ADMINISTRATION OF SCHOOL LIBRARY SERVICES
FALL 2015: LLLS 6334
ONLINE COURSE

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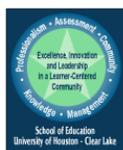Via email or online by appointment

UHCL Quality Enhancement Plan (QEP) Motto
Applied Critical Thinking (ACT) for Lifelong Learning and Adaptability

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (http://www.criticalthinking.org/), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view.* The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance,* and *fairness*.

UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

School of Education
School Library and Information Science
A Nationally Recognized NCATE*-AASL/ALA Reviewed and Approved
School Library Media Education Program

School of Education Motto:
Excellence, Innovation and Leadership in a Learner-Centered Community.

This course will provide the principles and illustrative practices in the organization, budgeting, policy making, facilities planning, and staffing of school libraries.

LLLS 6334 Course Description

The overall aim of this course is for students to gain an understanding of the leadership role of the school librarian relative to the services provided through the school library program. Candidates will be introduced to numerous services provided through the school library, and will be exposed to experiences that require them to look at evidence based practices pertaining to the management of the school library and the leadership role of the school librarian. The emphasis of this course is to explore the breadth of issues and topics and thereby foster a foundation for candidates to increase their confidence when faced with the responsibility of enacting the role of a school librarian leader in today's 21st century library. Candidates will engage in a variety of school library services that impact all stakeholders in the school community. The ultimate goal of the course is to engage learners in professional thinking that develops their ability to analyze the relevance, reasoning, and implications of all leadership and managerial decisions in order to demonstrate a broader perspective of what it means to be a school librarian. In other words, future school librarians are provided the opportunity to practice the necessary critical thinking skills required of the profession, such as recognizing relevant viewpoints of providing various services, using relevant information for planning and implementing best practices in the school library, and developing logical, reasonable inferences to guide decisions. Candidates will be able to use these critical thinking skills to address the central questions below:

Central Questions to Guide Learning:

1. How do we effectively implement a leadership role in the school library program?
2. How can I make effective decisions when providing school library services?

Fundamental and Powerful Concepts

Leadership and Services are the fundamental and powerful concepts that guide course learning in order to foster a deep understanding of the SLOs and concepts associated with LLLS 6334. Consider the idea of leadership as a tool for thinking about providing services through the school library. All content in this course connects to the concept of leadership.

American Association of School Librarians. (2008). *Standards for the 21st-Century Learner in Action.* Chicago: American Library Association.

Woolls, B., Weeks, A., & Coatney, S. (2013). *The school library manager* (Fifth ed.). Santa Barbara, CA: Libraries Unlimited. ISBN: 978-1-61069-133-8

Course Format

This project-based course will consist of online lectures, readings, online resources, videos, discussions, student presentations, and regular online communication. In this course, the role of the instructor is to facilitate and stimulate learning through meaningful experiences, dialogue and questioning. Professional education students are expected to take responsibility for their own learning. Effective teachers are problem solvers and information seekers. Therefore, this course will consist of some lecture, class discussions, individual/group activities, projects, inquiry, and student presentations, all of which involve an expectation of thinking critically and reflectively.

Student Learning Objectives (SLOs)

Students will be expected to demonstrate understanding of relevant knowledge as it relates to specifically designed instruction by meeting learning outcomes that promote or require critical thinking. Upon successful completion of LLLS 6334, students will be able to:

1. With *breadth* and *fairness*, express in writing *relevant* **points of view** that must be considered when providing services through the school library program **(Point of View) SLO #1**
2. *Clearly* state a *relevant* long-range plan (**concepts**) for bringing a selected school library to the exemplary level, based on the national and state school library program standards and guidelines. **(Information) SLO #2**
3. Identify with *breadth* the *logical* **implications** and **consequences** of providing school librarian leadership. **(Implications & Consequences) SLO #3**
4. Apply the *relevant* and *significant* **information** gained in this course to arrive at a *relevant* and *significant* **solution** for real-world situations in a school library setting. **(Interpretation and Inference) SLO #4**
5. Demonstrate with *significance and breadth*, knowledge of the **concepts** and behaviors of school librarian leadership: provides information seeking services, technology leader, consults with teachers on appropriate products for specific teaching purposes, active

committee participant, provides input in the development of school curricula and reforms, conducts professional development and other educational outreach, collaborates with teachers, instructional consultant, utilizes research to engage in evidence-based practice.

6. *Clearly* and *accurately* describe effective and relevant decision-making strategies for planning and implementing services through the school library program. **(Assumption)**
7. *Clearly* and accurately describe the *relevant* **purpose** of leadership and what it looks like pertinent to school library services.
8. Put forth *precise* and *logical* recommendations for *significant* problems or ***issues*** that may arise in librarian leadership. **(Question at Issue)**

Vocabulary of Critical Thinking

In this course, students will learn and use the vocabulary of critical thinking which will include an understanding and use of both the **Elements of Thought** and the **Universal Intellectual Standards**.

Elements of Thought:
In this course, we will consider and use the eight (8) elements of thought including:

1. **Purpose:** Goals and objectives
2. **Question at Issue:** Problem, issue, and misconception
3. **Information:** Facts, data, evidence, observations, reasons, and experiences
4. **Interpretation and Inference:** Solutions and conclusions
5. **Concepts:** Definitions, models, laws, theories, and principles
6. **Assumptions:** Axioms, presuppositions, and a-priori facts or knowledge
7. **Implications and Consequences:** Inferences, effects, and outcomes
8. **Point of View:** Perspectives, frames of reference, and orientations

Universal Intellectual Standards*:
In this course, we will consider and use nine (9) universal intellectual standards including clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

4Cs of the Critical Thinking Process
There are four major aspects of the Applied Critical Thinking Process:
Communication, Connections, Creativity, and Curiosity. The predominant C in the Student Learning Objectives is **Connections.**

The following provides a description of the Major Learning Activities that are expected in this course. Several of the designated artifacts promote or require Critical Thinking that aligns with the Student Learning Objectives (SLOs). For every assignment, you are expected to make connections to how your learning experience aligns and supports the fundamental and powerful concepts associated with this course: Leadership and Services

Applied Critical Thinking Assignment

Critical Thinking Response Papers

Critical Thinking Response Papers should be 2-3 pages in length. Try to demonstrate a critical and deep understanding of the concepts of the leadership role of the school librarian as it pertains to each service project. Summarize your thoughts and views by introducing your own precise and relevant interpretations. Write your response from a scholar's point of view with a deep level of fairness and accuracy about the fundamental concepts of leadership and services. These papers should demonstrate a contemplation of the implications and consequences with a level of breadth and logic.

Grades for CTRPs: Write six papers on each of the service projects. The papers will be graded on the following scale: Excellent (20), Acceptable (15), or Unacceptable (10). Papers for each project should be submitted prior to the release of the each new project.

Grading Rubric

	Excellent	Acceptable	Unacceptable
Critical Thinking Response Paper (CTRP) #1 - Library Evaluation **ELEMENT**: Concepts **STANDARDS:** Relevant *SLO #2 Clearly* state a *relevant* long-range plan (**concepts**) for bringing a selected school library to the exemplary level, based on the national and state school library program standards and guidelines	Provided detailed evidence of skilled reasoning by • thinking deeply about the concepts they use • being aware of many of the key concepts and ideas they and others use	Provided some evidence of skilled reasoning by • thinking about the concepts they use • being aware of some of the key concepts and ideas they and others use	Response contains minimal evidence of skilled reasoning

CTRP #3 - Special Programs **ELEMENT**: Point of View **STANDARDS:** Relevant, Breadth & Fairness **SLO #1** With *breadth* and *fairness*, express in writing *relevant* **points of view** that must be considered when providing services through the school library program **(Point of View)** and set forth *precise* and *logical* recommendations for *significant* problems or *issues* that may arise.	Provided detailed evidence of skilled reasoning by • considering several different points of view • consistently articulating other points of view and reasoning from within those points of view to adequately understand them • seeking other viewpoints • approaching problems and issues with a richness of vision and an appropriately broad world view	Provided some evidence of skilled reasoning by • considering other different points of view • articulating other points of view and reasoning from within those points of view to understand them • seeking other viewpoints • approaching problems and issues with some vision and a somewhat broad world view	Response contains minimal evidence of skilled reasoning
CTRP #4 - Grant Writing **ELEMENT**: Implications & Consequences **STANDARDS:** Breadth & Logic **SLO #3** Identify with *breadth* the *logical* **implications** and **consequences** of providing school librarian leadership.	Provided detailed evidence of skilled reasoning by • clearly and precisely articulating the implications and possible consequences • searching for potentially negative, as well as potentially positive consequences • anticipating the likelihood of unexpected negative and positive implications	Provided some evidence of skilled reasoning by • articulating the implications and possible consequences • searching for some potentially negative and/or some potentially positive consequences • anticipating the likelihood of unexpected negative or positive implications	Response contains minimal evidence of skilled reasoning
CTRP 5 - Professional Development in Technology Integration **ELEMENT**: Interpretation **STANDARDS:** Relevant & Significant **SLO #4** Apply the *relevant* and *significant* **information** gained in this course to arrive at a *relevant* and *significant* **solution** for real-world situations in a school library setting.	Provided detailed evidence of skilled reasoning by • articulating and evaluating the information behind their claims • focusing on relevant information and disregarding what is irrelevant to the question at issue • presenting the evidence clearly and fairly • focusing primarily on important information	Provided some evidence of skilled reasoning by • articulating the information behind their claims • mostly focusing on relevant information and mostly disregarding what is irrelevant to the question at issue • presenting the evidence mostly clearly and fairly • focusing primarily on important information	Response contains minimal evidence of skilled reasoning

Course Policies

Attendance (Non-communication): Because so much of learning takes place through activities and discussions each week, attendance through participation in the weekly activities and discussions is required. Absences are not classified as excused or unexcused. If you do not actively participate, you are absent. Attendance is defined as being present in Blackboard and participating in class activities and discussions. Students are expected to **actively** participate in weekly discussion boards regarding readings, assignments, and projects.

The final grade in this course is affected as follows:
        0-1 absence: no change in your grade
        2 absences: grade is lowered by 10%
        3 absences: grade is lowered by 25%
        4 absences or greater: grade is an "F".

Do not assume that you will be able to make up work for a class you did not attend.

Late Work Policy: All assignments are to be submitted on Blackboard by their scheduled due dates, unless otherwise instructed. Assignments are considered late if they are not submitted to Blackboard by the due date (end of the day). **Late assignments** will result in 10% of the points being deducted from the total for that assignment. Late assignments will be accepted and graded with the penalty for only 1 week after the due date. Work turned in after one week will not be accepted for a grade.

Course Assignments

All dates for assignments are established in the course calendar. All initial Discussion Board posts should be submitted within three (3) days of the assignment to allow others time to read and post responses. Information and expectations of assignments will be shared through Blackboard when project is released.

Email

Please communicate with me during office hours, via the phone or via email. The BEST way to communicate with me is via email. Please identify the matter of your correspondence in the subject box. I will do my best to reply within 24 hours, and thus, always err on the side of patience when awaiting a reply.

Prerequisites

There are no prerequisite courses. There are prerequisite activities (review syllabus, readings, tips for successful online learning, take survey) in the Welcome module of the course.

There are no meeting times as this course is 100% online.

Your final grade is based on assignment points, attendance, and online participation. You will be evaluated on the following assignments:

	Points	Due
Library Evaluation	50	
A Collaborative Curation of Resources	30	
Design of Special Programs	25	
Reference Selection Activities	30	
Grant Writing	60	
Professional Development/Technology Integration	35	
Makerspace	20	
Critical Thinking Response Papers (CTRP)	120 (20 each)	
Attendance/Class Participation	30	Overall
Total:	*400 points*	

Grade Distribution

100-94 = A	89-87 = B+	79-77 = C+	69-67 = D+	<60 = F
93-90 = A-	86-83 = B	76-73 = C	66-63 = D	
	82-80 = B-	72-70 = C-	62-60 = D-	

(The instructor reserves the right to change the syllabus at any time.)

Class 1
> Introductions
> Syllabus & Course Overview
> School Librarianship

Class 2
> **Reading**

- **The AASL Standards for 21st Century Learners**
  http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf
- **FSLMM Chapter 1 Getting to Know Your Work Environment**
- **SF21st L Chapter 1 Standards for the 21st Century Learners**

Class 3

Library Evaluation due
Leadership Discussion of Library Evaluation (CTRP 1) (SLO 2)

Class 4

Readings
- **FSLMM Chapters 3-4**
Building Collaborative Relationships
Working with the Principal

Class 5

Readings
- **FSLMM – Chapters 5-6**
Search Strategies and Information Retrieval

Class 6

Collaborative Curation of Resources due
Leadership Discussion of Collaborative Curation of Resources (CTRP 2)

Class 7

Readings:
School Libraries Work!
The librarian as manager.
The librarian as teacher.
Information literacy skills and knowledge.

Class 8

Special Programs due
Leadership Discussion of Special Programs (CTRP 3) (SLO 1)

Class 9

Readings
- **FSLMM Chapter 10 – 15**
Selection of Material
Processing & Technical Services

Class 10
Readings:

- **Internet Public Library**

Reference Services

Reference Activities due

Class 11

    Readings:

    Grant Writing due

    Leadership Discussion of Grant Writing (CTRP 4) (SLO 3)

Class 12

    Readings

- FSLMM Chapters 11-13

    School Librarians as Instructional Leaders

    Professional Development

    Technology Integration

Class 13

    Professional Develop in Technology Integration due

    Leadership Discussion of Professional Develop in Technology Integration (CTRP 5) (SLO 4)

Class 14

    Transliteracy

    School Librarian as Technology Leader

Class 15

    Makerspace due

    Leadership Discussion of the Makerspace due (CTRP 6)

    Wrap up

    Evaluation

    NOTE: This tentative learning plan is subject to change at the instructor's discretion. Candidates will be notified prior to any changes.

UHCL Academic Calendar

[Click here to access the UHCL Academic Calendar](#)   Please check for important dates relating to the semester.

SKILL REQUIREMENTS

Computer Literacy

To be successful in an online course, you need to have knowledge of the following basic computer and Internet skills:

- Knowledge of terminology, such as *browser*, *IMHO*, *application*, etc.

- Understanding of basic computer hardware and software; ability to perform computer operations, such as:
    - o Using keyboard and mouse;
    - o Managing files and folders: save, name, copy, move, backup, rename, delete, check properties;
    - o Software installation, security and virus protection;
    - o Using software applications, such as Word, PowerPoint, Excel, email clients;
    - o Knowledge of copying and pasting, spell-checking, saving files in different formats;
    - o Sending and downloading attachments.
- Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.

Strong Reading and Writing Skills

You need to have strong reading skills and be able to communicate effectively through writing. Most of the material in the online environment will come from your textbooks and written lectures, therefore strong reading and critical thinking skills are very important for success in an online course. Online students communicate through such text-based tools, as emails, discussion forums, chats and instant messaging. You need to feel comfortable expressing yourself in writing.

Self-Motivated and Independent Learner

While online courses can offer more flexibility in scheduling, they require more self-*discipline* and independence than on-campus courses. Some students can find this uncomfortable and not suitable for their learning style. In the online environment, you have to be able to start and to work on tasks on your own, without someone keeping you focused, and you have to be self-disciplined in order to follow the class schedule and meet deadlines.

Time Commitment

Online classes take as much time as regular on-campus classes. You need to set aside sufficient time for study. Plan to spend at least as much time working on the assignments and studying as you would with a traditional course. Note that some students report spending even more time for online classes than for traditional ones. Time that you need to devote to a 3-credit course will be approximately 12 hours a week.

Time Management: Log-in Frequently and Develop Study Schedules
Even though you may not have to be "in" class on some specific day and time, you still have to follow the course schedule provided by your instructor. Remember that online classes are not independent study courses; you are still required to "show up" and participate actively.
Since online courses are asynchronous, they will continue developing and changing even if you are not online. You need to be online frequently enough and log in at least three to four times per week in order to: keep up with the content flow; complete assignments; follow discussions; and communicate with your classmates and instructor.
Never wait until the last minute to complete your assignments. You may have a technical problem or run out of time, which will cause frustration. One of the major reasons for failing online classes is procrastination, since it is very easy to fall behind in the online environment. Make sure to set aside specific time on a regular basis to participate in your course. Schedule specific times to log in and to study.

Active Learner
Online students must be active learners, self-starters who are not shy or afraid to ask questions when they do not understand. Remember that you must be in control of your learning process. Since your instructor cannot see you, you need to "speak up" right away if you have problems and be as explicit as possible so that your instructor will know that something is wrong and what the concern is.
Remember that your instructor is not the only source of information. Most of the time you will be able to post your question in the discussion forum and your classmates will help you as well. If you have technical difficulty, problems understanding course content or difficulty meeting the deadline, seek help right away and inform your instructor via email: BakerS@UHCL.edu

Standards - TExES Competencies for School Librarians
The following competencies are required by the Texas Examinations of Educator Standards for your School Librarian Certification. Knowledge and skills for effectively accomplishing some of these elements listed below, are included in this course's content.

Standard I: Learner-Centered Teaching and Learning
> Element 1: Participate as an educational leader, an equal partner, and a change agent in the curriculum development process at both the campus and district level.
>
> Element 2: Participate in curriculum design and integrating planning of a shared campus vision that focuses on reading, teaching, and learning.
>
> Element 3: Model and promote collaborative planning, cooperative teaching, and district instruction as determined by learners' needs and state curriculum standards.
>
> Element 4: Direct and encourage students in the ethical use of resources to locate, gather, select, synthesize, and evaluate relevant information.

Element 5: Work collaboratively with faculty to provide students with opportunities to assume responsibility in planning and engaging in independent learning.

Element 11: Create a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated.

Standard II: Learner-Centered Library Program Leadership and Management

Element 1: Advocate for the development of an exemplary library media program that encourages a vision of excellence for all learners.

Element 2: Synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program.

Element 3: Design policies and procedures that comply with local, state, and federal laws and policies while supporting sound decisions relating to school and library instruction and programs.

Element 4: Establish partnerships within the learning community to support district and campus goals through exemplary library programs.

Element 8: Collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials.

Standard III: Learner-Centered Technology and Information Access

Element 1: Provide a balanced, carefully selected, and systematically organized collection of library resources that are sufficient to meet students' needs and are continuously monitored to be current and relevant in each subject areas.

Element 2: Models and promotes the highest standard of ethics, and integrity in the use of the Internet and other print and electronic resources.

Element 3: Employs existing and emerging technologies to access evaluate, and disseminate information for possible application to instructional programs.

Element 4: Promotes interlibrary loan policy to facilitate information access beyond the campus.

Element 5: Model information problem-solving processes in providing instruction about reference and research technologies.

Standard V: Learner-Centered Connections to the Community

Element 4: Establish partnerships with businesses, learning institutions, global communities, and other libraries and entities to strengthen programs and support campus goals.

Element 5: Develop library programs that offer families opportunities to participate in school activities and in their children's education.

Standard VI: Learner-Centered Information Science and Librarianship

Element 2: Understand the role of the school library media program as a central element in the intellectual life of the school.

Element 3: Know theories, principles, and skills related to the selection, acquisition, organization, storage, retrieval, use, and evaluation of information.

Element 9: Understands and models principles of intellectual freedom, information access, privacy, and proprietary rights.

Element 11: Use varied reading materials, programs, and motivational strategies to guide the development of independent readers.

Element 12: Engage in continual self-evaluation and self-directed learning for professional growth.

Element 14: Demonstrate ethical behavior in all professional contexts.

Element 15: Work collaboratively with other information professionals in support of the library program and the profession.

Texas Administrative Code Title 19 Education, Part 7 State Board of Educator Certification, Chapter 239 Student Services Certificates, Subchapter B School Librarian Certificate, Rule 239.55 Standards for the School Librarian Certificate:
http://info.sos.state.tx.us/pub/plsql/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=7&ch=239&sch=B&rl=Y
This course is based upon the national ALA/AASL Standards For Initial Programs for School Library Media Specialist Preparation (approved March 5, 2003 html file). Link from: http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/schoollibrary.htm . The University of Houston- Clear Lake program in School Library and Information Science is nationally recognized, reviewed and approved through NCATE-AASL/ALA .

University of Houston-Clear Lake Diversity Proficiencies for Library Candidates:
Advanced Programs
The candidate librarian will:

Knowledge
ADPK1 Demonstrate an awareness of the impact of race, ethnicity, culture, socioeconomic status, exceptionalities, sexual orientation and speaking a language other than English on promoting equity for all learners

Skills
      ADPS1 Create an environment in which all students can learn
      ADPS2 Promote equity and excellence for all

Dispositions
      DPD1 Demonstrate that diversity in the classroom and society is a strength

      DPD2 Use language that is not demeaning or harmful to any individual or group

CAEP Statement

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Dispositions Statement

Each student must read and follow Statement on Professional Dispositions, which is provided to define the standard of behavior SOE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

Americans with Disabilities Statement

Disability Services

If you believe you have a disability requiring an accommodation, contact Disability Services at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Should you need special accommodations, please contact me after class or in my office.

English Language Proficiency (ELPS)

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the ELPS standards, please raise any questions in class.

Plagiarism

Plagiarism will result in a grade of zero on an assignment. You will also receive a zero on your Student Dispositions under "Maintain professional and personal integrity" and a grade of "Unacceptable" in the Key Assessment of PCT (Personal Course Tools) warehouse. You may also fail the course.

Academic Honesty Policy

The Academic Honesty Policy (pdf) in the Student Life Policies Handbook, is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Please note, ANY material located on the Internet is to be treated exactly the same as material in traditional print form. If you use any material in any form from any source other than yourself, it MUST be cited using APA style.

Evaluation of Instructor and Course

At the end of the course, students will be given an opportunity to evaluate this course and the instructor.

UAS Statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:
- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements.