University of Alaska Southeast
School of Education
Distance K-8 Certificate/MAT Programs

ECE 661, ED 615, ED 616, ED 617, ED 618 and ED 619
Information for Practicum Host Teachers
2014-2015

This information packet includes:

- Opening letter .................................................................................................................. 2
- Individual Class Requirements......................................................................................... 3
- Practicum Host Teacher Responsibilities........................................................................ 6
- A lesson plan template.................................................................................................. 7
- Questions for Lesson Observation.................................................................................. 8
- Syllabus for ED 593 Practicum Student Supervision.................................................. 9
- LiveText Registration Instructions................................................................................ 14
- Course Registration Information.................................................................................... 19
December 23, 2014

Dear Host Teacher:

_The most important part of methods courses is the time our students spend in your classroom. Thank you for volunteering to work with a UAS practicum student._

- These courses provide our graduate students the opportunity to learn about teaching in specific content areas, classroom management, curriculum and the day-to-day realities of elementary and middle school teaching. The more practical experience the students have, the better they will be prepared for student teaching.

- The student should be in your classroom at least 3 hours a week, per class she is taking.

- The student should schedule a regular weekly time, at your convenience, that he will be in your room.

- The UAS student's first and foremost responsibility is to be a help to you and your students. Please make your expectations clear to the student.

- The UAS student should provide you with the syllabus for the class he is taking, as well as this information packet for the Practicum Host Teacher.

- You may host a UAS practicum student for more than one methods class. Practicum students are aware that they must do practicum work at the primary, intermediate _and_ middle school levels.

- As a Host Teacher, you are eligible to take ED 593 Practicum Supervision. This is a one-credit course offered through the School of Education that acknowledges the effort and learning that supervising a practicum student entails. UAS pays the tuition, we ask only that you pay the $15 registration fee. Materials for registration are in this packet. If you have a practicum student for 2 or more courses, you may register for 2 credits.

We will have one audio conference for those who wish the credit course. This will be on Wednesday, October 1, at 4:30 pm for Fall Semester, and Wednesday, January 28 at 4:30 pm for Spring Semester. The phone number is 800-570-3591 and the code is 6506720. The meeting will be recorded for those who can’t attend; however, we hope you can make time for this short meeting.

Thank you for supervising one of our students. We have found that the practicum is essential in preparing our students for student teaching and for the first years of teaching. It’s an opportunity to truly learn about teaching under the direction of an effective teacher.

If you have any questions about the practicum, the UAS student, or the ED 593, please contact me. My phone is 907-694-7019 and my email is klspanger@uas.alaska.edu.

Again thank you for your support of our program and for hosting a UAS graduate practicum student.

Katy Spangler, Ph.D.
Coordinator, Graduate Elementary Programs
Specific Classroom Requirements for Each Course

Each course requires that the UAS student be in the practicum for approximately 3 hours per week during the semester. During the semester, the Host Teacher observes and assesses 3 lessons taught in the classroom. At the end of the semester, the Host Teacher provides assessment via an online assessment system regarding overall learning in the practicum, and professional dispositions.

ECE 661 Advanced Topics in Literacy for Young Children.

Instructor: Susan Andrews, Early Childhood Education, UAS  smandrews2@mail.uas.alaska.edu

We prefer that UAS students be placed in the Kindergarten or 1st grade.

The UAS teacher candidate is encouraged to interact with the students in as many literacy activities as possible and as requested by the host teacher. The required practicum assignments for this course are:

- **Practicum #1** Observation and explorations of children in conversation with adults or peers, OR Observations of dialogic reading experiences with Students

- **Practicum #2** Create a Socio Dramatic Play Center and literacy in which Literacy opportunities are explored and documented (e.g. Lemonade Stand, Flower Shop, Pet Shop, Post Office, etc.)

- **Practicum #3** Collect and analyze emergent writing samples

- **Practicum #4** Collection and assessment of 3 running records for an emergent or early reader. This assignment includes conference with the course instructor and a related lesson plan with observation by the host teacher.

- **Practicum # 5** Two literacy lessons. Using an Alaskan themed or context trade book, you will design a minimum of TWO literacy lessons. These lessons will be designed and documented with completed lesson plans. The first of your lessons will be on the dialogic reading technique. The second is a strategy/activity free choice.

Students will report on their experiences, observations, and insights from each of the practicum assignments. All assessments will be collected, analyzed and feedback provided. Students are required to complete 3 formal literacy lessons documented by complete lesson plans and the completion of the host teacher observation forms through Live Text.

ED 615: Literary in the Intermediate and Middle School Grades

ED 615: Literary in the Intermediate and Middle School Grades
Instructor: Julia Gibeault, Retired Literacy Specialist, Anchorage School District,
jb gibbeault@uas.alaska.edu

- Please discuss your philosophy of literacy instruction, standards and curriculum, with the UAS student throughout his or her practicum experience with you.
• Support the UAS student so that he or she may work with an individual child on a weekly basis. This may be a child that would benefit from tutoring, extra motivation or study skills. The candidate will be required to create a literacy portfolio for this child, suitable for the host teacher’s use and the child’s permanent file. The UAS student understands that all information about this child is confidential.

• Provide opportunities for the UAS student to participate in reading instruction with small and large groups. When you feel the student is ready, please give him or her as much responsibility as possible. Other possibilities include: reading conferences, reading for social studies and science, literature circles, skill instruction, plays and drama, response to literature activities, reading aloud to the class, and so on.

• Provide opportunities for the UAS student to participate in writers’ workshop and assist with various stages of the writing process. This may include mentor text lessons, conferencing, working with response groups, trait assessment, skills lessons, helping with publishing, and so on. The UAS student should work with individuals and groups. Please give him or her as much responsibility as possible.

• UAS students should teach five literacy lessons aligned to standards in reading, writing, and one lesson with a focus on spelling/word study. One of these lessons may be unobserved or undocumented and one may describe an informal teaching opportunity. All lesson documentation is to include complete, host teacher preapproved lesson plans, artifact documentation (student work, pictures, etc.), and reflection incorporating host teacher feedback.

• Host teachers, please formally observe three of the practicum student’s five lessons and complete the online lesson observations at [http://www.LiveText.com](http://www.LiveText.com).

ED 616: Math in the K-8 Curriculum

Instructor: Dr. Chip McMillan, Assistant Professor of Education, chip.mcmillan@uas.alaska.edu

• Interview with host teacher about curriculum and practices.

• Interview 2 students about math understanding (students do not need to be in this class.)

• Teach 7 math lessons. The host teacher is asked to observe, give feedback and fill in observation forms for 3 of these lessons. 4 are with small groups; one is whole class; one is whole class for another age level outside your classroom; one is STEM. Also, video of one of the lessons. UAS student understands confidentiality.

ED 617: Science in the K-8 Curriculum

Instructor: Dr. Chip McMillan, Assistant Professor of Education, chip.mcmillan@uas.alaska.edu

• Interview with host teacher about curriculum and practices.

• Interview 3 students: This will be a way to observe student’s current knowledge about science.

• Teach 4 science lessons for whole class. The host teacher is asked to observe, give feedback and fill in observation forms for 3 of these lessons. Video of the student teaching one of these lessons.

• The student will be designing a science center for use in your classroom if appropriate
ED 618: Social Studies in the K-8 Curriculum

Instructor: Dr. Anne Jones Instructor, Assistant Professor of Education, rajones5@uas.alaska.edu

• Discuss standards and local curriculum with you. Share social studies materials that you have.

• Participate in social studies instruction on a regular basis.

• Please allow the UAS student to plan, teach, and evaluate as many lessons as possible. The student is required to deliver three lessons: one with a focus on questioning strategies, one with a focus on the use of primary sources, and one with a focus on visual literacy.

• Please observe at least the three required lessons and do the online lesson observations at www.LiveText.com, for these required lessons.

• Discuss your philosophy of teaching the social studies with your student. We will be considering the differences between curriculum centered and student centered instruction, and your insights will be valuable.

ED 619 Elementary Classroom Management

Instructor: Katy Spangler, UAS Program Coordinator Klspangler@uas.alaska.edu

• Observe and interview host teacher about management practices.

• Work with one child on an issue of self-management during the semester.

• Teach 3 lessons in your classroom (any subject): a differentiated lesson, a lesson using specific management techniques of the student’s choice, and a lesson with emphasis on student responsibility.

• Respond to daily discipline issues as they occur.

• Please observe and evaluate 3 lessons that the practicum student teaches in your classroom.
Practicum Host Teacher Responsibilities

The Practicum Host Teacher supervises candidates in K-8 classrooms. The practicum experiences are linked to our six methods courses, which are the core part of our Practicum/Methods phase. Practicum teachers are volunteers. They host candidates in the classroom approximately 3 hours per week for each class.

Practicum teachers provide opportunities for candidates to observe, assist and teach in the classroom. They approve lessons that candidates prepare for teaching, and provide feedback before, during and after teaching. At the end of the semester, Practicum Host Teachers assess candidates via online assessments.

The School of Education may offer a 1-credit 500 level course for Practicum Host Teachers. Additionally, Practicum Host Teachers are invited to register for methods courses along with the candidates they supervise.

Specifically, the Practicum Host Teacher:

1. welcomes the practicum student into the classroom and introduces him/her to the students.
2. asks the practicum student for the class syllabus and review expectations for the practicum student.
3. provides a seating chart or other materials so the practicum student can learn names.
4. assists the practicum student in becoming familiar with standards and local curriculum and with classroom curriculum for the semester.
5. acquaints the practicum student with appropriate school policies, personnel, materials, resources and programs.
6. requires lesson plans from the practicum student in advance of teaching lessons.
7. enrolls in the online assessment system, LiveText.
8. observes the practicum student and provides constructive feedback. Records observations of specific lessons online.
9. completes the Practicum Assessment Form at the end of the class. If comfortable, shares this with the practicum student.
10. completes the Dispositions Checklist online.
11. notifies the methods teacher or program coordinator if there are questions or concerns about the student or the class.
Lesson Design Template: MAT/Certification Elementary

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Host Teacher Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade Level:</td>
</tr>
<tr>
<td></td>
<td># of Students:</td>
</tr>
<tr>
<td>Date &amp; Time of Lesson:</td>
<td>Length of Lesson:</td>
</tr>
<tr>
<td>Topic of Lesson:</td>
<td>Content Area:</td>
</tr>
<tr>
<td>Materials: include technology:</td>
<td></td>
</tr>
</tbody>
</table>

Alaska Standard:

STAGE ONE

<table>
<thead>
<tr>
<th>Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

STAGE TWO

<table>
<thead>
<tr>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

STAGE THREE: Opportunities to Learn

<table>
<thead>
<tr>
<th>Introduction/Hook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Processes and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation/Accommodations/Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Closure:

How is this lesson sensitive to cultural and language issues?
Suggestions for Pre- and Post-Lesson Conferencing with Host Teacher

Examples of questions prior to the lesson:

• What is the objective of the lesson? How will you know if the students have met the objective?
• What provisions are you making for faster and slower learners?
• How does this lesson fit into the overall curriculum?
• Have you changed the lesson plan at all?

Examples of questions for reflection after the lesson:

• How did the lesson go?
• Did the students meet the objective? How do you know?
• Were there any unexpected events? How effectively did you respond?
• Comment on one student who did particularly well and one who did not meet your expectations. Why did this happen? What can you do to follow up with the student who did not do well?
• Are there any changes you would make in this lesson if you could do it again? Why?
ED S593 – JO5  CRN #79646  Practicum Student Supervision
Supervision of Practicums for UAS Students in ED 615 (Literacy), ED 616 (Math)
ED 617 (Science), ED 618 (Social Studies), ED 619 (Management), ECE 661 Literacy Young Children
1-3 credits  SPRING 2015

Instructor: Katy Spangler
PO Box 773354
Eagle River, AK  99577
klspangler@uas.alaska.edu
FAX:  907-694-8797
PHONE: 907-694-7019 (9 am to 5 pm only)

Note: UAS will pay your tuition; however you will have to pay the administration fee of $15.

Class meetings
Weekly, 3 hours, time to be determined with practicum student
Audio conference:  Wednesday, February 4 , 4:30 pm
Dial 1-800-570-3591 code 6506720

Course Context
Special topics course for K-8 teachers who are supervising a practicum student in the Distance K-8 Certificate Program.

Course Description
Supervision of a candidate for the K-8 certificate in a weekly practicum situation. The Practicum Host Teacher meets weekly with the Practicum Student, supervising observations, tutoring and practice teaching in the classroom.
Relation to Conceptual Framework

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Assessment Ensuring that the Objective has been met</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate will demonstrate the knowledge and skills necessary to:</td>
<td>Completion of required assessments of the practicum student</td>
</tr>
<tr>
<td>1. effectively mentor a practicum student</td>
<td></td>
</tr>
<tr>
<td>2. add to personal professional knowledge in the target content area.</td>
<td></td>
</tr>
<tr>
<td>3. develop skills for observation and assessment of teaching practice</td>
<td></td>
</tr>
</tbody>
</table>

Technology Needed

- High speed internet access
- Enrollment in LiveText
- School email address

Required Readings

- Practicum Host Teacher materials packet
- Please see your practicum student’s syllabus for the course.

Course Requirements

- Attendance in 1 audio conference designed as an orientation to supervision
- Practicum Assessment Form online
- Observation forms for 3 observed lessons online
- Professional Dispositions Progress Report online
- Regular meetings with the practicum student to provide supervision, feedback and encouragement

Grading: Pass/fail. The passing grade is obtained for participating in required meeting and turning in all required paperwork.

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.

**Basis for Student Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for LiveText</td>
<td></td>
<td>February 2</td>
</tr>
<tr>
<td>Practicum Assessment Form</td>
<td></td>
<td>April 24</td>
</tr>
<tr>
<td>Dispositions Assessment</td>
<td></td>
<td>April 4</td>
</tr>
<tr>
<td>Lesson Evaluations: Please do these as the students teach them, not at the end. This way the student receives your feedback.</td>
<td>Due dates on each syllabus</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation of Assignments**

Please see Host Teacher Packet

**Course Schedule**

The practicum student will be in the school beginning the week of September 4. The practicum student is expected to volunteer in your class for 14 weeks, with approximately 3 hours per week during the time you teach the target content area. You will need to arrange your time together.

<table>
<thead>
<tr>
<th>Dates of Importance:</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio conference</td>
<td>Feb 4, 4:30 pm</td>
</tr>
<tr>
<td>Host Teacher LLiveText Registration</td>
<td>Feb 2, 2015</td>
</tr>
<tr>
<td>Course registration due</td>
<td>February 21, 2015</td>
</tr>
<tr>
<td>Last week of semester</td>
<td>April 27-May 1, 2015</td>
</tr>
<tr>
<td>Due date for assessments</td>
<td>April 24, 2015</td>
</tr>
</tbody>
</table>

Please complete your assessment for the student by the due date. *The student's grade will not be issued until the assessments are received, nor will yours for ED 593.*  **Thank you!**

**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.

**Students 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](http://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](http://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

**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.

**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.

References


Denmark, V. (2000) *Coaching and supporting 1st year and student teachers.* Eye on Education

Step 1: Completing the Host Teacher Information Form Online

1. The host teacher information form is online and can be accessed at this link or by pasting the following URL into the address bar of your web browser: https://www.livetext.com/misk5/formz/public/70155/IxxLNzg2CH

2. When the form is completed, click “Submit.” If any required questions were left blank or not formatted correctly, you will be prompted to re-enter these responses.

3. Your host teacher information form has been successfully completed when you reach the screen that says “Form has been completed. Thank you!” If you would like to print a hard copy for your own records, you will see a link called “Create a Printable Version.” This will direct you to a printer-friendly version of your completed form.

4. In order for the host teacher to receive his or her LiveText account, you must notify Lee Salinas cesalinas@uas.alaska.edu once this form has been submitted successfully.
STEP 2: LiveText Instructions for Host Teachers

I) To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address. The message should read like this:

“Dear YOUR NAME,

Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText. To log in, go to www.livetext.com and enter the following username and password:

User name: [YOUR USERNAME]
Password: [YOUR PASSWORD]

Thank you for the contributions you will make to your mentee’s professional development.”

II) Visit the website www.livetext.com and log in with the username and password provided to you.

III) You will be asked to select a security question. This is in case you ever forget your username and/or password and need helping logging in. Your LiveText username will never change, but you have the OPTION to change the password by:

1) Clicking My Account in the upper right corner

2) Clicking Change Password. You will be asked to enter the old password first, then to enter and confirm the new password.
IV) Under the **Placements** tab you will see all students assigned to you. Basic details about the placement will appear below the student’s name. Click the “View Placement Details” button to see all activities associated with this placement. You may also click **Begin Assessment** or **Continue Assessment** to go directly to your assessment.
V) You will be directed to a page called **View Placement**. From this page, you can access all the key activities for your Field Experience Placement.

1) Basic details about the placement will display to the left.

2) To view and enter demographic information about the school and classroom, click **View Demographics**.

   1) **School Demographics** may already have been added by the college or university.

   2) Click in the boxes next to each category in “Classroom Demographics” and type in a number.

   ![Click and type in numbers](image-url)
3) To write an email to the student, supervisor, or both click the corresponding email icon or link.

4) To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
   
   1) Click the cells to highlight the level of performance achieved in each area.
   
   2) Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the box.

   3) Add comments for the *entire* assessment using the text box at the top of the rubric.

5) To open any attachment uploaded by the student, click its title in the **Attachments** area.

6) You may view the student’s **Time Log** on the right side of the screen. Hours are entered by the student. To approve the student’s entries, check the box next to the entry and click **Approve Hours**.
Dear Practicum Host Teachers:

The School of Education truly appreciates the work that you do in helping our students become teachers. Because the work that you do is so valuable to the future of Alaska, we want to remind you that you can earn professional development credits for the work you are doing. We are offering you the option of registering for professional development credits to help further your professional goals.

The details below will assist you in registering online for the professional development credits due to you. Please see the attached pdf document for directions on how to register for UAS Professional Education Course. Also please be sure the credit hours are accurate per above credit amount. For online registration help, participants can call (907) 796-6100 or email registrar@uas.alaska.edu.

<table>
<thead>
<tr>
<th>Term Reference</th>
<th>Course Subject</th>
<th>Course Number</th>
<th>Section</th>
<th>Credit hours</th>
<th>Title</th>
<th>Online Registration Close Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>ED</td>
<td>S593</td>
<td>JO-4</td>
<td>1</td>
<td>Practicum Student Supervision</td>
<td>2-21-15</td>
</tr>
</tbody>
</table>

*Online registration closes at 5pm on the date listed. Once deadline is past, we are unable to award PEC credit in the listed semester.

**Please note: The $15 fee for this course is non-refundable.** Dropping from an ED 593 course is not permitted.

Thank you,

Katy Spangler
HOW TO REGISTER ON UAONLINE New and returning students can register for courses through UAOnline at https://uaonline.alaska.edu/.

1. RETURNING STUDENTS: Login using your UA Username/Password or UA ID#/PIN and skip to step 10.

NEW STUDENTS: Select Apply for Admission or Check on Status of Application and continue to step 2.

2. NEW STUDENTS: Follow the step by step instructions to apply as a New Student.
3. Create an Admissions Login ID and PIN to access your application in the near future.

4. Select Campus:

*University of Alaska Southeast* > Select Application Type: *Non-degree Seeking*

5. Provide your full legal name. Ensure all information is complete and accurate.
7. After you’ve completed your Non-Degree Seeking application, you will receive a Signature Page.

6. Follow this checklist to ensure your application is complete. You can select Finish Later to complete the application later. Use the Login ID and PIN you created to log back in to finish your application.

8. You will receive an email confirmation once your application has been received. You have 24 hours to login to UAOnline using the Login ID and the default PIN (set to your date of birth – mmddyy).
9. Use your newly created Login ID and PIN to log in to UAOnline to register for courses by selecting *Login with PIN*. Your PIN is set to your date of birth (mmddyy). Please refer to your signature page under *Note* for instructions.
10. Select the **Student Services & Account Information** link or tab

11. Select **Registration**
14. Use the drop down menus to indicate your current *Educational Level* and your *Educational Goal*.

15. Enter the CRN (Course Reference Number - 5 digit number received from the instructor) > *Select Complete Registration Changes* > *Select Accept* to acknowledge the mandatory payment.
16. If you receive an error that requires *Department Approval*, contact the instructor.

12. Select

*Register/Add/Drop Classes*

13. Use the drop down menu to select the semester of the class you plan to register for (Summer, Fall, or Spring).
17. You should receive the status *Registered*

![Image of bookstore directory with highlighted option to view fees/make payment]

19. Select *View Fees/Make Payment*

21. Select *PAY NOW* to make a credit card payment

**Questions?** Please contact the Registrar’s Office at 907-796-6100 or via email at registrar@uas.alaska.edu

![Image of account detail for term/credit card payment]

20. Select

*Account Detail for Term / Credit Card Payment*