This procedures handbook serves faculty, administration, and staff of the SOE to promote clear communication and consistency specific to, or of special importance to, teacher education programs, partnerships, grants, and projects. SOE administration and faculty support all articles of the UNAC Collective Bargaining Agreement, United Academics AAUP/AFT Collective Bargaining Agreement, Board of Regents Regulation, and UAS Faculty Handbook. Faculty should refer to those handbooks and agreements for additional information.

SOE procedures support quality programs in keeping with the SOE mission and vision and in sync with district and state needs and national mandates of No Child Left Behind (NCLB). They are intended to guide service to growing needs with efficiency and quality. They promote coherence and clarity across programs, equitable processes for faculty professional development and workload decision making.

**Resources**

Board of Regents Policy [http://www.alaska.edu/bor/policy-regulations/](http://www.alaska.edu/bor/policy-regulations/)
Academic Policy [http://www.uas.alaska.edu/provost/AcademicAffairsPolicies/index.html](http://www.uas.alaska.edu/provost/AcademicAffairsPolicies/index.html)
Faculty Handbook [http://www.uas.alaska.edu/facultyhandbook/index.html](http://www.uas.alaska.edu/facultyhandbook/index.html)
Adjunct Faculty Handbook [http://www.uas.alaska.edu/provost/faculty/adjunctfy11.pdf](http://www.uas.alaska.edu/provost/faculty/adjunctfy11.pdf)
Academic Calendar [http://www.uas.alaska.edu/provost/calendars.html](http://www.uas.alaska.edu/provost/calendars.html)
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SOE Teacher Education Mission Statement:

To identify, prepare and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally.

Vision

Our graduates will be informed, reflective and responsive educators within diverse classroom, school and community contexts.

SOE Faculty's Professional Commitments

1. Recognize and nurture candidate differences, promote and model positive attitudes toward diversity, and teach in inclusive and culturally responsive ways.
2. Design and adjust programs to meet the evolving and unique needs of Alaska.
3. Personalize teaching, challenge candidates to think and reflect, use performance based assessment, create communities of learners, arrange extensive and substantial field experience, conduct and promote teacher research, and, generally model concepts taught in action.
4. Use technology to support learning, empower candidates and provide accessibility to quality teacher education throughout the state.
5. Ground candidates’ learning in classroom field experience in diverse school communities.
6. Use real classrooms as well as books as source materials for knowledge construction, research, and life-long learning.
7. Establish collaborative relationships with candidates to support the whole learner.
8. Broaden professional knowledge through research activities.
10. Monitor and support candidates’ development of content area knowledge and their transition from proficient learner to proficient teacher of content.

Student Goals and Performances, Expected in All Programs

(K) Knowledge (S) Skill (D) Disposition

Goal 1: Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their practice.
Candidates:
  a. support their philosophy of education with research-based theory and evidence. (K)
  b. apply their philosophy, beliefs, and theory to practice. (S)
  c. are guided by their philosophy of education are flexible in revising it based on new research and teaching experience. (D)

Goal 2: Educators understand how human development affects learning and apply that understanding to practice.

Candidates:
  a. identify ways students’ developmental levels affect their thinking processes and learning. (K)
  b. accommodate differences in how students learn based on knowledge of individual’s social, emotional, and intellectual maturation. (S)
  c. demonstrate an appreciation of unique thinking processes of learners during different stages of development. (D)

Goal 3: Educators differentiate instruction with respect for individual and cultural characteristics.

Candidates:
  a. identify strategies for differentiating instruction based on student differences. (K).
  b. design instruction that incorporates characteristics of the local community’s culture and that is appropriate to students’ individual and special needs. (S)
  c. apply local and Alaska knowledge to the selection of instructional strategies, materials and resources (S)
  d. demonstrate their belief that all students can learn and that they appreciate multiple perspectives and value individual differences. (D)

Goal 4: Educators possess current academic content knowledge.

Candidates:
  a. demonstrate knowledge of their content area, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge. (K)
  b. connect the content area to other content areas and to practical situations encountered outside the school. (S)
  c. demonstrate commitment to professional discourse about content knowledge and student learning of content. (D)

Goal 5: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.

Candidates:
  a. understand how to plan for instruction that is based on learner needs and curriculum goals. (K)
b. plan, teach, and assess for optimal learning. (S)
c. demonstrate that they value assessment and instruction as integrated processes. (D)

Goal 6: Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.

Candidates:
   a. investigate and use a variety of techniques to establish and maintain a responsive environment for all learners. (K,S)
   b. establish and maintain a positive climate in which learners develop self-direction and collaborative skills. (S)
   c. commit to ensuring learner well being and development of self-regulation and group interaction skills. (D)

Goal 7: Educators work as partners with parents, families and the community.

Candidates:
   a. develop a sound, broad-based understanding of learners’ families and the local communities. (K)
   b. communicate effectively with parents and community members to and incorporate local ways of knowing into decision making about all levels of schooling. (S)
   c. recognize the school as an integral part of the community and value families and community members as partners in promoting learning. (D)

Goal 8: Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.

Candidates:
   a. remain current in knowledge of content and teaching practice. (K)
   b. participate in and contribute to the teaching profession. (S)
   c. communicate effectively with students, colleagues, and supervisors. (S)
   d. demonstrate professional ethics, democratic principles, and collaborative learning communities. (D)

Goal 9: Educators use technology effectively, creatively, and wisely in their practice.

Candidates:
   a. effectively use computers and other technologies in their professional practice and evaluate the potentials and limitations of technologies. (K)
   b. integrate technology in planning, instruction, and assessment to support student learning. (S)
   c. value technology as a tool for lifelong learning. (D)
Section 1

SOE ORGANIZATIONAL STRUCTURE

Organization charts showing programs and coordinators and staff follow section 1 in this handbook.

Adoption of Policies

All policies in SOE are in keeping with the United Academics AAUP/AFT Collective Bargaining Agreement, UAFT Collective Bargaining Agreement, Board of Regents Regulation, and UAS Faculty Handbook.

Role of Dean of Education

The Dean serves as the senior administrator of the School of Education and is responsible for providing leadership to the School and its students, faculty and related community constituencies.

1. The dean is responsible for program quality, academic integrity, program consistency, accreditation and fulfillment of mission and vision.
2. The dean provides leadership for academic programs, instruction activity, academic-related policy/procedures, scholarly endeavors, community engagement, and fund development initiatives.
3. The dean ensures that the unit maintains a strategic vision and plan for the unit consistent with the University's Strategic plan.
4. The dean serves on university committees as directed by the Provost or Chancellor.
5. Convenes and chairs bi-weekly meetings with faculty, monthly meetings with coordinators and meetings with stakeholder and advisory groups.
6. Leads efforts in defining standards of excellence for the School of Education.
7. Provides leadership for program/curriculum assessment, development and growth initiatives.
8. Advocates for and facilitates scholarship and intellectual engagement.
9. Explores and facilitates opportunities for faculty and staff development.
10. Oversees the management of the financial and material resources of the School of Education.
11. Provides leadership in the preparation of NCATE annual reports as well as Institutional Reviews.
12. Oversees all Specific Professional Association (SPA) reports.
13. Oversee development of all sections of Federal and State reports, e.g. reports such as Title II, I-Peds, and completer reports.
15. Serves as the School of Education’s certification officer.
16. Provides supervision to the SOE Recruitment/Retention specialist and PEC director.

Role of Coordinators

SOE programs fall under nine program coordinators: Early Childhood Education, Elementary undergraduate, Elementary MAT Distance, Elementary MAT Local, Secondary MAT, STEM Education, Special Education, Reading and Literacy, and Educational Leadership.

1. Coordinators meet regularly with full-time and part-time faculty teaching within their respective programs to develop, implement, and evaluate program-related instructional and internship/practicum services.
2. These nine coordinators (with occasional other program heads) serve as advisors to Dean of Education, with meetings set prior to the start of each semester in a written schedule arranged in communication with coordinators. Tasks include facilitating school-university partnerships, providing orientation to students and adjunct or other faculty.
3. Coordinators provide program level overall management such as course scheduling, maintaining the 6 year course sequence, book purchases, catalog revisions, and curriculum changes with support from the Dean’s Office staff.
4. Coordinators schedule and recommend faculty/adjuncts for their program to the Dean. Dean makes final decisions on hires and terminations.
5. Recruit, recommend, supervise and evaluate adjuncts.
6. Provide direction to other faculty teaching in their programs.
7. Align program goals, curriculum, and course sequence with Conceptual Framework and with state and national professional education standards.
8. Oversee program reports to specialized professional associations.
9. Oversee development of handbooks/updates that reflect the conceptual framework.
11. Take leadership role in special events relevant to programs (e.g. graduation, orientation, advisory board meetings, recruitment events)
12. Oversee design and communication of all dimensions of field experience/internship
13. Troubleshoot in discipline related program issues
14. Recruit and market programs to assure productivity.
15. The Dean approves coordinators’ compensation for administrative duties in keeping with program demand/size/stage of development--and up to
20% of workload. Arrangement is similar to “chairs” of academic departments, but duties vary.

School of Education Administrative Manager

1. The administrative manager serves as assistant to the dean providing guidance to faculty, staff, and students in administrative matters. Has signature authority for purchasing, travel, budget, and personnel matters.

2. Prepares and manages budget and prepares monthly management reports for UAS budget office.

3. Fiscal manager for post-award grant funds.

4. Responsible for recruitment, hiring, supervision and evaluation of SOE support staff.

5. Tracks documentation, prepares job forms and provides personnel support for full-time faculty and staff. Is responsible for the same process for adjunct faculty.

6. Works with the dean and faculty to prepare for accreditation.

7. Administers projects for the dean as requested.

8. Monitors catalog revision as well as development and implementation of annual schedule of SOE courses in alignment with the six-year master course sequence.

9. Assists the dean with the implementation of data-driven assessment system.

Community Enrichment and Advisory Board(s)

1. University Community Advisory Board

2. PITAAS Advisory Board

3. Special Education Programming Advisory Board

4. FEA Special Working Group

5. SOE Community Advisory Boards

School of Education Faculty Meetings

1. SOE’s full time faculty meet twice monthly or as printed schedules indicate to review program operations, to present university committee reports, and to make decisions related to curriculum and program change. Occasionally faculty will meet more often for special projects or initiatives
2. Times for meetings are set when faculty have no conflicting teaching responsibilities (e.g. Wednesday mornings when no teaching is scheduled, or an alternative date that allows all faculty to be present.)

3. SOE faculty are expected to attend all SOE meetings and to arrange travel, office hours, and other responsibilities so that they don’t conflict with SOE faculty meetings. The Dean must approve exceptions.
Section 2
SOE PERSONNEL

Faculty

1. SOE Faculty abide by their union’s Collective Bargaining Agreement (CBA) and UAS Faculty Handbook, located on the UAS website.
2. According to the CBA (17.3 UNAC) faculty shall establish, post, and maintain reasonable office hours, which will meet the education and programmatic needs of the university. A copy of the notice shall be filed with the Dean of Education.

Faculty Searches

1. SOE coordinators identify needs for faculty to teach program courses. They participate in the search process and submit recommendations to the dean for adjunct or new full-time term and tenure-track faculty.
2. The dean, as the chancellor’s designee, makes all faculty appointments and sets all salaries in accordance with SOE & academic program precedents and policy. The dean, in consultation with others, also makes all decisions regarding termination.
3. Faculty serve as chairpersons and members of faculty search committees, offering recommendations for hire and following policy as set by Human Resources. Administrative staff also serve on search committees when appropriate.
4. SOE administration and faculty recruit broadly to attract diverse teacher education faculty.

Role of University Supervisors of Candidates in the Classroom

1. University supervisors serve educator preparation programs and provide the link between the SOE program/goals/conceptual framework and classroom based learning.
2. The supervisor’s role is to go into school-based settings for a minimum of five formal observations and additional visits as needed in order to support and monitor teacher candidates’ development of proficiency in nine program goal areas and to support and guide the host teacher’s mentorship of the candidate.
3. Coordinators or their designees provide guidance to university supervisors to assure that placements are positive learning experiences and that assessment of candidates are standards-based and consistent.
4. University supervisors provide orientation to candidates and host teachers, clarifying the course/program goals and candidate expectations.
5. University supervisors should submit a record of visits and any written assessments before the close of each semester.
6. University supervisors are identified who have specific expertise in the subject area of the candidate being supervised.
7. Supervisors complete a minimum of 5 formal observations with feedback to candidates and conferences with host teachers in the final semester.
8. For candidates in remote locations, supervisors may complete more than one observation in a day, or plan an extended observation during the one or two days of the supervisor’s visit to assure quality supervision and feedback to the candidate.
9. Supervisors team with host teachers to provide feedback to the candidate and to serve as mentor, advisor, and evaluator.
10. Supervisors facilitate communication and provide assistance to school personnel as well as to the candidate.
11. Supervisors review the candidates’ assignments, journals, reflections, etc.
12. Supervisors meet with host teacher and candidate to assess progress at midterm and final using the Classroom Practice Form (CPF).
13. Supervisors assist candidates in developing improvement plans after the midterm.
14. Supervisors assign candidates final grades for the class.
15. Part time university supervisors of student teachers/interns with full class responsibility as outlined above are paid the equivalent of one credit hour of teaching per candidate per semester.
16. Full-time faculty are compensated with 2 credits of teaching workload for supervising 3 candidates each semester.

Role of Host Teacher, Mentor Teacher in Teacher Candidates’ Internship or Student Teaching

1. Host teachers are certified teachers in full time teaching positions who mentor and supervise initial teacher candidates preparing to teach the same content and level in P-12 classrooms, for a semester or a year.
2. Host teachers plan, teach, and reflect on practice collaboratively with the candidates. They provide informal and formal assessments of the
candidates’ work using assessment forms aligned to the UAS conceptual framework.

3. In elementary programs, candidates work primarily with one teacher, but also work with a “contrast” teacher at another developmental level (primary, intermediate, middle school).

4. Host teachers model a variety of teaching techniques, share the wisdom of practice, reflect on teaching with candidates, team teach with candidates, provide constructive feedback, and support candidates’ development of knowledge, skill, and disposition to teach independently.

5. Host teachers assess candidates’ knowledge skills and dispositions after summative lesson observations, lesson or unit plan review.

6. Host teachers fill out a host teacher honorarium information form to receive an honorarium for services from the university, as a token of appreciation. In 2010-2011, the amount was $150 per semester.

7. Host teachers also provide information about their professional credentials and identify their student teacher or intern, and describe the demographics of their class or school (See Host Teacher Information Form at the end of Section 2).

8. Host teachers attend university workshops and courses or work with program coordinators to learn how to fulfill roles as mentors and evaluators of UAS teacher candidates.

9. Host teachers meet with candidate and supervisors to provide midterm and final evaluation of candidates’ proficiencies aligned to SOE goals and teacher standards and assist candidates in framing and fulfilling improvement plans.

10. Host teachers allow candidates to take full responsibility for teaching for the time specified in the program they serve.

11. Host teachers become familiar with the conceptual framework, UAS goals and outcomes and procedures described in the program handbook.

12. Program Handbooks are provided to host teachers.

Compensation for Adjunct Faculty/ Evaluation of Adjunct faculty

1. Adjunct faculty are paid at the following rate for each semester credit hour taught from the beginning of the first payroll period in July 2011: $1113.83 during the first 5 semesters taught; $1206.73 from the sixth to eleventh semester taught, and $1300.09 for the twelfth semester taught and beyond. (See Article 13 United Academics)

2. It is the responsibility of the faculty member to document length of service. Only semesters in which a class is taught are counted. Student supervision and other non-credit assignments are not included.
3. Needs and resources of university, unit member’s education and experience, and prevailing market conditions govern salary placement.

4. Individual payment rates listed above may be adjusted for extraordinary contributions or qualifications. Adjustments are at discretion of dean.

5. Adjunct faculty are independently evaluated and recommended for reappointment to the Chancellor no fewer than every three years by discipline-related faculty coordinators, through the appropriate Dean.

Adjuncts' Evaluation, Support, Feedback, Ongoing Improvement

SOE Coordinators or their designees will evaluate adjuncts annually whenever possible (each semester on request):

1. Adjuncts will self-assess their effectiveness in instruction in each course they teach.
2. Possible data sources may include: Analysis of course evaluations (from your students). Presentation of course materials, Analysis of mid-term course evaluation (self-designed) you design. Analysis of student learning as reflected in course assessments. Reflections on what adjuncts learned from reviewing students' assessment tests, products or performances.

3. Adjunct and coordinator may arrange a class observation to provide general feedback or to observe for any particular dimension of the teaching/learning.
4. Coordinators may call group meetings of adjuncts that focus on adjuncts' reflections on effectiveness and plans for change.
5. Adjuncts will consider and/or make adjustments to their courses based on data collected and analyzed each semester (e.g. do candidates demonstrate competence in the standards-based and program aligned course objectives?)

6. Coordinators have responsibility to supervise and a need to know about student evaluations of adjunct faculty. Coordinators should access that information each semester, with support from the Dean’s Office when necessary.

7. At the close of each semester or academic year, adjuncts will discuss with coordinators how the course/courses/ went, referencing the data/feedback considered and describing any plans for change.

8. In discussion/interviews with coordinators, adjuncts provide feedback to coordinators about the support they received from the university and make suggestions to the coordinators about support that would be helpful in the future.

9. Coordinators will consider issues emerging from adjuncts’ feedback
to SOE and take appropriate steps to respond to suggestions.

Evaluation of SOE Faculty

The following procedures apply to both tenure-track and term faculty in the School of Education and promote faculty qualifications and support in keeping with Standard 5 of the National Council for the Accreditation of Teacher Education (NCATE).

1. Tenure-track faculty activity reports and evaluation are completed in fall in keeping with UAS faculty handbook. Term faculty evaluations are completed in spring.

2. Faculty Activity Reports, reflecting annual workload agreements, must highlight contributions in instruction, research, service, and professional development as in university-wide guidelines. Activity reports in education should also include: updated faculty vitae; the number of candidates enrolled in each course in the teaching workload; a narrative self-assessment.

3. Self-assessment should be tied to data (e.g. student evaluation of classes; peer observation of teaching and feedback; candidate proficiency), should include advising responsibilities, and should reflect the unit mission and vision.

4. The Dean writes an evaluation letter for each faculty member with commendations and suggestions for growth and advancement.

5. At the time of each year’s evaluation interview/conference, the faculty member should submit annual professional goals to the dean. These written goals should support the UAS Strategic Plan and SOE vision and mission. At the following year’s evaluation, faculty should reflect on progress toward the goals.

6. The interview/conference will include discussion of ways the dean/program/faculty/university can support faculty in reaching goals.
Support Structures School of Education at University of Alaska Southeast

Dean's Office/Accreditation
Stephanie Lokke
Michelle Moffitt
Lee Salinas (through Dec 2011)

Administrative Manager: Janice Hollender

Program Support
Linda Smith
David Phillips
Kaya Haffner

Student and School Services
Recruitment and Retention
PEC Facilitator/Manager
Delores Graver
Cathy Thomas
Student Assistant

Dean’s Office

Administrative Manager
- Provide guidance to faculty, staff, and students in administrative matters.
- Manage budget and prepare monthly budget reports
- Fiscal manager for post-award grant funds
- Recruit, hire, supervise and evaluate SOE support staff.
- Track documentation, prepare job forms and provide personnel support for full-time faculty and staff. Responsible for the same process for adjunct faculty.
• Work with Dean and faculty to prepare for accreditation
• Monitor catalog revision as well as development and implementation of annual schedule of SOE courses in alignment with six-year master course sequence.
• Assist with implementation of data-driven assessment system.

Administrative Assistant
• Coordinate and track PCOs and books including course and faculty changes
• Maintain and track adherence to 6-year course sequence
• Point of contact for TEACH grant and scheduling interviews with the Dean of SOE
• Manage the dean’s calendar
• Process documents requiring the dean’s signature including keeping an electronic record of these documents.
• Assist in maintaining SEAS database
• Take and publish minutes for faculty meetings
• Update SOE website through Content Management
• Alaska Studies and Multicultural Education point of contact
• Catalog revisions management
• Support other administrative assistants and their access to SEAS and Banner
• Print and organize all faculty evaluations for the Dean’s review

Cost Center Administrative Assistant
• Gain authorization for and purchasing of equipment and supplies
• Acquire approvals for, purchasing of and processing payments for travel
• Process accounts payable documents
• Travel Card and Procard reconciliation
• Track documentation, prepare job forms and provide personnel support for adjunct/part-time faculty
• Equipment management

Student and School Services

Recruitment and Retention
• First point of contact for program admissions or information
• Monitor student success and keep program coordinators informed of student successes or difficulties
• Generate letters of congratulation for student successes
• Generate letters outlining options for students experiencing difficulties
• Liaison for Future Educators for Alaska (FEA)
• Recruit in Alaska schools
• Point of contact for student paperwork to include but not necessarily limited to an Institutional Recommendation for Certification
• Monitor and suggest needed changes to the website on a regular maintenance schedule
• Prepare updates on program brochures and promotional documents
• Liaison with Statewide Office on recruitment opportunities

PEC Facilitator/Data Management

• First point of contact for teachers, school districts, agencies and consortiums across the state to answer questions regarding professional development needs of Alaska’s teachers and administrators
• Prepare and update PEC brochure and promotional materials
• Network and market PEC professional development opportunities
• Track all PEC course statistics: number of registrations, courses, credit hours and faculty evaluation statistics to the Dean of the School of Education and Dean of Admissions
• Provide technical assistance to districts and agencies in development of UAS professional development course proposals per UAS policy and procedures
• Prepare information for and submit to the Dean for approval Title II federal and state reports
• Prepare information for and submit to the Dean for approval I-PEDS report each year
• Support for Educational Leadership program

Student and School Services Administrative Assistant #1 Cathy Thomas

• PEC receptionist telephone, email and correspondence
• Prepare Proposed Course Offerings (PCOs) for Dean’s approval
• Create customized registration form for each approved PCO and disseminate to sponsoring agency
• Receive and process all completed PEC registrations, working with UAS Registrar and Cashier’s offices
• Receive and archive all course evaluations
• Assist in preparing and updating PEC brochure and promotional materials
• Create and disseminate course rosters and grade rosters for PEC courses to the sponsoring agency
• Receive completed grade rosters from instructor of record and transmit to registrar at the end of each course
• Assist in tracking all PEC course statistics: number of registrations, courses, and credit hours
• Assist in reviewing and updating the PEC website on a regular schedule
• Assist in providing support for the Educational Leadership program
• Enter Ed Leadership student data into SEAS database

Student and School Services Administrative Assistant #2 Delores Graver
• Assist recruitment and retention specialist in preparing and maintaining files as assigned
• Ensure that the appropriate files are distributed to program assistants once a student is admitted
• Generate letters of acceptance for the Dean’s signature.
• Assist retention and recruitment specialist in generating letters for student success and difficulty
• Assist with processing completed PEC registrations
• Assist with receipt and archiving of PEC course evaluations
• Assist with entering Ed Leadership student data into SEAS database

Student Assistant
• Assistance to Student and School support staff as assigned

Program Support Services
Administrative Assistant - 2 positions: Linda Smith (Math, Technology, Elementary MAT Distance, Special Education) and David Phillips (Secondary MAT, Early Childhood, Elementary BA, Reading, Elementary MAT Juneau)
• Enter student data into SEAS database
• Maintain files necessary to monitor students after admissions and to graduation.
• Deliver completed files to the Recruitment and Retention Specialist for processing of Institutional Recommendations
• Word processing for programs as needed
• Prepare correspondence for school based cooperating faculty for program coordinator and dean signature
• Ensure/track compliance with SOE/State deadlines and requirements e.g., student teaching forms
• Prepare reports for program coordinators as needed

Program Support Student Assistant
• Assistance to Student and School support staff as assigned

Non-Exempt Administrative Personnel Work Assignment
• Expected to work an eight-hour day, Monday-Friday, 8:00-5:00 and to take a one hour lunch break.
• Lunch hours will be coordinated to ensure full coverage of the office during regularly scheduled hours.
• Expected to perform their work assignment on campus.
• Temporary and limited exceptions to the above must be requested in writing to the supervisor with final approval by the dean.
Section 3
Administrative Processes

Cancellation of Classes

1. Classes may be cancelled due to insufficient enrollment or lack of an instructor with the approval of dean.
2. Adjuncts whose classes are cancelled receive a cancellation letter, with a copy to the United Academic-Adjuncts.
3. Adjuncts receive compensation in accordance with Article 13.5 of the CBA.
4. Adjuncts may propose to teach the class for reduced compensation, of at least $80 per student per credit. The university is not obligated to accept such a proposal.
5. Education classes with low enrollment subject to cancellation by dean have ten students or fewer.
6. Classes with low enrollment that are part of promised degree programs and that interrupt candidates' progress can be continued as a directed study for enrolled majors or pre-majors who need the course for a degree requirement, and especially for graduation within the year.
7. Program advisors are responsible to assist candidates whose course needs are not met by scheduled courses.
8. When a course is cancelled, there should be a posting of course cancellation on the door of the classroom at the first scheduled class session.
9. A Course Substitution Form signed by the candidate’s advisor and the dean is needed to substitute an alternate course for a course required in the BA elementary education. The reason for the substitution must be provided along with an explanation of how the course meets the standards/objective of the required course (See form at end of Section 3).

Faculty Workload

1. Tripartite faculty workloads include 3 parts teaching, 1 part service, 1 part research. Bipartite workload includes 4 parts teaching and one part service.
2. Summer appointments may be made for instruction, funded research, or other activities. If a unit member's summer session assignment is canceled due to low enrollment, or some other factor, at the discretion of the University, no extra compensation shall be due the unit member.
3. Summer workload with non-instructional service may receive up to one-ninth of the academic base salary for each month of such assignment, up to a maximum of (1/3) of the base academic year salary for a three-month assignment. (United Academics 15.6.2). Leave time does not transfer from one contract year to the next if not used.

4. Faculty may use leave time received in a fiscal year during that same fiscal year (July 1-June 30), without regard to whether the use occurs during the base or additional assignment (United Academics 16.5).

5. Two days of leave shall be provided for each additional month of full-time appointment each year.

6. Administrative assignment as program coordinator shall be compensated by at least one of the following options, at the discretion of the dean. Release of up to one part (one three credit course) of the teaching, research, or service workload; a one month extension to the base academic year appointment; or a one time lump sum payment of up to $5,500 at the end of each academic year in which the unit member has served in this capacity. (See 15.6.1 United Academics).

7. Time off is according to UA policy, faculty have 15 days in the contract year of time off to be used when classes are not in session during the nine month contract period (United Academics 16.5). Time off is **not** in addition to designated holidays. The 15 days are to be used during Christmas closure (usually five days time off) and spring break (five days), or as specifically approved by the dean.

8. Religious holidays may be observed by unit members as leave without pay. Advance approval must be obtained from the dean or designee.

9. Faculty taking time off should fill out a leave approval request, automatically approved for dates when classes are not in session, approved on dean’s discretion for dates when classes are in session. Leave approval request form found at: [http://www.uas.alaska.edu/vicechancellor/docs/personnel/Leave_Approval.pdf](http://www.uas.alaska.edu/vicechancellor/docs/personnel/Leave_Approval.pdf)

**Overloads**

1. Overloads may be made for additional and separate instructional or other work assignments during the base academic year appointment (UNAC 15.6.3).

2. Due to education accreditation concerns, the dean cannot approve overloads that cause education faculty workloads to exceed 12 credit hours of teaching in any one semester.
3. Faculty proposals for non-instructional overload assignments should be submitted to the dean in writing and should describe the intended accomplishments/goals, the funding source, the schedule and timeline for completion, and the alignment of the overload with the SOE mission. The additional workload may be approved by the dean if no feasible alternative means for absorbing the work into a regular full-time assignment can be found.

Proposals for External Funding/ Implementation of Grants

1. Faculty may identify contracts and grants (concepts, proposals, budget, overhead implementation, evaluation) that support the SOE conceptual framework and the SOE mission to identify, prepare, and strengthen Alaska’s teachers.
2. Faculty wishing to submit proposals for grant funding must do so in consultation with the dean whose approval is required.
3. Grant funded travel requests must be submitted to and approved by the dean before travel takes place. Grant funded travel must not interfere with teaching of classes or other workload responsibilities.

Professional Development

1. Each full-time faculty member can draw on $675 per year in professional development travel or other expenses at the SOE unit level. SOE will track these expenditures. Funding does not accumulate from year to year.
2. Faculty engaged in professional development travel must indicate in writing how their teaching responsibilities are being covered in their absence.
3. Faculty can apply to the Wilson Fund to support peer-reviewed national presentations.
4. Access to Travel Regulations can be obtained online at http://www.alaska.edu/bor/policy/05-02.doc.
5. All SOE professional development travel and other costs must be completed and approved by the dean.
6. Travel paid by the general fund must fulfill unit priorities, support faculty in their professional development goals, and support the SOE vision and mission.
7. Travel funded by grants and in keeping with grant goals requires both principle investigator and dean approval. Faculty fill out Travel Authorization prior to submitting to Dean for approval.
8. Amount of travel in any one term must be limited in keeping with the need to be available on campus to teach, advise, research, and provide service as specified in faculty workloads.
9. On availability, education dean can approve additional funds to pay for professional development that advance the unit toward short or long term goals for improvement.
10. Faculty returning from professional development are expected to share their professional insights with faculty and students—in writing, brown bag seminars, web logs, presentations, or other means, in keeping with modeling a learning community. Faculty should document professional sharing within fifteen days of completion of travel and before requesting next professional development travel.
11. New full-time faculty are urged to participate in the Faculty Development Seminars, which is credited within their service component (1/3).
12. Experienced faculty and dean take responsibility to mentor new faculty.

Space Utilization
1. The dean will make space utilization decisions (location of offices and office space for faculty and staff) with input from faculty and in keeping with university precedents/current program needs.

Field Placements in School Districts
1. Written agreements with school districts exist (including for rural practicum). Agreements must describe the conditions for candidate placement, the responsibility of the unit and the school in making placements, the responsibility of the unit and school in selecting mentor teachers, the responsibility of the unit and school in assessment, the roles and responsibilities of candidates and clinical faculty (See Dr. Spangler’s clinical handbook).
2. Honoraria are paid to host teachers. It is not a substitute for a contract, but a courtesy expectation.
3. All host teachers must be tenured and have certification in the subject area they are supervising.

Compensation for Portfolio Review/Directed Study
1. One semester hour credit is approved for serving as second or third reader on 10 exit portfolios.
2. One semester hour credit is offered for supervising/first reader of portfolios for three students in ED 698. A candidate can only be counted once, no matter how long it takes to finish. When portfolio review is not part of a course, one semester hour credit is offered for first reader portfolio review for each three candidates’ portfolios reviewed.

3. The formula for directed study is the per credit hour rate of pay, divided by ten, times the number of students, times the number of credits in the class.

4. Candidates who are graduates of UAS programs and want to add to their initial certification may contact UAS wanting recommendations for another level or subject area endorsement. Such graduates must fulfill all exit outcomes of the program from which they are seeking certification or endorsement.

5. In limited cases UAS graduate requests for a different SOE initial program certification can be met on an individualized basis. Faculty should contact the dean regarding any such requests. When time, resources, and faculty availability allow, the dean can approve individualized assessment of the candidates' transcript and experience at the university. Candidates wishing new certification recommendations must enroll in at least one course in the semester when the recommendation is scheduled.

Class Size

1. Methods Courses are scheduled with a maximum of 20 students for on-campus classes, and 16 for distance delivered classes.

2. Non-methods Courses are scheduled with a maximum of 25 students for on-campus classes, and 20 for distance delivered classes.

3. Wait List
   • Two or less on wait list, program coordinator will add to class
   • Greater than two, the program coordinator will add two to the class with preference given to those who need the class to graduate that semester.
   • Greater than three, the program coordinator will collaborate with the dean to determine whether it is appropriate to add another section.
Section 4
Curriculum and Instruction

Syllabus Format

1. Course syllabus is the detailed outline developed by the course instructor of an approved course and must be provided to students at the start of a course. The syllabus sets the semester structure, course objectives, assignments, schedule for exams, and grading criteria.

2. Course syllabi should be turned in to the dean’s office each semester for accreditation review and alignment with standards.

3. Faculty are responsible for submitting updated course syllabi. Coordinators should conduct a yearly review of all outlines and updates.

4. SOE faculty adopted a common format for education course syllabi (August, 2010) that aligns objectives and performance assessments in support of the conceptual framework, DEED and the professional organizations (SPAs), thus providing information needed in support of NCATE unit standards. All syllabi coming from the School of Education must follow the syllabus template. A template of the SOE adopted format follows Section 4.

Curriculum Review-Undergraduate

1. Substantive curriculum changes go to the undergraduate Curriculum Committee or Graduate Committee after the appropriate academic unit has approved them.

2. The Faculty Senate’s Curriculum Committee and Graduate Committee recommend all curricula for approval.

3. Faculty must submit a curriculum change form with each proposal (See curriculum proposal forms in Faculty Handbook).

4. The initiating faculty member, the Dean of Education or Chair of Faculty Group, the Curriculum Committee Chair, Registrar and Provost must sign the proposal.

Proposing new courses or changes in programs through the curriculum process

1. Proposals to create a new course or modify existing course content substantially require an outline of the course content, including a time estimate of the hours spent on each topic (See Curriculum Outline form in Faculty Handbook).
2. The course outline describes the structure of the course including
   description, credit hours, number and title and is reviewed and updated no
   fewer than every three years.
3. Special topics courses are valid for one academic year.
4. On proposals for changes in an existing degree program, submit a
   complete listing of degree requirements before and after the change.
5. New degree program proposals include additional documentation
   regarding needs assessments as well as proposed coursework
Section 5
Candidate Eligibility
Handling of Complaints/Appeals/Dispositions

Expectations of Candidates

1. Expectations for candidates are communicated in handbooks, at orientation and in conferences with advisors.
2. The Code of Ethics of the Education Profession is included in Handbooks.
3. The Professional Dispositions Form and Process are introduced at the start of the program (See form and process at end of Section 5).
4. Admission packets inform candidates that dispositions are a part of their evaluation of progress in becoming teachers.

Resolution of Student Disputes

1. University procedures outlined in the Students Rights and Responsibilities section of the UAS Catalog 2011-12 describe the university process for resolution of students’ disputes regarding academic decisions.
2. Disputes include assignment of final course grades, denial of admission to an academic program, and academic dismissal.
3. In the SOE disputes may involve candidates who do not meet faculty expectations for proficiency at program gates.
4. In SOE, written records of disputes and their resolution must be saved in a central place. Faculty involved in disputes should keep written records and provide these to the dean’s office for action on appeal.
5. Candidates should request an informal resolution first, and work with the course instructor or academic leader involved for resolution.
6. When the informal resolution does not lead to the decision the candidate requests, instructor or academic leader should inform the dean, and the dean should inform the candidate of the process for formally appealing. The student must write a letter to the dean requesting a formal review.
7. An academic decisions review committee (ad hoc) composed of faculty and a non-voting student member appointed by the dean conduct formal reviews. The committee is convened in accordance with UAS rules and procedures.
8. If a student complaint has to do with a Professional Dispositions Report addressing a candidate’s professionalism/dispositions, the steps outlined in the Professional Dispositions Report and Process are followed. These steps can culminate in the formal dispute resolution process (University Reg. R09.03.02).
Petitioning Academic Requirements and Regulations

1. A formal process also exists for petitioning academic requirements and regulations (UAS Catalog 2011-12).
2. The academic petition form is in the UAS Faculty Handbook. The UAS Catalog indicates “Deviations from academic requirements and regulations for both undergraduate and graduate students must be approved by academic petition.”
3. Petition forms are available on the UAS website and from the Registrar’s Office or Student Services departments on each campus. Candidate indicates what he or she is petitioning and writes a justification. The petition signed by the candidate must have a faculty/advisor signature, indicating “approved” or “not approved.” The petition review committee can ask for additional documentation and signatures prior to making a final decision regarding the petition request.
4. Changes in course level, grading, or number of credits awarded are not petitionable.
5. If necessary the petition goes to the business office/financial aid for approval, and for graduate students to the graduate dean.
6. Candidates may appeal the petition decision to the chancellor. The chancellor signs approved or not approved. All copies are returned to the Records and Registration office. The decision on the petition is mailed to the candidate.

Judicial Proceedings

1. A process to afford student rights in a judicial proceeding is outlined in the Students Rights and Responsibilities section of the UAS Catalog 2011-12.
Section 6
Assessment Gates and Program Improvement

Collection of candidate data and criteria for decisions

2. Faculty assess the effectiveness of their candidates and programs by analyzing individual and aggregated candidate performance data at each program "gate." Gate assessments take place at admissions, midpoint, and program exit. There are three gates in both the initial and the advanced programs.

3. At each gate faculty determine and record candidate scores on data reporting forms.

4. Faculty have developed and use scoring rubrics to guide their decisions and promote reliable assessment of progress toward program outcomes.

5. Designated support staff trained in FileMaker Pro and the SOE system of gates enter the data into the School of Education Assessment System (SEAS) data base.

6. Faculty report performance levels to candidates (students admitted to teacher education programs) and record judgments, based on rubrics, in the candidate file. Designated support staff enter candidate judgments from the file into the data base.

7. Communication regarding conditions and proficiencies not met are kept in candidates’ paper files along with data entry record keeping forms. Hard copies of files will continue to be used as a record of faculty judgments. Staff enter results of assessments at gates in the database, and individual candidates can access the results of their assessments at gates in their files.

8. When candidates do not meet required proficiency at gates, faculty have a process in place to remediate or counsel candidates out of programs, in keeping with university policies for student disputes (See Section 5).

9. If candidates meet acceptable levels of performance in all gate assessments, faculty inform them that they have successfully completed the gate in question.

10. If candidates DO NOT meet the acceptable level of performance, faculty provide feedback to them on what conditions they need to fulfill before passing through the gate.

11. Coordinators inform candidates if they fail to meet the proficiency levels required by gate assessments in "irremediable ways" and indicate to them that they can not pass through the gate (i.e. not admitted; not eligible for student teaching; not provided an institutional recommendation to teach in Alaska).
12. Faculty inform candidates of both an informal and a formal system for disputing academic decisions at gates. (The first step in the formal process is to indicate to the dean in a letter that they wish to use the university process for disputes regarding academic decisions).

Program improvement-Annual process

In the fall of each academic year, faculty will participate in a data day where they present data from their programs and discuss possible implications, successes and areas for improvement.

1. Each program engages in annual review of aggregated data on candidate performance (SEAS, First and Third Year Survey-grads) and program effectiveness (Candidate Evaluation of Program Operations, First and Third Year Survey-principals’ assessment of grads).
2. Faculty/staff follow the Assessment Cycle Timeline (published on the Provost’s website) to systematize and provide deadlines for developing/implementing/reporting publicly on annual improvement plans based on student and program data.
Section 7
Service to Remote Locations/Candidates

The SOE is committed to providing access for educator candidates, students in advanced programs and schools throughout Alaska.

1. The Dean will make decisions to approve or deny remote placements for student teaching based on the commitment to providing access, the capacity to provide a quality oversight of student teachers in remote sites, and the financial feasibility (e.g. a “break even” formula for revenues vs. expenditures)

2. March 15 is the deadline for applications for remote student teaching in fall of each year.

3. In distance delivered programs, candidates are offered student teaching in their own communities when appropriate placements are available at the local school and appropriate supervision can be provided.

4. Student teachers may be placed in communities other than their own when an appropriate placement is unavailable in their home community.

5. If a candidate elects to student teach in a community other than his/her own, and that is not covered by local or traveling faculty, he or she needs advisor and dean approval. The candidate will incur the expense of travel for supervision that would be above the cost of the supervision in the local community. The candidate will also incur the expense of personal travel and housing.

6. Occasionally, a candidate faces an unavoidable move prior to the end of his/her program. In these cases, the candidate may request an appropriate placement in a new state. If a qualified person can be located to supervise the candidate, the SOE can, on approval by dean, hire that individual and pay the amount equivalent to a local supervision. These placements must be arranged well in advance, i.e. by deadlines for application of March 15 for fall placements, and must be approved by the faculty advisor, dean, and often the local university in the state.

7. Intern fees for intern supervision in a local setting are $30.00 each semester. In remote settings, intern/student teaching supervision fees are $350.00 each semester. These fees should be noted in the PCO and paid by students when they enroll for a course. The fee schedule is in the process of being revised to more closely reflect the actual cost of travel.