision is that each of these areas strives to nurture and prepare professional educators so that they can meet the needs of diverse learners. Efforts include continuous endeavors to creatively incorporate technology throughout individual subject area fields, promoting understanding and appreciation for diversity, and support of the development of literacy skills needed in an increasingly complex society.

VII. Basis for Student Evaluation:

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<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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VIII. Explanation of Assignments

IX. Schedule

X. Grading Scale
XI. Academic Policy Statement:
Honesty in academic endeavors is a central tenet of the UAS philosophy. One may feel proud of accomplishments and success attained honorably through hard work. Knowledge gained in this way often leads to later success in professional pursuits and in personal life. Unfortunately, academic stress and anxiety sometimes impact the individual in ways that produce dishonest behavior, or taking an “easier” route to fulfilling academic responsibilities. Infractions of academic dishonesty can lead to serious consequences. Refer to the UAS Student Handbook for more details. Programs offered through the Learning Center and the Student Resource Center address topics such as study skills and time management to reduce stress and thus help to prevent dishonest behavior.

XII. Student with Disabilities:
To aid college students who experience a documented physical, cognitive, and/or psychiatric disability. Disability Support Services are available on all UAS campuses. The University of Alaska Southeast is committed to equal opportunity and programmatic access for students with disabilities (See University of Alaska Regents Policy: www.alaska.edu/bor/policy/policy.xml). For further information on disability support services and guidelines about documentation please visit our website at www.uas.alaska.edu/dss www.uas.alaska.edu/dss or:
In Juneau:
(907)796-6000
In Ketchikan:
(907) 228-4505
In Sitka:
(907) 747-7716
Early contact with this program promotes a positive educational experience

XIII. Civility and Harassment
Intellectual honesty, mutual respect, and freedom from discrimination, intimidation, harassment and violence against persons or property are central to the UAS mission. Acts of intolerance and abusive behaviors which violate these basic values will not go unchallenged within our academic community.

UAS is committed to standards promoting speech and expression that fosters the maximum exchange of ideas and opinions. Ideally, discourse is open, candid, and characterized by mutual respect and dignity.

It is the goal of the University to foster a campus climate which promotes the ideals of civility and appreciation for the uniqueness of each member of our academic community.
XIV. Dispositions for Professional Educators

1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.

2. Appreciate unique thinking processes of learners at different stages of development.

3. Appreciate multiple perspectives and value individual differences.

4. Commit to professional discourse about content knowledge and student learning of content.

5. Value assessment and instruction as integrated processes.

6. Commit to ensuring student well being and development of self-regulation and group interaction skills.

7. Recognize the school as an integral part of the community and value parents as partners in promoting student learning.

8. Value professional ethics, democratic principles, and collaborative learning communities.

9. Value technology as a tool for student and teacher lifelong learning.

XV. References