



# UAS ADJUNCT FACULTY HANDBOOK AY 2014-2015

August 21, 2014

Dear UAS Adjunct Faculty member:

Welcome to the 2014-15 academic year! We greatly appreciate your contribution as an adjunct faculty member to our mission of student learning and student success. As we enter the new academic year, we want to ensure that you have all the resources necessary for success as a faculty member.

The [UAS Adjunct Faculty Handbook](http://www.uas.alaska.edu/facultyhandbook/index.html) provides up-to-date information to help you be successful in your teaching. It provides important contacts for questions about course scheduling, the required course syllabus, instructional technology, and much more. You can access this handbook on the Provost website at <http://www.uas.alaska.edu/facultyhandbook/index.html>. For additional information beyond that found in this handbook, the administrative manager in your school and/or campus here at UAS is your first point of contact. I also encourage you to take part in planned adjunct faculty orientation and training activities at each of our three campuses.

I look forward to meeting you and to hearing about your experiences as a UAS faculty member. Feel free to email me at [racaulfield@uas.alaska.edu](mailto:racaulfield@uas.alaska.edu) with any comments or suggestions.

All the best,



Rick Caulfield  
Provost

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## **Tab 1: Contact Information**

# School Contacts

School of Arts & Sciences - [http://www.uas.alaska.edu/arts\\_sciences/faculty-staff.html](http://www.uas.alaska.edu/arts_sciences/faculty-staff.html)

School of Career Education - [http://www.uas.alaska.edu/career\\_ed/faculty.html](http://www.uas.alaska.edu/career_ed/faculty.html)

School of Education - <http://www.uas.alaska.edu/education/personnel.html>

School of Management - <http://www.uas.alaska.edu/som/faculty.html>

# Useful Links

Adjunct Self-Assessment: <http://www.uas.alaska.edu/provost/adjunct/selfassessment.html>

Academic Calendar: <http://www.uas.alaska.edu/calendar/academic/index.html>

Academic Catalog: <http://www.uas.alaska.edu/catalog/index.html>

Directory of Faculty & Staff: <http://www.uas.alaska.edu/contacts/>

ELMO (Easy Login Maintenance Option): <https://uascentral.uas.alaska.edu/elmo/>

Faculty Resources: [http://www.uas.alaska.edu/provost/faculty\\_resources.html](http://www.uas.alaska.edu/provost/faculty_resources.html)

UAS Forms: <http://www.uas.alaska.edu/forms/>

Help Desk: <http://www.uas.alaska.edu/helpdesk/>

Human Resources at Statewide: <http://www.alaska.edu/hr/>

Human Resources at UAS: <http://www.uas.alaska.edu/hr/index.html>

IT Services: <http://www.uas.alaska.edu/its/>

Learning & Writing Center: <http://www.uas.alaska.edu/juneau/tlc/index.html>

Library: <http://www.uas.alaska.edu/library/>

UA Online: <http://uaonline.alaska.edu/>

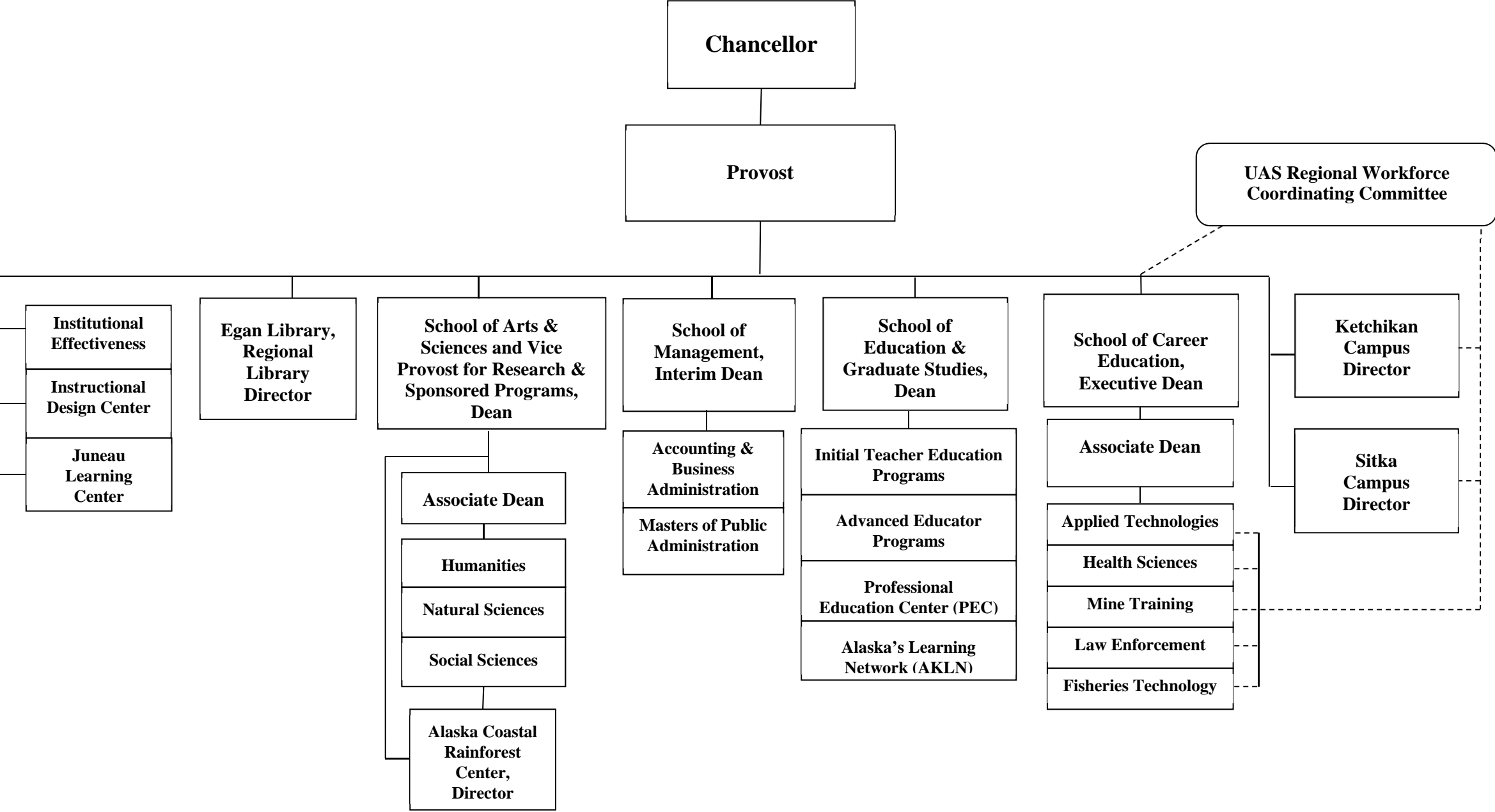
UAS Online!: <https://uascentral.uas.alaska.edu/online>

United Academics – Adjuncts: <http://www.alaska.edu/labor/adjuncts-info/>

Board of Regents: <http://www.alaska.edu/bor/>

## **Tab 2: University Organization**

# UAS Academic Affairs

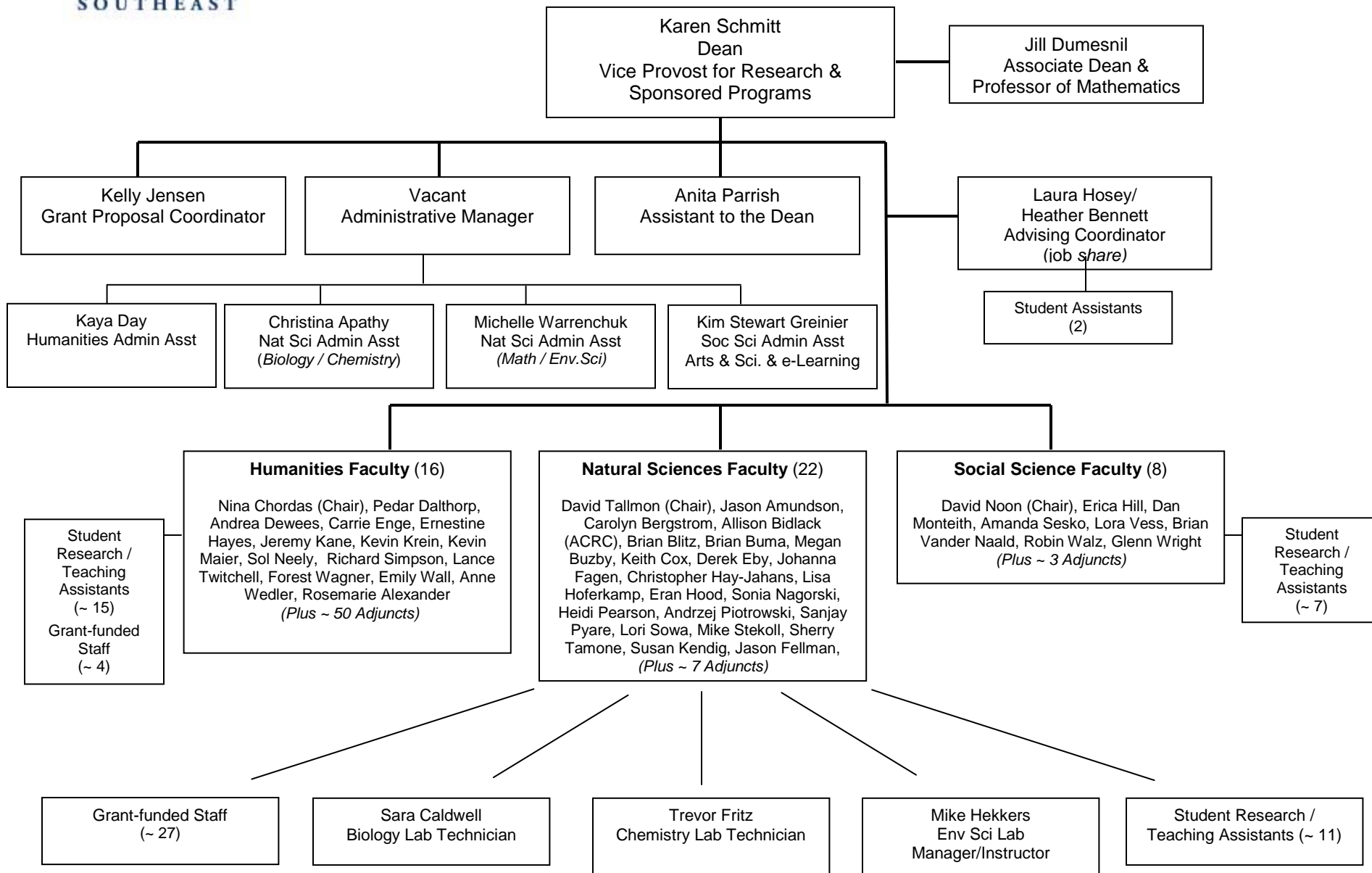




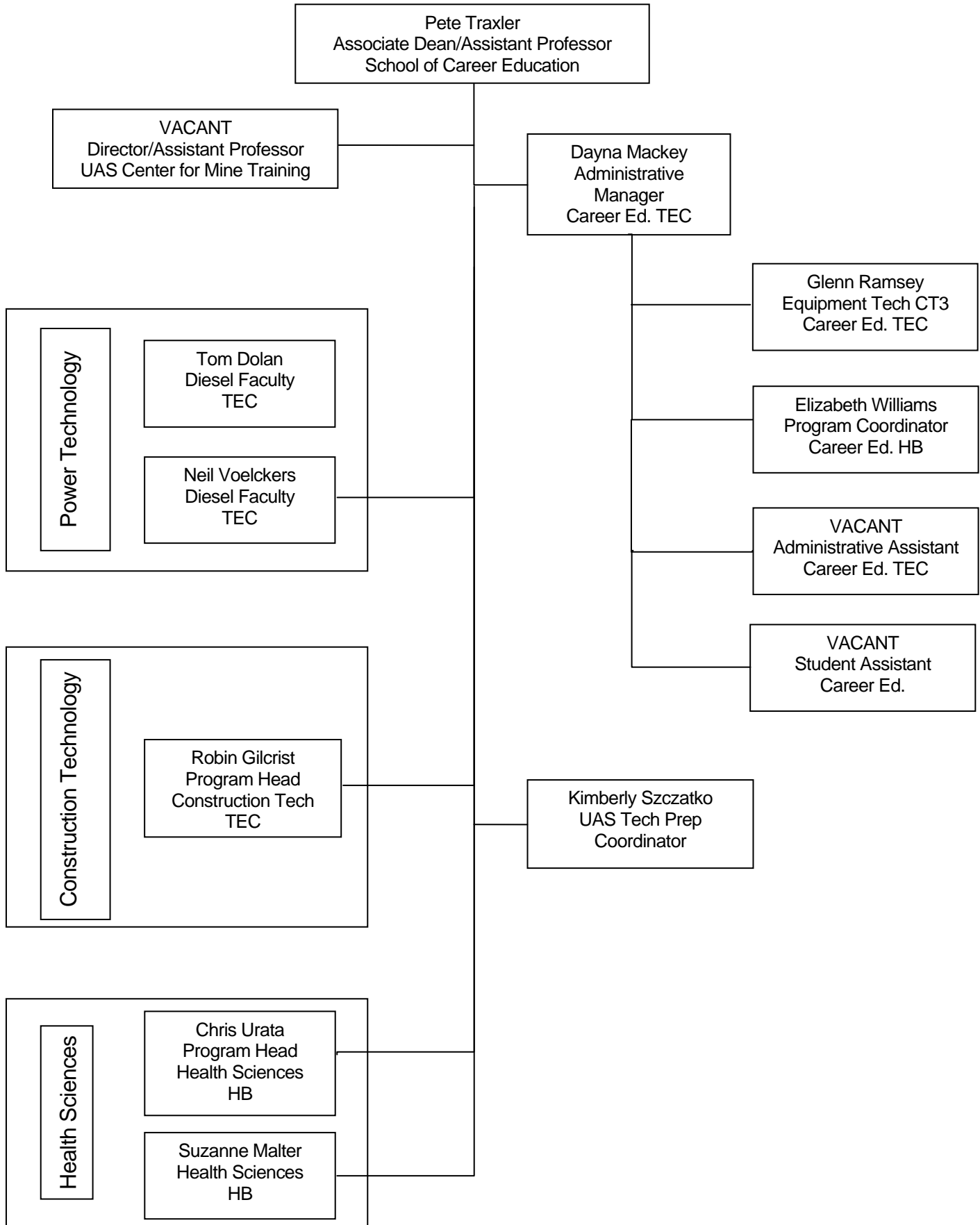


## School of Arts & Sciences – Juneau Campus

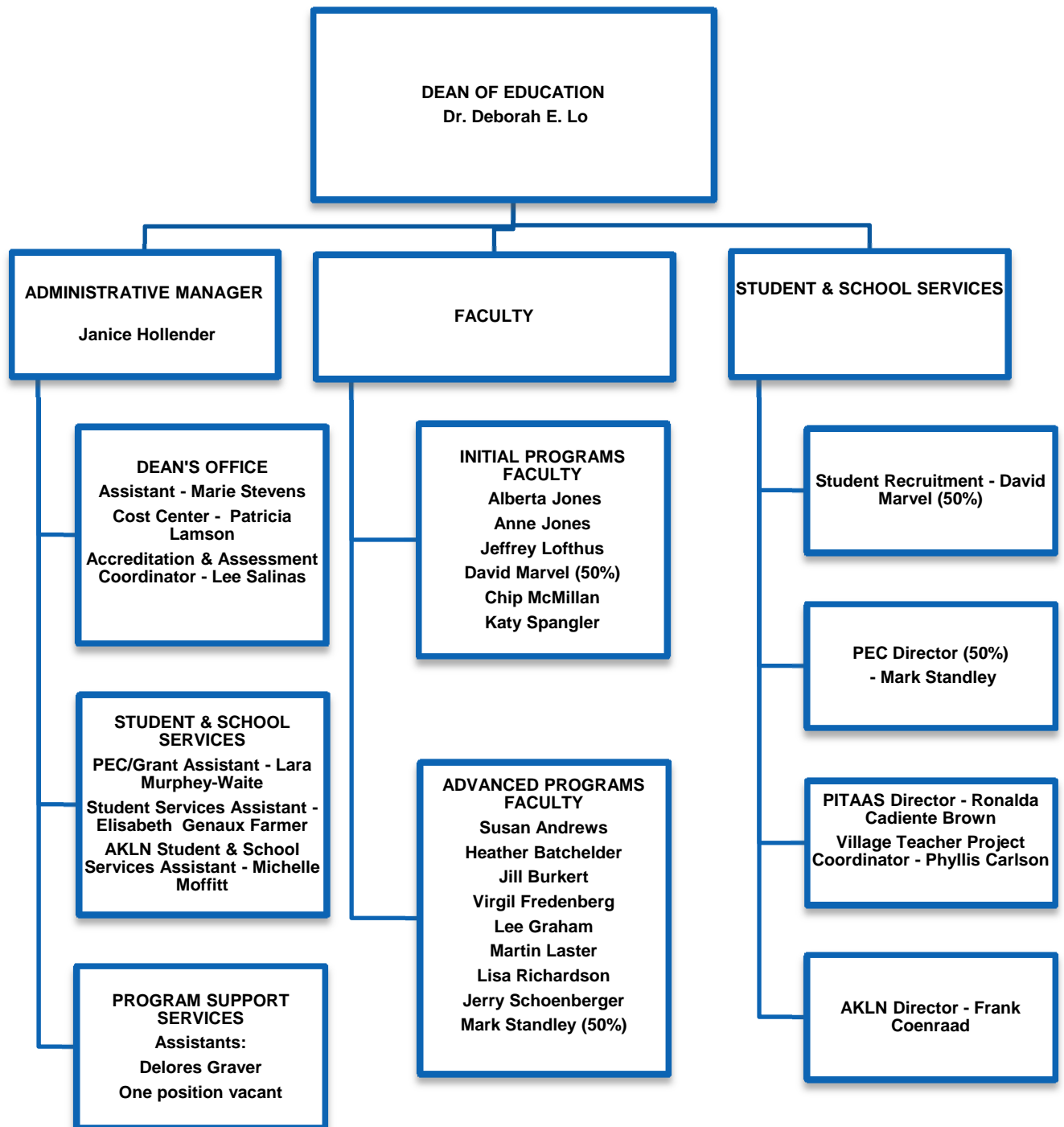
### Organizational Structure



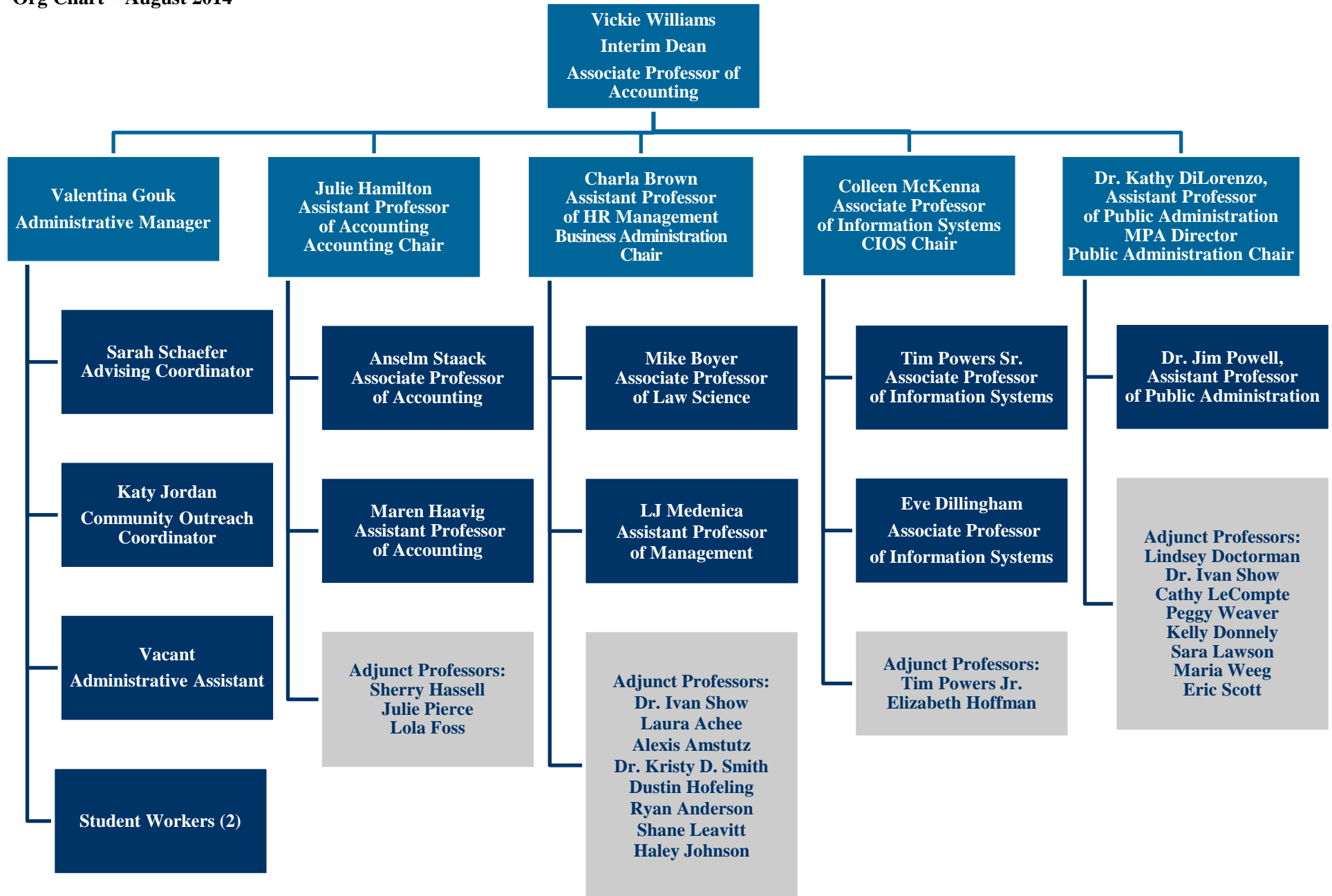
**School of Career Education  
Administrative Structure –  
Juneau Campus (TEC/HB)**



UAS School of Education Organization Chart AY14-15



**UAS School of Management  
Org Chart – August 2014**



## **Tab 3: Academic Calendar**

[MyUAS](#) ▾[UAS Online](#)[Email/Calendar](#)[MyPages](#) ▾[MyCourses](#) ▾[MyApps](#) ▾[UAS Calendars](#) » Academic Calendars

## 2014-2015

This calendar represents the framework of the academic year. Specific courses or programs may start or end on different dates. Please consult a current [UAS class schedule](#) for more specific information.

The academic calendar below is for the academic year that starts with Fall Semester 2014 and ends with Summer Semester 2015.

Fall Semester

[Spring Semester](#)[Summer Semester](#)

<b>Aug. 01,</b> 2014	Friday	All Day	<a href="#">Deadline for Fall Admissions Application</a>
<b>Aug. 26,</b> 2014	Tuesday	All Day to 5:00 PM	<a href="#">Tuition &amp; Fees due for Fall Semester</a>
<b>Aug. 27,</b> 2014	Wednesday	All Day	<a href="#">Housing Move-in (new students)</a>
<b>Aug. 28,</b> 2014	Thursday	All Day	<a href="#">New &amp; Transfer Student Orientation</a>
<b>Aug. 29,</b> 2014	Friday	All Day	<a href="#">New &amp; Transfer Student Orientation</a>
<b>Aug. 30,</b> 2014	Saturday	All Day	<a href="#">Housing Move-in (returning students)</a>
<b>Sept. 01,</b> 2014	Monday	All Day	<a href="#">Labor Day Holiday</a>
<b>Sept. 02,</b> 2014	Tuesday	All Day	<a href="#">First Day of Instruction</a>
<b>Sept. 04,</b> 2014	Thursday	All Day	<a href="#">Web Registration Ends at Midnight for Short-Term Classes</a>
<b>Sept. 08,</b> 2014	Monday	All Day	<a href="#">Web Registration Ends at Midnight for Full-Term Classes</a>
<b>Sept. 09,</b> 2014	Tuesday	All Day	<a href="#">Deadline to Return Fall Textbooks (Juneau bookstore)</a>
<b>Sept. 16,</b> 2014	Tuesday	All Day	<a href="#">Deadline for 100% Tuition &amp; Fees Refund for Full-Term Classes</a>
<b>Sept. 16,</b> 2014	Tuesday	All Day	<a href="#">Deadline to Change Credit or Audit Status for Full-Term Classes</a>

<b>Sept. 17, 2014</b>	Wednesday	All Day	<a href="#">Withdraw Period Begins for Full-Term Classes</a>
<b>Oct. 01, 2014</b>	Wednesday	All Day	<a href="#">Deadline for Fall Graduation Application</a>
<b>Oct. 27, 2014</b>	Monday	8:00AM	<a href="#">Spring 2015 Class Schedule Available for View on UAS Schedule and UAOnline</a>
<b>Oct. 31, 2014</b>	Friday	All Day	<a href="#">Deadline for Late Fall Graduation Application</a>
<b>Nov. 10, 2014</b>	Monday	All Day	<a href="#">Spring 2015 Registration Begins (UAS program students)</a>
<b>Nov. 21, 2014</b>	Friday	All Day	<a href="#">Deadline to Withdraw from Full-Term Classes</a>
<b>Nov. 24, 2014</b>	Monday	All Day	<a href="#">Spring 2015 Open Registration Begins (all students)</a>
<b>Nov. 27, 2014</b>	Thursday	All Day	<a href="#">Thanksgiving Closure</a>
<b>Nov. 28, 2014</b>	Friday	All Day	<a href="#">Thanksgiving Closure</a>
<b>Nov. 29, 2014</b>	Saturday	All Day	<a href="#">Thanksgiving Closure</a>
<b>Nov. 30, 2014</b>	Sunday	All Day	<a href="#">Thanksgiving Closure</a>
<b>Dec. 04, 2014</b>	Thursday	All Day	<a href="#">Bookstore: Used Book Buy-Back (Juneau)</a>
<b>Dec. 08, 2014</b>	Monday	All Day	<a href="#">Final Exam Week, (8-13)</a>
<b>Dec. 15, 2014</b>	Monday	All Day	<a href="#">Deadline for Spring Admissions Application</a>
<b>Dec. 17, 2014</b>	Wednesday	All Day	<a href="#">Grades Due by Noon</a>
<b>Dec. 24, 2014</b>	Wednesday	All Day	<a href="#">Winter Break (Dec 24-Jan. 4)</a>

Content maintained by [Webmaster](#).

Toll Free (877) 465-4827  
 Admissions: (907) 796-6100

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## FALL 2014 FINAL EXAM SCHEDULE

Monday Classes (M)		
Starting at:	Exam Date	Exam Time
8/9:10a/9:45m	M, December 8	10:15am-12:15pm
12/12:30pm	M, December 8	12:30-2:30pm
1/1:10/1:15pm	M, December 8	1:30-3:30pm
2:45/3:30pm	M, December 8	2:45-4:45pm
4/4:15/4:30pm	M, December 8	4-6pm
5/5:15/5:30pm	M, December 8	5-7pm
6/6:30pm	M, December 8	6:15-8:15pm
7/7:10/7:15pm	M, December 8	7:15-9:15pm

Tuesday Classes (T)		
Starting at:	Exam Date	Exam Time
8/8:20/8:30am	T, December 9	8-10am
9/9:10/9:15/9:45am	T, December 9	10:15am-12:15pm
11:15/11:30am/12/12:30pm	T, December 9	12:30-2:30pm
1/1:10/1:15/1:30pm	T, December 9	12:30-2:30pm
2/2:30/3pm	T, December 9	3:45-5:45pm
4/4:15/4:30pm	T, December 9	4-6pm
5:15/5:30pm	T, December 9	5-7pm
6/6:15pm	T, December 9	6:15-8:15pm
7:00/7:15pm	T, December 9	7:15-9:15pm

Wednesday Classes (W)		
Starting at:	Exam Date	Exam Time
7:50/8:45am	W, December 10	8-10am
9/9:45am	W, December 10	10:15am-12:15pm
11:30am/12/12:30pm	W, December 10	12:30-2:30pm
1/1:10pm	W, December 10	2:45-4:45pm
2/2:20/3/3:30pm	W, December 10	3:45-5:45pm
4/4:30pm	W, December 10	4-6pm
5:15/5:30pm	W, December 10	5-7pm
6/6:30pm	W, December 10	6:15-8:15pm
7/7:30pm	W, December 10	7:15-9:15pm

Thursday Classes (R)		
Starting at:	Exam Date	Exam Time
7:50/8:20/8:30/9am	R, December 11	8-10am
11:30am	R, December 11	10:15am-12:15pm
12/12:30/1/1:10/1:15pm	R, December 11	1:15-3:15pm
2/2:15/2:45/3pm	R, December 11	3:45-5:45pm
4/4:30pm	R, December 11	4-6pm
5:15/5:30pm	R, December 11	5-7pm
6/6:15/6:30pm	R, December 11	6:15-8:15pm
7/7:30pm	R, December 11	7:15-9:15pm

Friday Classes (F)		
Starting at:	Exam Date	Exam Time
8/8:50/9:10am	F, December 12	8-10am
10:10/10:30am	F, December 12	10:15am-12:15pm
12/12:30pm	F, December 12	12:30-2:30pm
1/1:10/1:30pm	F, December 12	1:30-3:30pm
2:20/3pm	F, December 12	3:45-5:45pm
4pm	F, December 12	4-6pm
5/5:15/5:30pm	F, December 12	5-7pm
6/7:10pm	F, December 12	6:15-8:15pm

Weekend Classes (S,SU)		
Starting at:	Exam Date	Exam Time
8/8:30am	S, December 13	8-10am
9am	S, December 13	9-11am
11am	S, December 13	11-1pm
12/12:30pm	S, December 13	12:30-2:30pm
3pm	S, December 13	3-5pm
5/6pm	S, December 13	5:15-7:15pm

Monday Wednesday Friday Classes (M,W,F)		
Starting at:	Exam Date	Exam Time
8am	W, December 10	8-10am
9:10am	W, December 10	10:15am-12:15pm
10:20am	M, December 8	10:15am-12:15pm
12pm	M, December 8	12:30-2:30pm
1:10pm	W, December 10	1:00-3:00pm
2:20/2:30pm	M, December 8	2:45-4:45pm
3:30pm	W, December 10	3:30-5:30 pm
4:30/6pm	M, December 8	5-7pm

Monday Wednesday Classes (M,W)		
Starting at:	Exam Date	Exam Time
8am	W, December 10	8-10am
9/9:10/9:45/10:20am	M, December 8	10:15am-12:15pm
11:30am/12/12:30pm	M, December 8	12:30-2:30pm
1:10/1:15/1:30pm	W, December 10	1:00-3:00pm
2:20/2:30pm	M, December 8	2:45-4:45pm
3/3:30pm	W, December 10	3:15-5:15pm
4:30/5:15/5:30pm	M, December 8	5-7pm
6/6:30pm	W, December 10	6:15-8:15pm
7/7:10pm	M, December 8	7:15-9:15pm

Tuesday Thursday Classes (T,R)		
Starting at:	Exam Date	Exam Time
8/8:30am	R, December 11	8-10am
9/9:45/10:15am	T, December 9	10:15am-12:15pm
11:15/11:30am	R, December 11	11-1pm
12pm	T, December 9	12:30-2:30pm
1:15pm	R, December 11	1:15-3:15pm
3/3:30pm	T, December 9	2:45-4:45pm
4:20/4:45/5:15/5:30pm	T, December 9	5-7pm
6/6:30pm	R, December 11	5:45-7:45pm
7/7:10pm	T, December 9	7:15-9:15pm

MTWRF/MTWR/MTWTF/MTRF/MTR/MT/MRF/TW		
Starting at:	Exam Date	Exam Time
8/8:30am	T, December 9	8-10am
9/9:10am	R, December 11	9-11am
10:20am	T, December 9	10:15am-12:15pm
12:00pm	T, December 9	12:30-2:30pm
1:10pm	R, December 11	1:15-3:15pm
2:20pm	T, December 9	2-4pm
3:30pm	R, December 11	3:30-5:30pm

All Math 055, 105 and 107 Classes

Monday, December 8th, 8- 10 am



## **Tab 4: A-Z Guidelines**

# A-Z Guidelines for Adjunct Faculty

## **Administrative Support**

The administrative staff is here to help you. Please do not hesitate to contact them if you have a question or a need. If there are projects you need them to complete, we request that you give them ample time for completion of the task. Please check with your administration staff for their definition of "ample time" for your specific requests. We do recognize that there will be times when things need to be expedited, and we will try to accommodate you in these cases. Generally speaking, if there is work to be done, there is likely paperwork that must be completed first. Please allow enough time for your requests to be met.

## **Children or Pets on Campus**

Please refer to these web sites on policies regarding employee's children and pets on campus.  
<http://www.uas.alaska.edu/policies/child-pets.html>

## **Class Lists**

Class lists are available at UASOnline!. You may also request a paper copy from your departmental administrative assistant if necessary. It is advisable to take roll on the first day of class to assure that students are actually enrolled, and in the correct course. Please follow the guidelines outlined in the cover sheet concerning attendance, waitlisted, faculty drop/withdraw, etc. Students in your waitlist will more than likely attend the first day of the class. If you, as the instructor, wish to allow additional students into your class beyond the course cap, you will need to sign the Add/Drop form which the student will need to deliver to Records and Registration.

## **Copier / photocopying**

A copier is provided for instructional purposes. Please check with the appropriate administrative staff whether a code will need to be entered to use the copier, and to learn how to use the machine.

## **Copyright / Distribution of a protected work**

There are no general guidelines when it comes to the use of copyrighted material. The University Egan library website reviews what is reasonable when making decisions to provide copyrighted material in print form and provides a link to tools to determine fair use. See [FAQ on Copyright](http://www.uas.alaska.edu/library/faculty/copyright-faq.html) and the "four factor test" and "fair use evaluator." Other things to consider: Are the articles already available to students through the University databases? Can your class be structured around students checking out the information at the library reserve desk?  
<http://www.uas.alaska.edu/library/faculty/copyright-faq.html>

## **Course Completion Contracts**

Any student who receives an “incomplete” as a grade must have a Course Completion Contract on file with the department. The Course Completion Contract can be obtained from the administrative assistant in your area and should contain those assignments necessary for satisfactory completion of the course. The Course Completion Contract can be found at online. There is a copy of the contract at the back of this handbook.

## **Course Cancellations**

A course may be canceled due to low enrollment or other factors. Should this occur you will be notified promptly before the start of the class. Please also refer to the Collective Bargaining Agreement for additional Union information regarding course cancellations.

## **Course Evaluations**

The course homepage, including the course evaluation, are automatically created when the course is created at the beginning of the semester. At this point, you will be able to customize your course evaluation: change the start/ends dates of the evaluation (evaluations open 3 weeks before the course end date and are open for 8 days after the evaluation start date), add supplemental questions, and/or set security for access to the evaluation results (e.g., anyone on the net, only students in the class, only the faculty member, etc.). Access to the course evaluation is determined by the official class roster. Evaluations should not be given during Finals Week. If you have a class that is a "short" class (does not meet the entire semester), check with Barney Norwick in IT Services at 796-6579 to assure that your course start and stop dates are entered in the system properly. Evaluations are a critical piece to UAS accreditation. Every effort should be made to have students participate in the evaluation process. If you have questions or concerns regarding the course evaluation link please contact the IT Helpdesk at 796-6400, or, for further course evaluation instructions go to: <http://www.uas.alaska.edu/faculty> support/.

## **Dates of Importance**

You may wish to include some of these dates in your course syllabus: First Day of Instruction, Labor Day Holiday, Last Day to Withdraw from Classes, Thanksgiving Holiday, Last Week of Instruction/Finals, Holiday Break, On line evaluation days, Grade submission, Spring Break, etc. Please refer to the academic calendars in this handbook.

## **Distance Classes**

Please work with your departmental administrative assistant and see the online Instructional Design Center ([www.uas.alaska.edu/idc](http://www.uas.alaska.edu/idc)) for support and assistance with distance delivery courses.

## **Equipment**

If instructional equipment that you need is not in the classroom, please let your administrative assistant know what equipment you need. Equipment includes projectors, laptops, DVD players, etc. You may also check with the Help Desk to see if the equipment is available for check out. Please do not remove any equipment that is part of the classroom configuration.

## **Finals Schedule**

Finals week is scheduled during the last week of the semester. A two-hour block is scheduled for each final and the dates and times are determined by the days and times your course meets during the semester and are determined after the start of classes.

## **Grades, Change of**

If a student's grade needs to be changed (e.g., completion of an Incomplete), a Change of Grade Form must be completed by you. If a grade change is from an "F to a letter grade within one year, only your signature is required. If the grade change is after one year, a rationale must be provided as well as signature approval of the dean and the registrar (or provost). A Change of Grade form is available from the administrative assistant in your area or online.

## **Grades, Recording**

Grades are due within 5 business days after the last day of instruction. Grades may be posted online at [uaonline.alaska.edu](http://uaonline.alaska.edu) and enter in your PIN and ID. Select Faculty Services, and the correct term. Enter the CRN of your course(s) in the Summary Class List and click Final Grade to assign grades. All students must have a grade listed. Grades will either be A through F, Pass (P) or Fail (F), Incomplete (I) or No Basis (NB). Grades should be written in blue or black ink only. If assigning an F or NB, the last date the student attended the class will need to be entered. Once grade is submitted online, a grade cannot be changed online and will require a Grade Change Form. If you have any problems with the UA Online system call 907-796-6294 for assistance. Written instructions for entering grades on line is contained in the Appendix.

## **ID/Swipe Cards and Keys**

Contact the administrative assistant in your area to obtain the paperwork to gain an UAS ID/swipe card and/or keys. Your administrative assistant can assist you in initializing your ID/swipe card for gaining access to buildings or classrooms.

## **Independent Studies/Internships**

Adjunct faculty may not supervise student independent study projects or internships. Only full-time faculty members may supervise student independent study projects and internships.

## **Instructional Supplies**

Any one of the department's administrative staff can provide you with instructional supplies such as pen, pencil, grade book, chalk, markers, folders, etc.

## **Mailbox**

Check with the appropriate administrative staff as to the location of your mailbox, if any.

## **Paychecks**

Per Article 13.1.1 of the CBA, United Academics-Adjuncts unit members will participate in direct deposit of net pay. Using electronic means the University will deposit net pay and other reimbursements into employee designed financial accounts. The form for automatic deposit is located online or from your administrative assistant. Once completed, please return the form to the department administrative assistant. Don't forget to attach backup from your financial institution that has your name, routing number, and account number preprinted on it. If you had automatic deposit before, you need not to reapply unless your employment was terminated at UAS and you were rehired. Please be aware that pay stubs are no longer mailed out. To receive your pay information you will need to go to <http://uaonline.alaska.edu/>. For more information about the UAS auto deposit system contact UAS Payroll at 796-6273.

## **Personnel Information**

When you applied for this position, you completed an application with the 1-9, W2, Demographic data, etc. You will also need to provide a current resume/vitae, official educational transcripts to be mailed to the department office, copy of your current driver's license and copy of your social security card. Please bring your driver's license and social security card for the administrative assistant to copy. The social security card is needed in order to process your information in Banner. A Banner ID will be provided for you and this will be your university identification number. If returning as an adjunct, please check with your department to see if the most current information is on file.

## **Purchasing**

All purchases must go through the **authorization** process and be authorized **prior** to actual purchase. Please contact your administrative assistant for any purchasing needs.

All purchasing accomplished with University funds (including grants and all restricted funds) requires approval by either the appropriate dean or campus director and the purchasing office prior to commitment. Commitments, or obligations to purchase, made by faculty members or others without the above approval are unauthorized expenditures and are the personal responsibility of the individual making the commitment. Binding purchase commitments may be made only by Purchasing personnel. Talk to the appropriate person in your department for more information and details on purchasing.

## **Reimbursements (Petty Cash Fund)**

Reimbursements for minor purchases (up to \$100.00) are handled by one of the campus petty cash custodians (cashiers also do petty cash) under the following conditions: the transaction is approved by an authorized person and the reimbursement is requested without excessive delay within five working days. Because there are restrictions regarding what can be approved, based on what type of purchases are or are not reimbursable, it is best to check with a person authorized to approve petty cash reimbursements before making purchases. The costs of travel, entertainment, personal use items, or food are not reimbursable through petty cash. A petty cash custodian should be able to answer questions about rules and regulations.

## **Sick or cannot make a class**

If you are ill or cannot make a class, please post a notice within your web course site and/or use the bulk email option available within the instructor tools of the course web site and alert the administrative staff in plenty of time to post a notice that class is cancelled for that day only and if it is necessary to contact students. Please contact the staff each day that you cannot make a class. If you have any instructions as to specific readings or projects, please include that in your message and the staff will attempt to convey that information to the students.

## **Student Access to Instructors**

Please contact your administrative assistant with your contact information and hours that you will be available to students. Please let the administrative assistant know if you do not want students to contact you at home or at work. Please return the information sheet provided in the back of this handbook to your administrative assistant.

## **Syllabus**

A course syllabus for each course must be submitted to the appropriate administrative assistant during the first week of instruction. Sample syllabi are available in departmental files for review.

## **Textbooks**

The administrative assistant for your respective department will alert you when textbook orders are due. To assist in processing the textbook order, please use the form that can be found at <http://www.uas.alaska.edu/forms/> under Faculty/Staff Related Forms. Within that form, please indicate whether the book is required or recommended. If you are interested in obtaining a desk copy, you may order those directly with the publisher or note within the Textbook Order form that you would like to have a desk copy and/or additional materials. The administrative staff responsible for ordering desk/exam copies will then place those requests for you. Once textbook orders have been submitted to the Bookstore and you wish to make a change, please notify your administrative assistant of this request as soon as possible to see if it is still feasible to make changes. Once the deadline has passed for submitting book orders, it may require departmental approval to order or add any textbook to the list as late shipping charges apply and will be charged to the department. Please feel free to contact the administrative staff if you have any questions.

## **Travel**

Talk to the appropriate person in your department for more information and details if you are approved for travel. All travel must be purchased by a University staff member and not the traveler.

## **Tuition Waivers**

A three credit tuition waiver is earned for each semester of teaching and may be used by you, your spouse/domestic partner and your dependent child under the age of 24. You must apply for and document eligibility for the waiver prior to fee payment, and no refund of paid tuition will result from the application of this provision. Payment for course/student fees is the student's responsibility and is due at the time of registration. An adjunct may accrue tuition waivers earned in accordance with this provision up to a maximum of 15 credits. Banked waivers shall expire 24 months after the last assignment in the bargaining unit represented by United Academic – Adjuncts or upon employment in another class of employment eligible for tuition waiver. Once expired, a tuition waiver is not reinstated by subsequent employment.

## **UASOnline and Blackboard!**

An online Blackboard course site is created for every UAS class. This site can be used to list your assignments, lecture notes, exams, notices, syllabi, power point presentations and to record grades, as well as provide other resources utilized in your instruction. You can access your Blackboard course site(s) through the UAS Online portal <http://uas.alaska.edu/online/>. For more information and support visit the online Instructional Design Center at [www.uas.alaska.edu/idc/](http://www.uas.alaska.edu/idc/).

## **UAS Email Accounts**

Each faculty/adjunct has a UAS computer email account. If you do not plan on using this account, please alert your students to the email account you will be using or change the profile within your course web site to forward the UAS email to another email account.

## **Union Dues for Adjunct Faculty (UNAD)**

All Adjuncts who are collective bargaining agreement members must pay their dues or representational fees as outlined in the United Academic Adjuncts Collective Bargaining Agreement Article 4 Section 4.11. Contact UAS Human Resources at 796-6263 if you need to sign an Adjunct Faculty Dues and Representational Fees Form, *or* need other information. You may also download adjunct information and the agenda fee form off the Adjuncts website at <http://www.alaska.edu/labor/unac/>. Please submit the form to UAS Human Resources or to the administrative assistant for your department. The CBA can be found at <http://www.alaska.edu/files/labor/Adjuncts/UNAD-2014-2017-CBA-w-signatures.pdf>

## Tab 5: Instruction





**University of Alaska Southeast**  
Registrar's Office  
11120 Glacier Highway, Juneau, AK 99801  
Phone: (907) 796-6100 Fax: (907) 796-6365

## **REGISTRATION DATES**

### **Faculty Initiated Drop or Withdrawal**

A faculty member may initiate a drop/withdrawal for students who fail to meet specified course attendance requirements; however the faculty member is under no obligation to do so. Faculty must follow the same drop/withdrawal dead-lines specified for students in either full semester courses or the short course pro rated date sheet.

### **What your signature means on a registration form**

The student will be registered for the course. No signatures are needed for any drops, withdrawals or wait lists.

### **Important Dates**

Registration dates for full-term courses, including dates for dropping with a 100% refund, dropping with a 50% refund, and the withdrawal period, are available on the [academic calendar](#).

Short courses follow a prorated registration calendar, available at.  
[uas.alaska.edu/registrar/courses](http://uas.alaska.edu/registrar/courses)

# Instruction

## Instructional Responsibilities

Faculty members are expected to meet scheduled classes on time, conduct classes for the required amount of time, and be prepared for all class sessions. Faculty who are unable to meet classes at regularly scheduled times due to illness or emergency must notify an appropriate administrator in sufficient time to provide a substitute teacher or to notify students of cancellation, if a substitute cannot be identified.

The University's instructional policy requires a minimum of 750 minutes of lecture or 1500 minutes of laboratory for each credit earned. The general standard for student preclass preparation is a minimum of two hours preparation for each hour of lecture. The quantity of work to be expected from students should be realistically geared to the level and number of credits for the course.

Distance delivery courses follow the same instructional policies and standards for instruction and grading as applied in the classroom. All distance courses have been approved by the appropriate academic units for course content and instructor qualifications. Standards for meeting core competencies and student outcomes are maintained regardless of the mode of delivery.

## Instructional Materials

All *textbooks, printed materials, and other supplies* required for course work are to be distributed through the University's bookstores or some other University-authorized vendor. Employees of the University are prohibited from purchasing with personal funds or otherwise acquiring materials for resale to students. This policy is adopted in order to prevent misunderstandings among faculty, staff, and students and to avoid potential conflicts of interest for all parties.

*Textbook orders* for courses are processed by bookstore personnel on each campus, with campus-specific deadlines for submission of orders. Orders must be submitted on or before those deadlines along with estimates of student numbers, in order to give the bookstore adequate time to order and receive the books. Changing textbooks requires more time to order and stock.

Instructors who plan to use their own *instructor-developed course materials*, instead of traditionally published textbooks, and make use of others' works must have copyright permission in hand before such materials may be incorporated into printed course-packs for sale at cost to students. The "fair use" provisions of the [Copyright Act](#) (Title 17 U.S.Code) govern all uses of others' works in teaching, regardless of the format in which those works are available or the mode of instruction (face-to-face classroom, online, distance, etc.). Before distributing a work to students, it is advisable to fill out a [fair use checklist](#) and keep it for your records.

## **Course Registration**

Students register for courses on appropriate UAS registration forms, filing them with UAS Admissions and Records and paying any associated fees. For students who are already registered in a course, an add/drop form must be filed in order to change their registration status.

The University may cancel any class in which a minimum required number of students is not enrolled. A Dean, in consultation with a Department Chair and/or Campus Director, determines the minimum enrollment required for each class.

It is the responsibility of each instructor to verify, via class lists, that all students attending a class are registered. All students should be registered for a class before attending the first class session. Instructors can expect to receive computer-printed lists of the registered students at various times during the semester. Instructors should notify students who are attending but not on the class list that they need to contact Admissions and Records to clarify their registration status. Instructors should check class lists to verify the accuracy of the class meeting information (course number, number of credits, meeting time, grade option, etc.). If any of this information is incorrect, it should be reported to Admissions and Records at 796-6100.

A wait list of students wishing to enroll for a full class will be provided to the instructor at the beginning of the semester. Student names appear in the order in which requests were taken. Faculty members may add a student to a full class by signing a registration or add/drop form, indicating to Admissions and Records that this overload has been approved by the instructor. Definitions for other student options for add, drop, withdrawal, and refund policies are contained in the [Academic Catalog](#) under Registration Actions.

## **Confidentiality of Records**

[The Family Education Rights and Privacy Act of 1974](#), better known as FERPA or the Buckley Amendment, governs access to student records and their confidentiality. Faculty and staff may have access to student records on a “need-to-know” basis provided that no information is released to any party not having this “need.” All requests from other parties for access to students’ records must be made of the [Admissions and Records Office](#) at 796-6100. Class lists are confidential documents covered by FERPA.

## **Grading Information**

For the most current University grading policy, consult the [Academic Catalog](#) under Academic Regulations.

## **Students with Disabilities**

For further information on disability support services, please consult the [Academic Catalog](#) under Student Services and also refer to [UA Board of Regents Policy 09.06](#).

Early contact with this program promotes a positive education experience.

**Defining Credit Hours**

See current academic catalog, "Academic Credit", just prior to course listings.

UAS requires a minimum of 750 minutes of lecture for each credit,  
or twice that amount (1500 minutes) of lab to equal one credit  
(and 4 times that for practicum or internship).

Each one hour per week (full term) of lecture = one credit.

Each two hours per week (full term) of lab = one credit.

Each four hours per week (full term) of practicum or internship = one credit.

This is a minimum and courses can go above this level, but not below it.

This is represented by C (A+B)

C= Credits

A=Lecture hours, B=Lab hours

D=Practicum or internship hours, if any: C (A+B+D).

A straight lecture class would be 1 (1+0) or 2 (2+0), etc.

A straight lab class would be 1 (0+2) or 2 (0+4), etc.

A straight practicum or internship class: 1 (0+0+4) or 2 (0+0+8), etc.

A combined lec/lab class can be any combination in whole numbers which follow the above rules.

A few exceptions to the whole numbers are made for one-credit classes as 1 (.5+1).

Samples: 2 (1+2), 3 (2+2), 3 (1+4).

**Calculating Credit Hours**

There are two ways to calculate credit hours, depending on whether the class will run the full term, or is of shorter duration.

**Full Term Classes**

UAS semesters include 15 weeks of instruction.

Simply use the numbers in parentheses as hours per week.

A 3 cr (3+0) lecture needs to meet 3 hours per week as a lecture.

A 3 cr (2+2) lec/lab needs to meet 2 hrs/wk as lecture plus 2 hrs/wk in lab.

**Short-Term Classes**

It can be easier to convert the 750 minutes to clock hours.

Each 750 minutes is 12.5 full clock hours ( $750 / 60 = 12.5$ );

Use the numbers in parentheses as 12.5-hour increments overall. For example:

A 3 cr (3+0) lecture needs to meet 37.5 clock hours as a lecture.

A 3 cr (2+2) lec/lab needs to meet 25 clock hours as lecture plus 25 clock hours in lab.

The numbers in parentheses convert as follows:

1 = 12.5 hrs

2 = 25 hrs

3 = 37.5 hrs

4 = 50 hrs

5 = 62.5

6 = 75

Keep in mind a class must meet the total inside the parentheses.

Minimums for Full-Term Classes:

UAS has a 15-week semester (14 weeks of instruction plus final). We can use one 50-minute "hour" per week to achieve each 750 minutes over the 15 weeks, since  $750 \text{ min} \div 15 \text{ weeks} = 50 \text{ minutes per week}$ .

However, due to holidays, class breaks, weather or illness, planning a 60-minute hour is usually safer to guarantee the 750-minute minimum.

Credit Hour Calculation

## Credit Hours

1 cred lec = 750 min or 12.5  
clock hrs

1 cred lab = 1500 min or 25.0  
clock hrs

(lec + lab) = academic credits

Examples:  $(2 + 0) = 2 \text{ cr } 25 \text{ hrs}$   
 $(0 + 2) = 1 \text{ cr } 25 \text{ hrs}$   
 $(2 + 2) = 3 \text{ cr } 50 \text{ hrs}$

Transfer Credit Hours

When dealing with transcripts from other colleges and universities with a quarter credit hour system instead of a semester credit hour system, for transfer between quarter hour credits and semester hour credits:

## Semester to Quarter Hrs:

Semester hr  $\times 1.5$  = quarter hr.  
 1 semester hr = 1.5 quarter hr.

## Quarter to Semester Hrs:

Quarter hr  $\times .67$  = semester hr.  
 1 quarter hr = .67 semester hr.

Distance-Only Courses

Courses offered only by distance can be calculated in accordance with the standard Carnegie unit of credit: Students are expected to put in two hours of outside effort for every one hour in class.

A distance class estimating total student hours at 114 for example, would be equivalent to in-classroom time of  $1/3$  those hours, or 38 hours, a standard 3-credit lecture class.

For calculating distance credits, instead of 12.5 hours for each value inside the parentheses, distance courses need 37.5 hours for each value inside the parentheses, because they include the student's entire time engaged with the course. For example: Lecture equivalent for 3 credit  $(3+0) = 112.5 \text{ hrs } (37.5 \times 3)$

# Distance Education: Methods



## **AUDIO**

Distance course via audio conference (by phone or other audio connection) as the dominant delivery method, often in conjunction with other supporting distance components.



## **CORRESPONDENCE**

Distance course via correspondence (US mail, email, fax) as the dominant delivery method, often in conjunction with other supporting distance components.



## **WEBCONFERENCING**

Distance course that requires synchronous online meetings in real time.



## **MULTIMEDIA (Multi)**

Distance course that uses multiple distance delivery methods.



## **VIDEOCONFERENCING**

Distance course using video broadcast to specific sites (usually live) as the dominant delivery method, often in conjunction with other supporting distance components.



## **VIDEO**

Distance course via video (VHS, DVD, or other recording technologies) as the dominant delivery method, often in conjunction with other supporting distance components.



## **WEB**

Distance course via web site or Internet access as the dominant delivery method, often in conjunction with other supporting distance components. Details of technical equipment and access required for each section vary, and are displayed when the course title is selected in the course schedule search results.

## **Web Grading**

Grades can be entered online at <http://uaonline.alaska.edu>. Log in to Secure Area using your ID 30XXXXXX and your PIN, a 6-digit number originally set to your birthdate mmddyy. The first time you log in, you will need to reset this PIN to another 6-digit value other than your birthdate. Your PIN can be reset by the Helpdesk 796-6400, or by Registrar's office 796-6100.

Select Faculty Services, select Term, and select Summary Class List or CRN. At bottom of page, click Final Grade to assign grades. Grade box should appear showing applicable grade choices.

If assigning an F or NB, please also enter last date student attended. Grades can be assigned for all or part of a class. Grades can be changed and adjusted until faculty click "Submit". Faculty can go back and view grades later, or add grades for students not previously submitted. Faculty signature is not required for grades submitted electronically.

Once submitted, a grade cannot be changed online, and requires a grade change form, the same as if a signed roster had previously been submitted to the Registrar.

UAS grading staff can review the grades on SFASLST. Instructors cannot assign "W" as a grade - W comes from a withdrawn status such as student withdrawal or faculty withdrawal, both of which must follow the published withdrawal deadlines. The Registrar's office in Juneau will periodically roll all submitted grades to student transcripts.

For assistance, contact the Helpdesk 796-6400, or Registrar's office 796-6100.

## Web Resources for Faculty

### UAS Course Schedule <http://www.uas.alaska.edu/schedule/>

Managed by UAS IT Services, this site includes tools useful for schedule planning:

- course search tool for courses offered by UAS campuses. Search by Campus, subject, courses meeting GER requirements, course title, meeting time, instructor.  
Updates made to the Banner Student Information System are reflected within 24 hours for web search during registration period
- Print copy of the schedule in .pdf format.  
Updates made to the Banner Student Information System are reflected weekly during registration period.

### UAOnline ([uaonline.alaska.edu](http://uaonline.alaska.edu))

A statewide-managed site informed by the Banner database, where:

- students can look up classes offered by any MAU, register, and access their records
- employees can view pay, benefits, and other personnel information
- faculty can review their course information and class rosters, submit grades, review student information for advising, and view the course catalog and class schedule for a term.

Updates made to the Banner Student Information System are reflected on UAOnline in real time.

#### To see scheduled classes

Class Schedule | Term | Submit

Campus UAS Juneau | Subject (Control click to view multiple subjects, or highlight all to view all).

#### View your class lists and enter grades

Login to Secure Area. User ID is your 3XXXXXXX number.

Faculty Services | Term | Submit

### UASOnline! [uascentral.uas.alaska.edu/online](http://uascentral.uas.alaska.edu/online)

Site managed by UAS IT Services, with pages dedicated to each offered course.

Instructors can:

- post a course syllabus
- post class assignments
- communicate with registered students

You can sign in as faculty to manage your site, and others can sign in as a guest by selecting the subject and clicking on your class.

This is a great working site for each class but is not intended as a current schedule.



## **Tab 6: Course Syllabus**

# Course Outline and Syllabus

## Course Outline

The course outline is a document that outlines the structure of a course developed for catalog or special topics course approval. The course outline includes a course description, credit hours, number, title and other required information. Course outlines of catalog courses will be reviewed and updated at least every three years. Special topics course outlines are valid for one academic year, including summer sessions.

## Syllabus

The syllabus serves as a **contract** between the instructor and student. It should reflect the competencies that the student can expect to master in that class. The [general education requirements](#) (Academic Catalog pg. 67) form the basis of all two or four year degrees. The [UAS competencies](#) (Academic Catalog pg. 64) include communication, computer usage, critical thinking, information literacy, professional behavior, and quantitative skills and every course must explain how the content, knowledge, and skills build upon one or more of the UAS competencies.

A course syllabus must be provided to each student at the first class session of a course, with a copy also being filed with the appropriate Dean's office. UAS Online provides each course with a [Website](#) where a course syllabus **must** be posted either by faculty or their department.

A course syllabus is required to contain the following: (1) clearly defined student outcomes; (2) scope of the material to be covered in the course; (3) required texts and readings; (4) grading method to be used (pass/fail or letter grade, including whether “+ or -” will be employed); (5) explanation of the basis for awarding student grades: exams, papers, quizzes, projects, or other along with due dates and weighting towards calculation of the final grade; (6) notification that student ratings of instruction will occur at some point during the last three weeks of class including specifics on the purpose of the student rating questionnaire (see Tab 8 of this handbook); (7) information on locating and using [UAS Online](#); and (8) other pertinent information concerning course management and instructor expectations of students.

Occasionally two or more courses are scheduled in the same classroom at the same time (e.g., ENGL 218/418, Themes in Literature and Advanced Themes in Literature). These are referred to as “stacked courses.” The semester class schedule will indicate if a course is being offered in stacked format. Separate syllabi are required for each stacked course reflecting the distinct and appropriate differences in course requirements and grading and explaining the nature of stacked courses.

# Sample Syllabus

ED 222 ORIENTATION TO THE TEACHING PROFESSION

Fall Semester 200\_, Wednesdays from 1:10 to 3:10 p.m. HB 206

Instructor: Faculty name

Office location and telephone number

Office Hours and email address with response timeframe to student email

## Course Context

This course is designed for students interested in the teaching profession or those planning to become teachers. It is a required course for those enrolled in the Bachelor of Arts in Elementary Education.

## Course Description

An orientation to the teaching profession, including teacher training, employment opportunities, professional growth, education philosophy and teaching effectiveness. Introduction to issues confronting educators: integrating special needs students, selection of appropriate teaching materials, curriculum and lesson planning, and constructive teacher-student interaction. Observation of a wide range of teaching situations and levels.

## Relationship to Conceptual Framework

This course will help students reflect on the unique profession of an educator. It will also help them to begin to identify what it means to be an informed, reflective and responsive teacher.

## Instructional Methodologies

This course includes interactive lectures, discussions, group presentations, reflective field work and reports and written applications of class activities.

## Texts (required)

Ryan, K. and Cooper, J. (2000). *Those who can, teach*. (ninth edition). Boston, MA: Houghton Mifflin.

Codell, E. (1999). *Educating Esme: Diary of a teacher's first year*. Chapel Hill, NC: Algonquin Books.

**Expected Outcomes and Assessments:** In taking this course, the participant will be able to do the following:

- 1) Describe the motivation, values, and beliefs that influence the decision to enter or not enter teaching as a career in a classroom writing assessment (CTE Goal 1).
- 2) Describe the role of parents, families and communities in a classroom writing assessment (CTE Goal 7; AK Teacher Standard 7; Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools # 7).
- 3) Recognize diversity in the schools and be able to describe different types of diversity in journal entries (CTE Goal 3; AK Teacher Standards 3 and 6; AK Cultural Standards for Culturally Responsive Educators).
- 4) Describe the purpose and function of schools in our society in a classroom writing assessment.
- 5) Reflect upon observations and practicum experience in journal entries (CTE Goal 6; AK Teacher Standard 3).
- 6) Demonstrate knowledge of American Psychological Association (APA) writing style through completion of research paper.

### **Encouragement**

Each and every one of you are encouraged to consult with me early in the semester regarding any necessary accommodations which will assist you in your learning. I consider myself to be approachable, flexible, and available to students who desire to see or speak to me. If needed, please see me before or after class. Otherwise, please call, e-mail, write, or fax me.

### **Course Content**

This course will give students beginning their formal study of education and those considering the same the information necessary to make an informed choice as they strive to clarify their career goals. Students will become involved in the real issue of schooling and education and will be given a clear view of the skills and knowledge they will need to be successful professionals.

Students will be given the opportunity to test themselves as prospective teachers and to become familiar with the necessary attitudes and skills of the profession. Active involvement in this course will engage the student, allowing them to make connections between what is being presented and discussed to what is going on in the school classroom of today.

### **Grading Requirements**

- A. APA research paper and oral report 350 points
- B. Two in-class writings (25 points each) 50 points

C. Journal of three one hour observations 150 points

D. Completion of a twenty-five hour practicum and journal 250 points

E. Final examination/in class writing (Dec. 11) 200 points

### **Grading Scale**

#### Letter Grade Total Points

A 915-1000 (90-100%)

B 835-914 (80-89%)

C 755-834 (70-79%)

D 675-754 (60-69%)

F 674 or less (less than 60%)

The APA paper can be sent electronically (as an attachment) and the practicum and observation journals can be sent by e-mail.

**\*\*\*LATE ASSIGNMENTS: -10% per weekday late\*\*\* (unless you make prior arrangements)**

Late assignments can be put in my mailbox in Center for Teacher Education in the Hendrickson Annex. They must be signed and dated by a UAS Education staff person.

### **Field-based Course Components**

Students will complete a twenty-five hour practicum in a classroom grade level of choice. They will also complete one hour observations in three additional classroom grade levels. Forms for host teacher evaluation and journal format will be provided prior to the practicum experience.

### **Technological Competencies**

Students will need to use a word processor to complete the APA research paper. Students will also need to access Internet and other resources and will gain these skills/strategies through a presentation from UAS library personnel.

### **Diversity**

Issues of diversity will be addressed through Expected Outcomes and Assessments “2,” “3” and “4” above.

## **Health Requirements**

Student must be tested for tuberculosis (t. b.) and return results to Center for Teacher Education (Hendrickson Annex) assistant prior to starting practicum.

## **Bibliography, web sites**

\*\*\*List of each as appropriate\*\*\*

## **APA Paper Specifications**

These will be provided to students when the paper is assigned.

## **[UAS Online!](#)**

An individual Website is created for every course offered at UAS. Students will use UAS Online! to access syllabi, course materials, submit homework, and have online discussions with other students and/or instructors. If you need assistance in using UAS Online!, please contact the [Information Technology Services Help Desk](#) at 796-6400 or 1-877-465-6400.

## **Student Ratings of Instruction**

During the last three weeks of class, you will have an opportunity to complete an on-line rating questionnaire on course instruction, how the course aided in your skill development, effectiveness of technology and equipment used, and adequacy of library resources and services used during the course. You will receive notification in your UAS email account when the rating questionnaire is available. Please make use of this opportunity to provide feedback on what worked for you and what did not. Your input is used to assess methods and services in order to provide the best educational experience possible.

**Fundamentals of Biology 1  
Biology 105**

<b>Instructor</b>	Dr. Sherry Tamone
<b>Contact</b>	AD 205A Phone: 796-6599
<b>Information</b>	<a href="mailto:sltamone@uas.alaska.edu">sltamone@uas.alaska.edu</a>
<b>Office Hours</b>	Monday & Wednesday 8:30-10:00 am; and by appointment.
<b>Lecture Room</b>	<b>EG 112</b> ; Monday, Wednesday, Friday. 10:20-11:20 p.m.
<b>Required Text</b>	Campbell, N. A. (2011). Biology, 9th Ed. Benjamin/Cummings San Francisco with Web-based study guide "Mastering Biology"
<b>Lab Manual</b>	CA Morgan, J. G. and Carter, M. E. (2008). Investigating Biology Benjamin/Cummings, San Francisco, CA
<b>Laboratory Section</b>	<b>AD 314</b> Section 01    Wednesday 4:30-7:30 pm <b>AD 314</b> Section 02    Thursday 8:00-11:00 am <b>AD 314</b> Section 03    Thursday 1:10-4:10 pm <b>AD 314</b> Section 04    Friday 2:20-5:20 pm
<b>Teaching Assistants</b>	Danielle Duncan <a href="mailto:dlduncan2@alaska.edu">dlduncan2@alaska.edu</a> Rachael Blevens <a href="mailto:reblevins@alaska.edu">reblevins@alaska.edu</a>

**AD**= Anderson Building      **EG**= Egan Wing

**Objectives:** This course is a prerequisite for Biology 106 and all other higher division courses offered in the biology program including Marine Biology, Invertebrate Zoology, Ecology, Evolution, Genetics, and Animal Physiology (to name a mere handful). This course is designed to introduce students to the chemical principals underlying animal and plant biology. The fundamental understanding of basic chemistry is crucial to understanding cellular processes such as cellular metabolism, cell physiology, genetics and evolution. Other courses in the biology program at UAS will build upon the fundamental topics covered in this class. One of the goals of Biology 105 and future courses in biology is to establish a firm grasp of the scientific process. Students will continually be exposed to scientific literature and be asked to discuss and evaluate journal articles. This course will introduce students to the scientific method, not only as a lecture topic, but also as a continuing exercise practically explored through the laboratory section of Biology 105. You will be expected to use the Egan library for your research and to become familiar with literature searches using biological databases.

**The Laboratory:** Each student needs to be enrolled in a laboratory section for Biology 105. There are 4 sections of laboratory and a teaching assistant will organize each section. They will discuss their grading policies and expectations with you in class. The laboratories have been designed to complement the lecture material and students should gain a practical knowledge of the biological concepts explained during the lecture portion of the class. In the laboratory, students will be exposed to common techniques used in biological research, such as pipetting, gel electrophoresis, and genetic screening. *Discussions are an integral part of the biology laboratory and class participation is greatly encouraged.*

**Examinations and Quizzes:** During the lecture portion of Biology 105, there will be 3 midterm exams worth 100 points apiece and 6 quizzes worth 10 points apiece. The lowest quiz score shall be dropped and will not count towards your grade. The final is worth 150 points and will be weighted towards the final topics of the semester, but may include material from earlier parts of the semester. Your laboratory grades will be combined with your lecture grade to generate your final grade.

**Research Paper:** Each student will be responsible for choosing a scientific article (primary literature) related to an interest in biology. Each student will summarize the article in a well written 2-3 page summary. Students will learn to use library data bases to access scientific journals. You will be able to access electronic journals or request inter-library loans. Reviews must be computer-generated and information within the article needs to be referenced using correct scientific notation. Your TA will make this very clear. Attach a copy of the research article you are reviewing to your written assignment. This review will be worth a total of 50 points.

**Grading Policies:** I do not use a grading curve for establishing your grades. I do not give the grades...you earn the grades! I calculate your grade from a total of your points.

3 midterms @ 100 points apiece	300
1 final @ 150 points	150
5/6 quizzes worth 10 points apiece	50
Topic Paper	50
Points earned in the laboratory	250
<b>Total points</b>	<b>800</b>

90% **A**; > 80% **B**; > 70% **C**; > 55% **D**; < 55% **F**

.....

**Hints for Success:** For best results: I suggest arriving to class on time, well rested, and prepared to take notes. Develop good study habits early on. Use my posted office hours or the T.A.s to discuss problem areas with us. Find a group of students that you can study with effectively. Study groups are a great means for determining the depth to which you have mastered the material. If your schedule prevents you from taking part in a study



group, consider using the laboratory as a means of discussions. If you feel you are falling behind, please come see me in my office. Feel free to make an appointment.

**Regrade Policy:** If a student wishes a regrade on an assignment or exam, the student must request the regrade in writing within 48 hours of the assignment or exam being returned. The request must include the question/topic in dispute.

**Late Assignment Policy:** All tests, presentations, and lab assignments must be completed and handed in on the required date. Your grade for that assignment will be decreased 10% by each class day your work is late. After one week, late assignments will not be accepted. Exceptions can be made only if discussed and approved well in advance of absence.

### **Course Competencies:**

This course addresses six competencies that baccalaureate degree students should attain during their studies at UAS.

1. Communication
2. Quantitative skills
3. Information literacy
4. Computer usage
5. Professional behavior
6. Critical thinking

For more information on these competencies, see the Academic Catalog.

**Cheaters never prosper! (Not if I have anything to do with it)** If you are caught cheating on a quiz or an exam, you may receive an F in this course. If you knowingly plagiarize material for your research paper or laboratory assignments you will receive an F in the class and be subject to suspension from the university. If you are unclear as to the definition of plagiarism, please see me. You may also refer to the student code of conduct in your UAS catalog for explanations concerning your rights and responsibilities.

### **From the 2012/2013 Academic Catalog**

#### ***Cheating, Plagiarism, or Other Academic Dishonesty***

*Examples include students who:*

1. *Use material sources not authorized by the faculty member during an examination or assignment;*
2. *Utilize devices that are not authorized by the faculty member during an examination or assignment;*
3. *Provide assistance to another student or receiving assistance from another student during an examination or assignment in a manner not authorized by the faculty member;*
4. *Present as their own the ideas or works of another person without proper acknowledgment of sources;*
5. *Knowingly permit their works to be submitted by another person without the faculty member's permission;*
6. *Act as a substitute or utilize a substitute in any examination or assignment;*
7. *Fabricate data in support of laboratory or field work;*
8. *Possess, buy, sell, obtain, or use a copy of any material intended to be used as an instrument of examination or in an assignment in advance of its administration;*
9. *Alter grade records of their own or another student's work; or*
10. *Offer a monetary payment or other remuneration in exchange for a grade.*

## Fundamentals of Biology 1

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Fr Aug 31	Course Orientation.	
<b><i>Week 1 Laboratory: There will be no labs held on this first week</i></b>		
M Sept 3	Labor Day Holiday. No classes	
W Sept 5	Themes of life; The scientific method,	Ch 1
F Sept 7	Chemistry and chemical bonds	Ch 2
<b><i>Week 1 Laboratory: Scientific Investigation: Exercises 1.1, 1.2 and exercises to be determined. Teaching Assistants will go over all expectations</i></b>		
M Sept 10	Water: an extraordinary molecule	Ch 3
W Sept 12	Properties of water which effect life	Ch 3 <b>Q1</b>
F Sept 14	Carbon is the building block of life (Duncan)	Ch. 4
<b><i>Week 2 Laboratory: Practicing experimental design: Ex. 1.3, 1.4, and 1.5 (modified for outdoor experiment). Using Excel to graph results. This lab may take place in the intertidal so dress appropriately!</i></b>		
M Sept 17	Macromolecules: Carbohydrates and lipids	Ch. 5
W Sept 19	Macromolecules: Proteins and nucleic acids	Ch. 5 <b>Q2</b>
F Sept 21	Self-guided <b>Review Session</b>	
<b><i>Week 3 Laboratory: Review chemistry material in lab. Investigation into carbohydrates and proteins (Handout)</i></b>		
M Sept 24	<b>MIDTERM 1 (100 points)</b> Take in the Learning Center (bring ID)	
W Sept 26	Overview of a cell membrane structure and function	Ch 6
F Sept 28	Membrane Structure and Function	Ch 7
<b><i>Week 4 Laboratory: Diffusion and Osmosis; Ex. 3.1B, 3.2A and B, 3.3A</i></b>		
M Oct 1	Diffusion and osmosis	Ch 7
W Oct 3	An introduction to metabolism	Ch 8 <b>Q3</b>
F Oct 5	Harvesting chemical energy	Ch. 9
<b><i>Week 5 Laboratory: Action of catachol oxidase and amylase; Ex. 4.1, 4.3</i></b>		
M Oct 7	Glycolysis and the citric acid cycle	Ch. 9
W Oct 9	The electron transport chain	Ch. 9
F Oct 11	Photosynthesis an overview	Ch. 10
<b><i>Week 6 Laboratory: Cellular Respiration: Ex 5.1 &amp; 5.1B if time permits</i></b>		
M Oct 15	How photosystems harvest light	Ch. 10 <b>Q4</b>
W Oct 17	The Calvin cycle	Ch. 10
F Oct 19	Review Material for midterm	
<b><i>Week 7 Laboratory: Photosynthesis: Ex. 6.1, 6.2, 6.3, 6.4</i></b>		

M Oct 22	<b>MIDTERM 2 (100 points) In Class</b>	
W Oct 24	Cellular Reproduction; Mitosis	Ch. 12
F Oct 26	Regulation of the cell cycle	Ch. 12
<b>Week 8 Laboratory: Mitosis and meiosis: Ex. 7.1, 7.2, 7.3, 7.4 (may be modified)</b>		
M Oct 29	Meiosis and sexual life cycles	Ch. 13
W Oct 31	Gregor Mendel discoveries in genetics	Ch 14
F Nov 1	Law of independent assortment; the dihybrid cross	Ch. 14
<b>Week 9 Laboratory: Mendelian genetics: Problem Set</b>		
M Nov 5	The chromosomal basis of inheritance	Ch 15 <b>Q5</b>
W Nov 7	The chromosomal basis of inheritance (continued)	
F Nov 9	The molecular basis of inheritance	Ch. 16
<b>Week 10 Laboratory: Mendelian genetics: Fast Plants</b>		
M Nov 12	<b>MIDTERM 3 (100 points)</b>	
W Nov 14	From gene to protein, importance of the genetic code	Ch. 17
F Nov 16	Synthesis and processing of RNA	Ch. 17
<b>Week 11 Laboratory: Discussion/Laboratory Review Paper Discussions</b>		
M Nov 19	Regulation of Gene Expression	Ch 18
W Nov 21	Microbial Models: Viruses	Ch 19
F Nov 23	Thanksgiving Holiday No Classes	
<b>Week 12 Laboratory: No Laboratory this week</b>		
M Nov 26	Biotechnology	Ch 20 <b>Q6</b>
W Nov 28	Biotechnology	Ch 20
F Nov 30	Descent with Modification	Ch 22
<b>Week 13 Laboratory: Molecular Biology: Agarose Gel Electrophoresis and Restriction Enzymes</b>		
M Dec 3	The evolution of populations/Natural Selection (Blevins)	Ch. 23
W Dec 5	The evolution of populations	Ch 23
F Dec 7	Review Session	
<b>Week 14 Laboratory: Testing Hardy-Weinberg Equilibrium: Ex. 11.1, 11.2A</b>		
<b>Final Examination: December 10, 10:15-12:15pm 150 points</b>		

# Methods of Written Communication

Kevin Maier  
[kevin.maier@uas.alaska.edu](mailto:kevin.maier@uas.alaska.edu)  
Office: Soboleff 216  
Office Phone: 796-6021  
Office Hours: Tues/Thurs 2:45-4:00 or by appointment.

English 111  
Tues/Thurs 1:15-2:45  
Egan 223

English 111 is an introductory college-level writing course that emphasizes critical reading, critical analysis, and writing clear and persuasive essays. Persuasive writing, in this course, is not writing designed to win arguments, rather it is writing to discover the best reasons for coming to a particular conclusion. Emphasis will be placed on engaging in inquiry and presenting your arguments and reasons in a manner that accommodates and communicates with the particular audience of your classmates. The writing you do will therefore emerge from our class discussions of the assigned readings.

## Required Materials:

Gage. The Shape of Reason. 4th edition.  
Hacker. Rules for Writers. any edition.  
Pollan. The Omnivore's Dilemma.

## Required Work:

ESSAYS: You will compose four longer argumentative essays in response to our class readings and discussions. The first two essays must be 3-4 pages long, the third essay will be 6-8 pages, and the final essay will be 4-5 pages in length. You will create several versions of each essay. The first versions will be revised following peer review. Essays are due at the beginning of the class period on the assigned day; they should be typed, double-spaced, and in a normal 12-point font (e.g. Times New Roman) with one-inch margins. Please give your essay a title and put your name and a page number on every page. Additionally, each essay will be submitted in a manila folder with all earlier drafts, notes, and comments, including all versions that have been peer reviewed and relevant position papers or summaries. Because this course relies on revision, final versions of essays without earlier versions will not be accepted.

POSITION PAPERS: You are required to complete four response papers. These should be about a page in length, typed (same format as above), and they should include a clear argument that reflects your reaction to an issue raised in the reading. These short papers are designed to allow you to "try out" an argument that you may or may not develop in a longer essay. The first position paper is due Tuesday September 8. While there are no exact due dates for the remaining three, you must complete one per essay cycle.

**READING SUMMARIES:** You are required to complete two (2) very brief summaries of the assigned readings. These should be typed and no more than 300 words (please include a word count in your heading). The first summary is due Tuesday September 15; you will sign up for the second. Your goal is to succinctly articulate the essay or chapter's assertion and the reasons used to support this assertion. During our discussions you may be asked to answer questions about the second essay you summarize.

**DAILY QUESTIONS:** For every day we engage a new reading (aside from the Shape of Reason), you are required to post to the UAS Online discussion board a thought-provoking question pertaining to one of the course texts. We will use these questions to generate discussion, so they should not be answerable with a simple yes or no. These writing exercises should clearly indicate that you have done the reading carefully. To receive full credit, questions must be posted no later than noon on the day the essay is to be discussed.

**ATTENDANCE, PARTICIPATION, AND PREPAREDNESS:** Your attendance and active participation in class discussions is essential to your success in the class; not only is the quality of your participation factored into your final grade, but the success of your essays depends upon the success of class discussion. You are responsible for completing the scheduled readings and assignments before you enter the classroom. Always bring the assigned reading to class. As several of the assigned readings are available online, you will need to print them before you read them. You are responsible for knowing what is said in discussion and considering points brought up in class in your essays. Furthermore, there will be frequent writing assignments, an occasional reading quiz, and more than six peer review sessions during class time—these cannot be made up. Absences in excess of four will lower your final grade. Moreover, according to department policy, if you miss more than two weeks for any reason (weather, illness, family emergencies, vacation, etc.), you will automatically fail this course. You will submit a self-evaluation at term's end, making a case for the participation grade you think you earned.

**Grading:**

Essays and assignments will be evaluated based on development of ideas (including how well you respond to your peers' comments), evidence of genuine inquiry, logical structure, style, and adherence to standard grammar. Late work will be penalized by 3-percentage points per day that it is late. If you do not bring a rough draft to class to be peer reviewed on the date requested your paper will be considered late. In the event of an emergency contact me and we can work something out before the assignment is late.

The final course grade will be based on:

- 1) the four primary essays (60%, or 15% each)
- 2) position papers (20%, or 5% each)
- 3) summaries (5%, or 2.5% each)
- 4) daily questions (5%)
- 5) participation, peer reviews, reading quizzes (10%)

**Policies:**

Prerequisite: ENGL 110 (C or higher) or placement test.

The grade of “Incomplete” can be given only in unusual circumstances where a student has successfully completed the majority of the course with a grade of “C” or higher but has been unable to complete the final requirements of the course due to unavoidable extenuating circumstances.

Plagiarism is a serious academic offense that can result in disciplinary measures taken by the Committee for Student Disciplinary Action. All work submitted in this course must be your own and must be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented following MLA Style guidelines. Please see me if you have any questions about the use of sources.

If you have a documented disability for which you require academic or programmatic accommodations, please contact the Disability Support Services Office as soon as possible.

**Other Considerations:**

This course emphasizes basic writing skills. To make sure your essays are sufficiently polished, you will want to work closely with tutors in the Learning Center. I may require visits with tutors at some point during the term, so if you haven't already familiarized yourself with the Learning Center, now is the time. More information is available at: <http://www.uas.alaska.edu/TLC/>

**Learning Outcomes:**

**CONTENT:** You will demonstrate knowledge of the elements of an ethical persuasive essay. You will grasp the importance of developing a clear thesis statement, supporting your assertions with reasoning and evidence, and of writing to persuade an audience.

**COMMUNICATION (Writing):** You will become a more confident writer through sequenced writing assignments that require revision, rethinking, and reflection at almost every turn.

**COMMUNICATION (Speaking):** You will practice speaking and listening in whole- and small-group discussions.

**CRITICAL THINKING:** Frequent reading and writing assignments will provide you with the opportunity to develop skills in critical reading. By participating in discussions, you will learn that the process of critical thinking is a social activity that involves exchanging ideas, listening to others, taking responsibility for your views, and keeping an open mind about alternative approaches.

**COMPUTER AND INFORMATION LITERACY:** You will demonstrate your ability to use computing resources by frequently posting assignments to the Blackboard discussion board. You may also practice using computer and hard copy reference tools in the Egan Library for your essays.

**PROFESSIONAL BEHAVIOR:** You will learn the importance of class attendance, preparation, and participation for enhancing and ensuring college success. This includes turning work in on time and evaluating the level of polish required by different kinds of assignments.

**Tentative Calendar and Due Dates:**

Readings marked SOR are from The Shape of Reason (4<sup>th</sup> Ed.).

**WEEK 1**

Thurs. Sep. 3                      Introductions.

**WEEK 2**

Tues. Sep. 8                      Perlstein "What's the Matter with College" (available online at: <http://www.nytimes.com/marketing/collegeessay/essay.html>); SOR Chapter 1; post reading question to discussion board; position paper 1 due.

Thurs. Sept. 10                      Handler, Weinger, Lance, Thomas, and Addison—the 5 "winning" responses to Perlstein (<http://essay.blogs.nytimes.com/>); SOR Chapter 2; post reading question to discussion board.

**WEEK 3**

Tues. Sept. 15                      Edmundson "On the uses of a liberal education:  
As lite entertainment for bored college students" (available online at: <http://www.ljhammond.com/essay.htm>); post reading question to discussion board; summary 1 due.

Thurs. Sept. 17                      Gatto "Against School" (available online at: <http://www.spinninglobe.net/againstschool.htm>); SOR Chapter 5; post your thesis to the discussion board and bring it to class for a thesis workshop.

**WEEK 4**

Tues. Sept. 22                      **First version ESSAY 1 due**—bring 3 copies for peer review.  
Thurs. Sept. 24                      SOR Chapter 4; peer review part 2—bring the latest draft of your essay.

**WEEK 5**

Tues. Sept. 29                      Pollan Introduction and Chapter 1.

Thurs. Oct. 1                      Pollan Chapter 2; post reading question to discussion board; **final version of ESSAY 1 due.**

WEEK 6

Tues. Oct. 6 Pollan Chapter 6; "Tlingít potato makes a comeback in Juneau" (<http://sitkalocalfoodsnetwork.org/2009/08/06/%E2%80%A2-tlingit-potato-making-a-revival-in-juneau/>); post reading question to discussion board. **Class visit to the Jensen-Olson Arboretum.**

Thurs. Oct. 8 Pollan Chapter 7 & 8; post reading question to discussion board.

WEEK 7

Tues. Oct. 13 Pollan Chapter 9; SOR Chapter 3; post reading question to discussion board.

Thurs. Oct. 15 Screening of King Corn.

WEEK 8

Tues. Oct. 20 Pollan Chapter 10-11 (pp. 192-225); post reading question to discussion board; last day for position paper 2.

Thurs. Oct. 22 **First version of ESSAY 2 due**—bring three copies for peer review.

WEEK 9

Tues. Oct. 27 Pollan Chapter 13; post reading question to discussion board.

Thurs. Oct. 29 Pollan Chapter 15; post reading question to discussion board; **final version of ESSAY 2 due.**

WEEK 10

Tues. Nov. 3 Pollan Chapter 16-17; post reading question to discussion board;

Thurs. Nov. 5 Pollan Chapter 18 & 20; post reading question to discussion board.

WEEK 11

Tues. Nov. 10 Hurst "The Omnivore's Delusion: Against the Agri-intellectuals" (available at: <http://www.american.com/archive/2009/july/the-omnivore2019s-delusion-against-the-agri-intellectuals>); post reading question to discussion board; last day for position paper 3.

Thurs. Nov. 12 **First version of ESSAY 3 due**—bring 3 copies for peer review

WEEK 12

Tues. Nov. 17 Screen An Inconvenient Truth.

Thurs. Nov. 19 Moser "Talk of the City"; post a reading question to discussion board; **final version of ESSAY 3 due.**

WEEK 13

Tues. Nov. 24 CBJ Climate Report (available online at: [www.juneau.org/clerk/boards/Climate\\_Change/CBJ%20\\_Climate\\_Report\\_Final.pdf](http://www.juneau.org/clerk/boards/Climate_Change/CBJ%20_Climate_Report_Final.pdf)); post reading question to discussion board.

Thurs. Nov. 26 NO CLASS. Thanksgiving Holiday.



WEEK 14

- Tues. Dec. 1                      Kolbert “Shishmaref, Alaska” (handout); post reading question to discussion board; last day to hand in fourth position paper.
- Thurs. Dec. 3                     Tidwell “Snap into Action for the Climate” (available online at: <http://www.orionmagazine.org/index.php/articles/article/2956/>).

WEEK 15

- Tues. Dec. 8                      **First version of ESSAY 4 due**—bring three copies for peer review.
- Thurs. Dec. 10                   Peer review part 2; bring the latest draft of your essay; reflective essay (in class).

Final version of **ESSAY 4** due in my office Monday Dec. 14 by noon.

**Introduction to Psychology**  
**Psy101, Spring 2013**  
**Tues/Thurs – 3:00-4:30, Egan Wing 112**

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**Professor: Dr. Amanda K. Sesko**  
**Office: 216 Soboleff Bldg.**  
**Office phone: 907-796-6436**  
**Email: [aksesko@uas.alaska.edu](mailto:aksesko@uas.alaska.edu)**

**Teaching Assistant: Brittany August**  
**Office hrs in learning center: TBA**  
**Email: [baugust88@yahoo.com](mailto:baugust88@yahoo.com)**

**Office Hours: Monday/Wednesday 2:00-4:00 or by appointment**

### **Course Objectives**

The purpose of this course is to provide a broad introduction to the field of psychology from a scientific perspective. In addition to learning the basic concepts from a variety of subfields of psychology, the goals of the course are threefold:

1. Gain an understanding of empirical methods and learn to interpret research findings
2. Develop critical thinking and writing skills
3. Recognize how psychological principles operate in everyday life

### **Required Course Materials**

1. Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2012). *Psychology* ( 2<sup>nd</sup> ed.). New York, NY: Worth Publishers.

There is a copy on reserve at Egan Library. You can, if you wish, purchase the **eBook version** of the textbook online at <http://ebooks.bfwpub.com/schacter2e>.

There is also a companion website for the textbook that you can access for free. Go to [www.worthpublishers.com/schacter2e](http://www.worthpublishers.com/schacter2e) and register for a student account.

2. Occasional supplemental readings are indicated on the course schedule and will be made available to you on the course site UAS Online!/Blackboard (under “Course Content”).

### **When to do the Readings**

You should read the assigned chapter for each day before you come to class. Yes— it’s a lot of reading, but there is a LOT of material. The best strategy is to keep up and do the assigned reading every day. This way you will be familiar with the material when I’m lecturing on the topic, and you will have the opportunity to ask questions about anything you read that was unclear or confusing. If you put off reading until the night before the exam, you will have trouble. Cramming pays off poorly; there’s just too much information to cover. You should plan on spending, on average, 6-7 hours per week preparing for this class.

### **3. Optional**

Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)  
Also a good source: <http://owl.english.purdue.edu/owl/resource/560/01/>

### **UAS online!**

UAS online! (<https://online.uas.alaska.edu/online>) will be used for announcements as well as for other relevant materials pertaining to the course. Thus, it is recommended that this site as well as your e-mail

account be checked on a **daily** basis. Partial lecture slides will be provided the night before each lecture. They are provided to help aid you in taking notes. However, they are not a substitute for attending class. You must attend to get all the relevant information.

### **Attendance**

Regular attendance is expected of you and will be necessary for you to fully understand the material in the class. You will be best served if you complete the assigned readings before coming to class. Important aspects of the readings that are not discussed in class are still fair game for exam questions, as are in class topics that are not covered in your readings. If you do miss class, you will need to get notes from another student. You should feel free to e-mail me with questions or comments about the course at any time.

### **Class Policy on Lateness**

The general class policy is that NO MAKEUP EXAMS will be offered and NO LATE PAPERS OR ASSIGNMENTS will be accepted. However, in extremely unusual circumstances, some arrangements may be possible for making up missed work. If circumstances can be foreseen, you should talk to me before an exam or paper date to discuss arrangements. If you have a problem on exam day that prevents you from showing up, contact me IMMEDIATELY- by e-mail, phone, etc. [Even if I do not have ready access to e-mail and voice mail on this campus, your e-mail or voicemail will be time and date stamped when you contact me.] There is no excuse for not getting in touch right away about your absence. Out of fairness to students who take exams as scheduled and turn in papers on time, any (rare) approved makeup assignment will not necessarily be the same assignment given to other students and in many cases will be more difficult.

### **Students with Disabilities or Special Circumstances**

**Disabilities Support Services** (Mourant Bldg, 11120 Glacier Hwy(MO1), Juneau, AK 99801; Phone: 796-60001; Email: dss@uas.alaska.edu), **coordinates accommodations and services for UAS courses**. If you have a disability for which you may request accommodation in UAS classes and have not contacted them, please do as soon as possible. Please also see me privately in regard to this course so that we can discuss accommodations necessary to ensure full participation and to facilitate the educational experience. More generally, if you have any problems or concerns regarding this course, please contact me as soon as possible. Your feedback (both positive and negative) is integral to how well this course works! We should strive to respect and value the diversity that exists in UAS classrooms (e.g., age, gender, ethnicity, national origin, disability, geographic backgrounds, political orientation, sexual orientation). While we may sometimes disagree with each other on topics discussed in class, it's important that we remember that appreciating diversity in perspectives is an important part of the learning process. If you ever feel that you are not being given the respect you deserve in class, please let me know.

### **Intellectual property issues**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

### **Writing Assistance**

Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At UAS, we have a tutoring/writing center through Egan Library's Learning Center. When you visit, bring your work in progress and an idea of what you would like to work on-

organization, support, documentation, editing, etc. To see more information on these services go to:  
<http://www.uas.alaska.edu/TLC/tutoring/writing.html>

This course requires use of standard APA format. We will discuss basic properties of APA format in class and further information/guides will be posted on UAS online!.

### Academic Misconduct

Academic misconduct by a student shall include, but not be limited to, disruptions of classes, giving or receiving unauthorized aid on examinations or in the preparation of reports or other assignments, or knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, or otherwise acting dishonestly in research. I take cheating very seriously, as these practices diminish the integrity and standards of your education as well as the reputation of your university. Regular precautions will be taken to prevent cheating, including use of plagiarism detection software for papers. If you are found guilty of any academic misconduct, you will receive a failing grade for this course, and you may be threatened with more severe treatment at the college level. Please don't put yourself or us in the position of dealing with such misconduct.

### Participation

Your participation is an important part of your grade in this class. I expect you to pose questions and feel free to critically analyze and question anything we discuss in class or that is covered in the readings. While it should go without saying, disrespect of your peers in anyway will not be tolerated. Please be respectful of others opinions and have an intellectual discussion of topics related to psychology.

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### Grading

**Your final grade for the course will depend on the four exams (100 pts. each), 3 Assignments (150 pts total.), and Final Article Review Paper (100 pts.).**

<b>Exam 1</b>	100 pts.
<b>Exam 2</b>	100 pts.
<b>Exam 3</b>	100 pts.
<b>Exam 4</b>	100 pts.
<b>Assignments 50 pts each x 3</b>	150 pts.
<b>Final Article Review Paper</b>	100 pts.
<b><i>Total points possible</i></b>	<b>650 pts.</b>

**Final letter grades will be based on a percentage points (i.e., X/650 possible points) and determined as follows:**

- A** (90%-100%)
- B** (80%-89%)
- C** (70%-79%)
- D** (60%-69%)
- F** (59% and below)

**Exams**

There are four in-class exams. The fourth exam will be scheduled during the final exam period; however, it will be non-cumulative in nature. Exams will include a combination of multiple choice and short answer questions.

**Assignments**

You will complete 3 assignments over the course of the semester. The bulk of these assignments will concentrate on scientific research in psychology (except for assignment 3)

**Final Article Review Paper**

Throughout the semester I would like you to think about 3 topics that interest you the most. You will then research *each* topic and find 1 peer reviewed research article that was written from year 2000 + (total of 3 articles). Your job will be to 1) summarize the article focusing on the goals, methods, and results, and 2) discuss what interests you about this topic and what you would like to know more about. For each topic you should have about 1-4 paragraphs (no more than one page per topic). The idea is to get you to think in more detail about topics that caught your eye throughout the semester. More information will be given on this assignment.

**Experience with Psychology (“Extra Credit”)**

A large portion of the material in the course covers psychological research. In order for you to gain a greater understanding of how research is conducted by psychologists, there will be opportunities to participate in studies. I will give you information on these studies as they become available. In addition, you will get credit for attending lectures or community workshops or events that you can relate to psychological concepts covered in the course. I will announce relevant events however, if you participate in an activity that you see a connection to the concepts we are learning this will work as well. I will require a page review in which you summarize the event and relate and analyze it in terms of psychological concepts we have discussed in class. Each in lab study will be worth 5 points, online studies worth 3 points, and events you attend will be worth 3 points. While this is not mandatory it is *expected* that you will participate and will also contribute to your participation in this course. All points will be added to your first exam at the end of the semester.

To participate in research studies go to: <http://uas.sona-systems.com>

Your username is your UAS username. You will receive an email early in the semester with a password. You should then go into your account and change your password to something you can remember.

**Note: A class evaluation will occur sometime in the last few weeks of the course.**

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**Class Schedule**

Day	Month	Date	Due Dates	Readings	In-Class Topic
Tues	Jan	15		Ch. 1	Introduction to the course/History of Psychology
Tues	Jan	17			<i>No Class, work on readings</i>
Tues	Jan	22		Ch. 2	Finish History of Psychology/Methods in Psychology I
Thurs	Jan	24		“Cities Cause Mental Illness” WWN article Lederbogen et al. (2011)	Methods in Psychology II <b>In class LAB for assignment 2</b>
Tues	Jan	29			PsychInfo Tutorial (in class—bring a laptop if you have one)
Thurs	Jan	31		Ch. 3 (pp.77-94)	Neuroscience and Behavior
Tues	Feb	5	Assignment 1 (Methods & PsychInfo)	Ch. 3 (pp. 95-120) Heller & Levy (1981)	Neuroscience and Behavior Lab 1
Thurs	Feb	7		Ch. 4 (pp. 125-156)	Results/Discussion
Tues	Feb	12		Ch. 4 (pp. 157-171)	Sensation and Perception I Sensation and Perception II
Thurs	Feb	14	Exam 1 (Ch. 1-4)		
Tues	Feb	19	Assignment 2 (Lab for chapter 3)	Ch. 6 (pp. 219-232)	Memory I
Thurs	Feb	21		Ch. 6 (pp. 233-258)	Memory II
Tues	Feb	26		Ch. 7 (pp. 263 – 276)	Learning I
Thurs	Feb	28		Ch. 7 (pp. 277-303)	Learning II Learning worksheet in class
Tues	March	5		Chapter 8	Emotion and Motivation
Thurs	March	7	Exam 2 (Ch. 6-8)		

	March	11-15			<i>Spring break, No class</i>
Tues	March	19		Ch. 9 (pp. 351-375)	Language and Thought
Thurs	March	21			Movie: Mistaken Expectations  APA citations and references
Tues	March	26		Ch.11 (pp. 423-437)	Cognitive Development
Thurs	March	28		Ch.11 (pp. 438-463)	Social & Moral Development
Tues	April	2	Assignment 3 (APA citations and references)	Ch. 12	Personality
Thurs	April	4	Exam 3 (Ch. 9, 11, 12)		
Tues	April	9	Article review paper check point	Ch. 13 (pp. 505-524)	Social Psychology I
Thurs	April	11		Ch. 13 (pp. 524-545)	Social Psychology II
Tues	April	16			Movie: A Class Divided
Thurs	April	18		Ch. 13 continued...	Close Relationships and Human Sexuality
Tues	April	23		Ch.14 (pp. 550-564) Ch. 15 (pp. 589-598)	Psychological Disorders and Therapy I
Thurs	April	25	Final article review paper	Ch. 14 (pp. 564-585) Ch. 15 (pp. 599-615)	Psychological Disorders and Therapy II
Final Exam Week April 29 <sup>th</sup> -May 3 <sup>rd</sup>			Exam 4 (Ch. 13, 14, 15, and Human Sexuality Lecture) Tues April 30th 2:45-4:45		

*Disclaimer:* I reserve the right to change this syllabus at any time. I will notify the class of any changes with ample warning.

## **Tab 7: Self-Assessment**



# Self-Assessment

Adjunct self-assessment is part of UAS' overall effort to provide constructive and timely feedback to adjuncts, focusing on continuous improvement of instruction. It is an important part of improving the quality of UAS' teaching and learning—key to accreditation and student success. While voluntary, adjunct instructors are asked to complete an annual adjunct faculty self-assessment form prior to the end of their current teaching year. The completed self-assessments are subsequently reviewed by the appropriate program coordinator or department chair that then provides a response to the adjunct instructor. The online form can be found at:  
<http://www.uas.alaska.edu/provost/adjunct/selfassessment.html>

## Tab 8: Student Ratings

## Student Ratings

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Students' rating of a faculty members' teaching effectiveness is an important element in the faculty evaluation process. Students' rating of instruction is managed by the Office of the Provost in coordination with various administrative units.

### Online Student Ratings of Courses

The process of evaluating an instructor's scholarship of teaching and learning includes students' ratings of instruction. UAS Information Technology Services, under the direction of the Provost's office and in coordination with various administrative units, manages students' rating questionnaire. The questionnaire is delivered online through the UAS course management system with the objectives of:

1. maximizing student participation;
2. increasing the timeliness and availability of student responses;
3. making the summary numerical data as well as the students' electronically submitted comments available to the instructor, instructor's supervisor, and Provost;
4. archiving students' course evaluation data so that results are retrievable by the instructor, instructor's supervisor, and Provost for the purposes of i) annual performance reviews, and ii) evaluations for retention, tenure, promotion, and post-tenure reviews;
5. collecting information about students' perceptions of academic and support systems such as the instructional technology and the Library.

### Online Student Ratings-Format

All courses use a standard multi-section format questionnaire. Each section is distinct and clearly labeled:

1. The Student Course Ratings section measures teaching effectiveness and student success in a particular course. This section is always presented first to students. These questions are consistent across all courses, and any changes must be approved by the Faculty Senate and Provost.
2. The ***Academic and Support System Rating*** section measures effectiveness of support systems such as technology, equipment, and library resources used in a particular course. Instructors may suppress any question in this section if they feel it is not relevant to their course.
3. An optional ***Faculty Added Ratings*** section allows faculty or programs to use the questionnaire to collect ratings specific to the class or program. If supplementary questions are provided, this section will be presented after the ***Student Course Ratings*** section.

Any modifications to the questionnaire must be made prior to the start of the rating period. Questions offer a five-point evaluation scale (ranging from Strongly disagree to Strongly agree, with numerical equivalents of 1-5), with 'Not Applicable' being an additional option where appropriate. For each section, students have an opportunity to electronically submit written comments.

## **Administration of Student Ratings-Questionnaires**

### **Anonymity**

The online student ratings system will keep students' individual names separate from their responses, so students can be assured of anonymity in submitting the questionnaires. Students have the right to submit a blank questionnaire or opt out of submitting one at all.

### **Courses evaluated**

All courses taught at UAS will be evaluated using this system. In team-taught courses, a single evaluation form will be used with instructor specific questions naming the individual instructors where appropriate.

### **Management of student ratings by instructor**

Before the official start date for posting of questionnaires within the course management system, an instructor uses tools within the UAS web course management system to:

1. add additional customized course questions to the ***Faculty Added Ratings*** section;
2. use "student raters" within the course management system's "Student Ratings" menu to confirm that the list of potential course evaluators matches an up-to-date class roster in Banner. A course instructor may choose to use the Registrar's faculty-initiated withdrawal to start removing individuals from the class roster in Banner if they have failed to attend classes.
3. select options, other than the default, for reporting results, with the default being those outlined below under Release of Statistical Summary Information.
4. Set the beginning and end dates for submission of questionnaires. The latest end date would be the course ending date. The default beginning and end dates indicated in the table below will be implemented if the instructor does not reset the evaluation parameters using "Instructor Tools":

<b>Course Length</b>	<b>&gt;10 weeks</b>	<b>8-10 Weeks</b>	<b>≤ 7 Weeks</b>
<b>Default Start</b>	@ 3 weeks before end of course	@ 2 weeks before end of course	@ 1 week before end of course

**Earliest Start**      @ 4 weeks    @ 3 weeks    @ 2nd Day

**Default End**        Start of evaluation + 8 days

**Latest End**         Course end date

**Shortest  
Duration**            5 days

**After the evaluation has started, the ending date may be extended (up to the course ending date) but no other changes can be made.**

### **Student notification by instructor**

Notification of the nature of course evaluation and dates for availability of the online student rating questionnaires is best communicated in course syllabi. Information students need to know:

- student ratings are only administered in an online (electronic) format;
- reasons why feedback and comments provided in the evaluations are important to the University and to the instructor. An example statement taken from student ratings is as follows:

Student course ratings play an important role in enhancing the quality of instruction at the University of Alaska Southeast. The ratings are made available to the instructor (after grades are turned in) and to the chairperson/Dean of the school. Please give your responses careful attention, and note that your name will in no way be associated with your answers;

- evaluation period for this course is between < date > and < date >;
- Provost's office will notify students by e-mail to the student's UAS account when the questionnaire is available for a particular course, and a reminder will be sent again two days prior to the end of the evaluation period;
- a link to the online course evaluation questionnaire will be provided in the Assignments section of the course site in the UAS course management system;
- locations where students may find computers on campus to complete and submit questionnaires.
- when needed, and if available, mobile classroom computers can be scheduled for students to complete the ratings in class. If done this way, the instructor *must* not be present in the room during the evaluation in compliance with ethical standards of coercion and anonymity.

## **Automated Student Notification**

Students will be sent personalized notification to their UAS e-mail address, or to their preferred personal e-mail address if they have forwarded their UAS e-mail. The e-mail will be sent on the first date when a student rating questionnaire is available for a particular course, and the message will include a direct link to the questionnaire. Unless the instructor has used Instructor Tools to alter the date(s) of administration, the first e-mail will be sent on the date indicated in the table above under Management of Student Ratings by Instructor.

Within two days of the ending date, students who have not completed a rating questionnaire will be sent a second reminder message.

## **Access to rating results**

### **Access to results through course web sites:**

The rating system automatically generates a summary report for each course. This report includes frequency distribution, mode, standard deviation, bar chart, mean and median scores along with a compilation of any comments. Access to these results is blocked until two weeks after the ending date for the specific course. Once the report is available, anyone with instructor-level access to the course web site may view or download the full summary information. In addition, these individuals may download the raw-data in Excel format.

Before the start date for administration of the questionnaire, the instructor may choose who else may access the numerical results through the course web site. Options include students enrolled in the course (the default), individuals with active UA computer accounts, or anyone visiting the course web site. If the instructor makes the rating results available to a wider audience, only the statistical summaries will be provided through the course web site. Access to student comments is restricted to those with instructor-level access only.

### **Manual distribution of *Student Course Ratings* summary results:**

A set of summary reports are distributed to the Provost office in Juneau and the Ketchikan and Sitka campus director offices for inclusion in faculty files. These summary reports include the analysis and students comments from the Student Course Ratings and any faculty-added questions. The *Academic and Support System Ratings* are not included in this summary report. If instructors wish to use the results from this section as evidence in preparing files for retention, promotion, tenure, and post-tenure reviews, they must **deliver a signed and dated copy of the results to the Provost's office.**

### **Manual Distribution of Academic and Support Systems Ratings Raw-data**

Limited rating data are provided to the department responsible for the specific support system (Library, IT, etc.). The information is provided in raw-data format (generally, MS Excel). Departments are only provided data pertaining to their specific area.

### **Archiving and ongoing access to questionnaire results**

The Provost's office and its administrative units have responsibility for continuing archival access to questionnaire results through course web sites by the instructor and his/her supervisors.

## **Tab 9: Code of Conduct**



# **Student Rights and Responsibilities**

The purpose of this regulation is to further define the University of Alaska's Student Code of Conduct (Code), and to establish a framework for the enforcement of the Code. These procedures, and their elaboration in UAS rules and procedures, will allow for fact finding and decision making in the context of an educational community, encourage students to accept responsibility for their actions, and provide procedural safeguards to protect the rights of students and the interests of the University. These procedures are applicable to all students and student organizations.

## **Student Code of Conduct**

Disciplinary action may be initiated by the University and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following categories of conduct prohibited by the Code. The examples provided in this section of actions constituting forms of conduct prohibited by the Code are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

### **Cheating, Plagiarism, or Other Academic Dishonesty**

Examples include students who:

1. Use material sources not authorized by the faculty member during an examination or assignment;
2. Utilize devices that are not authorized by the faculty member during an examination or assignment;
3. Provide assistance to another student or receiving assistance from another student during an examination or assignment in a manner not authorized by the faculty member;
4. Present as their own the ideas or works of another person without proper acknowledgment of sources;
5. Knowingly permit their works to be submitted by another person without the faculty member's permission;
6. Act as a substitute or utilize a substitute in any examination or assignment;
7. Fabricate data in support of laboratory or field work;
8. Possess, buy, sell, obtain, or use a copy of any material intended to be used as an instrument of examination or in an assignment in advance of its administration;
9. Alter grade records of their own or another student's work; or
10. Offer a monetary payment or other remuneration in exchange for a grade.

### **Forgery, Falsification, Alteration, or Misuse of Documents, Funds or Property**

Examples include:

1. Forgery, falsification, or alteration of records or deliberate misrepresentation of facts on University forms and documents or to any University official or before a University judicial hearing board;
2. Misuse or unauthorized use of University identification cards, keys, funds, property, equipment, supplies or resources;
3. Falsely representing oneself as an agent of the University, incurring debts or entering into contracts on behalf of the University; or
4. Trespassing or unauthorized entry into, unauthorized presence on, or use of property which is owned or controlled by the University.

#### Damage or Destruction of Property

Examples include:

1. Damage or destruction to property owned or controlled by the University;
2. Damage or destruction of property not owned or controlled by the University if the action constitutes a violation of the Code, e.g.:
  - a. the action occurred during an event authorized by the University;
  - b. the student was a representative of the University, such as an athlete, and the action occurred while traveling to or from an event authorized by the University; or
  - c. the property not owned or controlled by the University was located on University property.

#### Theft of Property or Services

Examples include:

1. Theft or unauthorized possession or removal of University property or the property of any University member or guest that is located on property owned or controlled by the University; or
2. Theft or unauthorized use of University services or unauthorized presence at University activities without appropriate payment for admission.

#### Harassment

Examples include:

1. Physical or verbal abuse;
2. Sexual harassment;
3. Intimidation; or
4. Other conduct, including hazing, which unreasonably interferes with or creates a hostile or offensive learning, living, or working environment.

## Endangerment, Assault, or Infliction of Physical Harm

Examples include:

1. Physical assault;
2. Sexual misconduct and assault;
3. Terrorist threats;
4. Hazing or coercion that endangers or threatens the health or safety of any person, including oneself; or
5. Conduct which causes personal injury.

## Disruptive or Obstructive Actions

Examples include:

1. Obstructing or disrupting teaching, research, administration, disciplinary proceedings, or other activities authorized by the University;
2. Interfering with the freedom of movement of any member or guest of the University to enter, use, or leave any University facility, service or activity; or
3. Taunting or physically harassing wildlife or otherwise creating an unsafe or hazardous environment involving wildlife on property owned or controlled by the University.

Repeated violations of standard laboratory safety rules and safe procedures as outlined by the instructor at the beginning of a UAS laboratory-based course.

1. First offense: A verbal warning with a written record kept of the warning in the laboratory manager's office. Should the student not violate the rules and procedures again the written record will be removed from the file at the conclusion of the semester.
2. Second offense: a written warning with the rule reviewed and a statement signed by both the student and the instructor stating that the rule is understood and will be followed.
3. Third offense: a temporary restriction from attending the lab until a conference is held with the student, the laboratory manager, the safety committee chairperson, and the instructor. The student will decide whether he or she will sign an agreement to consistently adhere to the rules and procedures for that point forward. Should the student refuse to sign the agreement, the temporary restriction from being in the laboratory will continue and the student will be referred to the Dean of Students for formal university disciplinary action for violation of the UAS Student Code of Conduct, which may include permanent removal from the course.
4. Fourth offense: Should the student sign the agreement upon the third offense and fail to strictly adhere to the rules and procedures, the student will be temporarily restricted from being in the laboratory and referred to the Dean of Students for formal university disciplinary action for violation of the UAS Student Code of Conduct, which may include permanent removal from the course. Misuse of Firearms, Explosives, Weapons, Dangerous Devices, or Dangerous Chemicals Example: unauthorized use, possession, or

sale of these items on property owned or controlled by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAS rules and procedures.

#### Failure to Comply with University Directives

Examples include:

1. Failure to comply with the directions of law enforcement officers or University officials acting in the performance of their duties;
2. Failure to identify oneself to University officials when requested; or
3. Failure to comply with disciplinary sanctions imposed by the University.

#### Misuse of Alcohol or Other Intoxicants or Drugs

Examples include:

1. Use, possession, manufacture, distribution, or being under the influence of alcoholic beverages on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAS rules and procedures; or
2. Use, possession, manufacture, distribution, or being under the influence of any narcotic, controlled substance, or intoxicant on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAS rules and procedures.

#### University Judicial Procedures

##### Authority and Responsibilities of Judicial Officers

The Chancellor will appoint a judicial officer experienced in student disciplinary proceedings who will supervise and implement a judicial review process for student disciplinary matters. The judicial officer will consult with extended site directors prior to delegating student disciplinary responsibilities to staff located on extended campuses. Judicial officers or designees have authority over disciplinary proceedings and are responsible for:

1. Serving as, or designating, a review officer to conduct administrative reviews or judicial board hearings;
2. Presenting, or designating a person to present, the University's case before a judicial board;
3. Assembling the members of judicial boards; and
4. Modifying timelines associated with judicial proceedings in order to accommodate the academic calendar and for other reasons deemed appropriate by the officer.

## Rights Afforded Students in Judicial Proceedings

1. The University will afford each student subject to judicial proceedings due process appropriate to the alleged violation and the magnitude of the potential sanction(s).
2. If an accused student chooses to remain silent or does not participate in a judicial proceeding, decisions will be based on available information.
3. A student may be accompanied by an advisor, who may be an attorney, during judicial proceedings. The advisor's role will be determined by the rules governing the proceedings.
4. Students may have copies of the records of their judicial proceedings at their own expense.
5. Students may appeal decisions to impose minor sanctions and/or the severity of the sanction to the senior student services officer or designee. Students will be afforded an opportunity to provide comments to the senior student services officer on recommendations to impose major sanctions.

## Rights Afforded Injured Parties During the Judicial Process

1. The University will consider the needs and circumstances of injured parties, especially victims of personal injury and/or sexual assault. The University will take such measures as it deems reasonable to prevent the unnecessary exposure of victims of personal injury and/or sexual assault.
2. An alleged victim of personal injury or sexual assault will be provided such information regarding the judicial process and the University's responses as is required by law.

## Overview of University Judicial Review Procedure

1. Definitions
  - a. Judicial Procedure: A judicial procedure is a review undertaken by the University to establish whether there is substantial information to determine whether it is more likely than not that a student violated the Code.
  - b. Major Sanction: Major sanctions include suspension, expulsion, revocation of a degree, and other sanctions specified by UAS rules and procedures as being major sanctions.
  - c. Minor Sanction: Minor sanctions are those other than ones specified as major sanctions.
2. After an allegation of misconduct is made, judicial review procedures will commence with a preliminary investigation, at the conclusion of which the judicial officer or designee will determine:
  - a. whether to dismiss the charges; or
  - b. whether the allegations, if true, would likely result in imposition of a minor sanction, in which case the matter continues with an administrative review; or
  - c. whether the allegations, if true, would likely result in imposition of a major sanction, in which case the student is provided the opportunity to choose between a judicial board hearing or an administrative review

3. A judicial board hearing is only available to students deemed subject to imposition of a major sanction. In a judicial board hearing the matter is reviewed by a panel of students and faculty, and students are afforded the opportunity to be represented by legal counsel.
4. An administrative review is conducted by the judicial officer or designee and is intended to be an expedited process for examination of information and decision making. An administrative review is the only review process for matters involving imposition of a minor sanction. A student charged with infractions of the Code which would be subject to a major sanction may choose to have the matter investigated by an administrative review, but in so doing will be required to waive certain processes otherwise available under the judicial board hearing.
5. An imposition of a minor sanction following a judicial board hearing or administrative review may be appealed to the senior student services officer, whose decision on the matter constitutes the final decision for the University.
6. Findings, conclusions, and recommendations from either the judicial board or administrative review process to impose a major sanction proceed to the Chancellor after review by the senior student services officer. Opportunity will be provided to the student to comment on the administrative review or judicial board hearing. The decision of the Chancellor is the final decision for the University.

#### Initiation of a Judicial Review

1. Any University student, faculty or staff member may initiate a disciplinary action against a student for violation of the Code. Allegations of Code violations must be in writing, signed by the complaining party, and submitted to the judicial officer or designee in accordance with UAS rules and procedures.
2. The judicial officer or designee will review the allegations and conduct an appropriate preliminary investigation to determine:
  - a. whether to dismiss the matter because insufficient information exists to support the accusation; or
  - b. whether sufficient information exists to warrant further judicial proceeding, and, if so,
  - c. whether the charges, if substantiated, will subject the student to a major or a minor sanction.
3. The judicial officer or designee will send the student written notification:
  - a. of the allegations of misconduct and the provisions of the Code which allegedly have been violated;
  - b. of the judicial officer's or designee's name, telephone number, and office location; and the time period in which to schedule a meeting to review the charges;
  - c. of whether a major or minor sanction is likely to be imposed should the charges be substantiated, and
    1. if a minor sanction is likely, that the matter will be pursued with an administrative review; or
    2. if a major sanction is likely, that the student has a choice between an administrative review or a judicial board hearing; and

- d. that, should the student fail to schedule a meeting, the meeting will be scheduled by the judicial officer or designee
4. Should a student fail to schedule a meeting within the time period specified in the notification of charges, the judicial officer or designee will schedule the meeting and notify the student in writing at least three class days in advance of the scheduled meeting that, should the student fail to respond or appear, the judicial officer or designee will schedule an administrative review and that the student will have waived the opportunity for review by a judicial board hearing.
5. A student under review for matters which could result in the imposition of a major sanction will be provided a written explanation of the differences between an administrative review and a judicial board hearing. The student's choice of procedure must be stated in writing.
  - a. If the student chooses an administrative review, the student must also waive, in writing, rights to procedures in the judicial board hearing which are not included in an administrative review.
  - b. If the student chooses a judicial board hearing, the student will be notified in writing that:
    1. the names of witnesses, copies of any witnesses' written statements, or other documents on which the University will rely will be made available to the student for review at least three class days prior to the hearing;
    2. the student must submit to the judicial officer or designee at least three class days prior to the hearing the names of witnesses, copies of any witnesses' written statements, or other documents on which the student will rely; and
    3. the student is to have no contact with any judicial board members or alleged victims involved in the matter, and, where appropriate, limited contact with other individuals involved with the hearing.

#### General Rules and Procedures for Administrative Reviews and Judicial Board Hearings

1. The University judicial system is not a court of law and is not held to standards applied in criminal proceedings. Formal rules of evidence will not apply. Testimony containing hearsay may be heard, taking into account the reliability of the information. Findings and conclusions will be based upon information presented during the review or hearing.
2. Reviews and hearings will ordinarily be scheduled between three and fifteen class days after written notice has been sent to the student, at times determined by the judicial officer or designee.
3. The judicial officer or designee will conduct an administrative review or chair a review by the judicial board.
4. Should a student fail to appear for an administrative review or judicial board hearing, the judicial officer or designee may determine to proceed with the review or hearing without the student.
5. Reviews or hearings may be conducted by audio conference or at an off-campus location, if directed by the judicial officer or designee.
6. The judicial officer or designee will establish reasonable rules for the conduct of the review or hearing, and will make them available to all parties.

7. Students may select an advisor for assistance during the proceedings. Should the student choose an attorney for an advisor, the student is responsible for the attorney's fees and legal costs regardless of the outcome of the review or hearing.
8. An administrative review or judicial board hearing will result in the preparation of written findings and conclusions. Conclusions will result in one of the following:
  - a. Charges are dismissed.
  - b. A minor sanction is imposed. If a minor sanction is imposed, the judicial officer or designee will send the student written notification of the decision and appeal rights within 10 class days of the conclusion of an administrative review or judicial board hearing.
  - c. A major sanction is recommended. If a major sanction is recommended, the judicial officer or designee will, within ten class days of the conclusion of an administrative review or judicial board hearing:
    1. send the student written notification of the decision and of the right to provide comment to the senior student services officer; and
    2. forward the record of the administrative review or judicial board hearing to the senior student services officer.

#### Rules and Procedures Specific to an Administrative Review

1. At the scheduled meeting the review officer will review the allegations and available information regarding the matter. The student, if present, will be given the opportunity to present information, explanations, and/or mitigating factors for the alleged violation.
2. Administrative reviews will be closed proceedings unless otherwise authorized by the judicial officer or designee.
3. An advisor for the student may be present during the hearing, but may not represent the student in the proceedings, nor speak or ask questions on the student's behalf unless authorized by the judicial officer or designee.
4. If, during an administrative review for a charge originally determined to be subject to imposition of a minor sanction, new information is presented that could make the student subject to a major sanction, the student must be offered, in writing, the opportunity for review by a hearing board or for continuing with the administrative review. The student's choice must be indicated in writing. If the student chooses to continue with the administrative review, the student must also waive, in writing, rights to the processes in the judicial board hearing which are not included in an administrative review.

#### Rules and Procedures Specific for Conducting a Judicial Board Hearing

1. Judicial Board Composition: Two currently enrolled students in good academic and disciplinary standing and three University faculty and/or staff members will be appointed in accordance with UAS rules and procedures to serve on a judicial board. The members of the board must be unbiased and may be selected from another campus or site.
2. The accused student will be notified, in writing, at least five class days prior to the judicial board hearing of the names of potential judicial board members. The student may object to a member on the basis of bias, provided the student notifies the judicial officer or designee in writing at least three class days prior to the scheduled hearing and states



reasons for believing the board member is biased. The judicial officer or designee will have discretion to either uphold the appointment or have the board member replaced.

3. The accused student may choose between an open or closed hearing to the extent that such choices are permitted by state and federal laws. A hearing will be closed unless the student makes a written request at least one day in advance of the hearing to the judicial officer or designee for an open hearing. In order to protect privacy or other rights of individuals involved in a proceeding, however, the judicial officer or designee may determine that all or portions of the hearing will be closed. Witnesses may attend the hearing only during their testimony.
4. An advisor for a student may be present and may represent the student during the hearing.
5. The accused student will have the opportunity to question and hear all witnesses for the University.
6. The accused student will have the opportunity to present a defense, including introduction of relevant exhibits, affidavits, or witnesses, in addition to any information, explanations, and/or mitigating factors presented during the preliminary investigation of charges. Admission of and restrictions on exhibits and other evidence will be at the discretion of the judicial officer or designee.
7. The judicial board will deliberate in closed session and make its determination within five class days of the conclusion of the hearing, unless an extension is provided by the judicial officer or designee.

#### Appeal Procedure for Minor Sanctions

An accused student may appeal a decision to impose a minor sanction to the senior student services officer or designee.

1. Appeals may be made on the basis that:
  - a. a material procedural error was made during the process which would have changed the outcome of the matter;
  - b. the sanction imposed was clearly excessive for the violation committed;
  - c. newly discovered information exists which the student could not reasonably have been expected to know of or discover through diligence prior to the conclusion of the matter and which information, if known, would clearly have affected the outcome of the matter; or
  - d. the decision is not supported by substantial information.
2. Appeals must be submitted in writing within seven class days of the day the decision is sent to the student, and in accordance with UAS rules and procedures.
3. The senior student services officer or designee will conduct a review of the record and will ordinarily render a decision within seven class days of receipt of the appeal. The senior student services officer may:
  - a. affirm a decision and/or sanction;
  - b. dismiss the case;
  - c. lessen a sanction;
  - d. refer the matter back for further review;
  - e. authorize a new administrative review or judicial board hearing; or

- f. take such other action as the senior student service officer or designee deems appropriate.
4. The decision of the senior student services officer or designee constitutes the University's final decision on the matter. Notification to the student must be made in writing and in accordance with Regents' Policy and University Regulation.

#### Review Procedures for Major Sanctions

A recommendation to impose a major sanction from an administrative review or judicial board hearing is automatically forwarded to the senior student services officer or designee for review.

1. The accused student will be given an opportunity to comment upon the findings, conclusions, and recommendation of the administrative review or judicial board hearing. Comments must be submitted in writing within seven class days of the day the findings, conclusions, and recommendation are sent to the student, and in accordance with UAS rules and procedures.
2. The senior student services officer or designee will conduct a review of the record within 14 class days and may:
  - a. affirm or modify the recommendation for a major sanction and forward the recommendation to the Chancellor;
  - b. dismiss the case;
  - c. lessen the sanction;
  - d. refer the matter back for further review;
  - e. authorize a new administrative review or judicial board hearing; or
  - f. take such other action as the senior student service officer or designee deems appropriate.
3. If the senior services officer has recommended a major sanction, the Chancellor will review the record and, ordinarily, render a decision within seven class days of receipt of the recommendation. The Chancellor may dismiss the charges, impose a major or minor sanction, or take action as he/she deems appropriate.
4. The decision of the Chancellor constitutes the university's final decision on the matter. Notification to the student must be made in writing and in accordance with Regents' Policy and University Regulation.

#### Disciplinary Sanctions and Reinstatement of University Benefits

Except where otherwise noted in Regents' Policy or University Regulation, the authority to impose sanctions or summary restrictions may be delegated as provided by UAS rules and procedures.

#### Summary Restriction

Summary restrictions may be issued in writing by the Chancellor or designee.

## Sanctions

In determining appropriate sanctions, a student's present and past disciplinary record, the nature of the offense, the severity of any damage, injury, or harm resulting from the prohibited behavior, and other factors relevant to the matter will be considered. The following list of sanctions is illustrative rather than exhaustive. The University reserves the right to create other reasonable sanctions or combine sanctions as it deems appropriate.

1. **Warning:** A warning is notice that the student is violating or has violated the Code, and that further misconduct may result in more severe disciplinary action.
2. **Probation:** Probation is a written warning which includes the probability of more severe disciplinary sanctions if the student is found to be violating the Code during a specified period of time (the probationary period).
3. **Denial of Benefits:** Specific benefits may be denied a student for a designated period of time.
4. **Restitution:** A student may be required to reimburse the University or other victims related to the misconduct for damage to or misappropriation of property, or for reasonable expenses incurred.
5. **Discretionary Sanction:** Discretionary sanctions include community service work or other uncompensated labor, educational classes, counseling, or other sanctions that may be seen as appropriate to the circumstances of a given matter. Costs incurred by the student in fulfilling a discretionary sanction will be the responsibility of the student.
6. **Restricted Access:** A student may be restricted from entering certain designated areas and/or facilities or from using specific equipment for a specified period of time.
7. **Suspension:** Suspension is the separation of the student from the University for a specified period of time, after which the student may be eligible to return. Conditions under which the suspension may be removed and for re-enrollment will be included in the notification of suspension. During the period of suspension, the student may be prohibited from participation in any activity authorized by the University and may be barred from all property owned or controlled by the University, except as stated on the notification. The authority to suspend a student is, by this regulation, delegated to the chancellors. Chancellors may not re-delegate this authority.
8. **Expulsion:** Expulsion is considered to be the permanent separation of the student from the University. The student may be prohibited from participation in any activity authorized by the University and may be barred from property owned or controlled by the University except as stated on the notice of expulsion. The authority to expel a student is, by this regulation, delegated to the chancellors. Chancellors may not re-delegate this authority.
9. **Revocation of a Degree:** Any degree previously conferred by the University may be revoked if the student is found to have committed academic misconduct in pursuit of that degree. The authority to revoke a degree is, by this regulation, delegated to the chancellors. Chancellors may not re-delegate this authority.

## Group Sanctions

Student groups or organizations found to have violated provisions of the Code may be put on probation or sanctioned, which may include loss of University-related benefits and access to University facilities and University-held funds.

## Reinstatement of University Benefits

The conditions, if any, for re-enrollment and reinstatement of University benefits lost through imposition of a sanction will depend upon the disciplinary sanctions imposed and will be specified in the notification of sanction.

Before a University benefit lost by sanction at one campus may be reinstated at another, the senior student services officer at the former campus must be consulted.

The authority to reinstate a student following suspension or expulsion is hereby delegated to the chancellors by the president of the University. Chancellors may not re-delegate this authority. Any student who is reinstated will be on University disciplinary probation for one year from the date of re-enrollment.

## Final University Decision

The University will inform a student in writing when a decision constitutes the University's final decision in any review procedure. Where applicable, the notification of final decision will also state that further redress on the issue may be had only by filing an appeal with the Superior Court of Alaska; that, in accordance with Alaska Appellate Rule 602(a)(2) regarding appeals from administrative agencies, the student has thirty (30) calendar days after the University has mailed or otherwise distributed the final decision to file an appeal; and that failure to file an appeal constitutes acceptance of the decision and a waiver of any further legal rights.

## Resolution of Disputes Regarding Student Employment Decisions or Actions

Issues related to student employment will be reviewed in accordance with the grievance procedure specified in Regents' Policy and University Regulation on human resources, except if specifically modified by Regents' Policy and University Regulation on employment of students.

## Resolution of Disputes Regarding Academic Decisions or Actions

Examples of academic actions or decisions subject to this regulation include, but are not limited to: assignment of final course grades, denial of admission to an academic program, and academic dismissal. Grades assigned prior to the final grade received in a course are not subject to review under this section.

### 1. Definitions Applicable to Academic Disputes

- a. Academic Decision Review Committee: An academic decision review committee is an ad hoc committee composed of faculty and a non-voting student

representative, appointed by the dean/director, and a nonvoting hearing officer, appointed according to UAS rules and procedures, to formally review a contested final grade assignment or other academic decision.

- b. Academic Leader: The term “academic leader” is used to denote the administrative head of the academic unit offering the course or program from which the academic decision or action arose.
  - c. Academic Unit: The term “academic unit” generally refers to a department or other group with responsibility for academic decisions within a school, college, institute, or center. The term may refer to a school, college, institute or center in instances when a smaller unit is either of insufficient size for a given purpose or nonexistent.
  - d. Arbitrary and Capricious Grading: Arbitrary and capricious grading means the assignment of a final course grade on a basis other than performance in the course; the use of standards different from those applied to other students in the same course; or substantial, unreasonable and/or unannounced departure from the course instructor’s previously articulated standards or criteria. (See also “grading error”)
  - e. Class Day: As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.
  - f. Dean/Director: The dean/director is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.
  - g. Final Grade: The final grade is the grade assigned for a course upon its completion.
  - h. Grading Error: A grading error is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade. (See also “arbitrary and capricious grading”).
  - i. Next Regular Semester: The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.
2. Procedure for Resolving Disputes Regarding Final Grade Assignment Students may challenge a final grade assignment on the basis of alleged grading error or arbitrary and capricious grading.

Because grades can affect such things as a student’s eligibility for continued financial aid, UAS publications must advise students to learn their final grades and initiate a review, where desired, as soon as possible. UAS rules and procedures must also stipulate other provisions that may be needed to expedite these reviews in the manner outlined in regulation below.

The time schedule outlined below will stipulate maximum time periods within which to complete stages of the review. However, permission for extensions of time may be granted, in writing, by the dean/director of the academic unit offering the course or other officials that may be identified in UAS rules and procedures.

UAS rules and procedures will also outline alternative officials for those instances where the academic leader or the dean/director is the person who made the academic decision under review.

a. Informal Procedures

1. Where possible, students will be expected to first request an informal resolution of the final grade assignment with the course instructor or academic leader. The process must be initiated by the 15th class day of the next regular semester of the UAS offering the course. The instructor or academic leader must respond to the request within 5 class days of receipt.
2. If the instructor's decision is to change the final grade, the instructor must promptly initiate the process in accordance with UAS rules and procedures. If the instructor does not change the grade and the student's concerns remain unresolved, the student may, in accordance with UAS rules and procedures, notify the academic leader of the academic unit responsible for the course.  
Within 5 class days of such notification, the academic leader must either effect resolution of the issue with the instructor or inform the student of the process for formally appealing the final grade assignment.
3. If the course instructor is no longer an employee of the University or is otherwise unavailable, the student must notify the academic leader by the 15th class day of the next regular semester. Within 5 class days of notification by the student, the academic leader must either effect resolution of the issue through contact with the course instructor or inform the student of the process for formally appealing the final grade assignment.

b. Formal Procedures

1. A student formally requesting review of a final grade assignment must provide the dean/ director of the academic unit offering the course a signed, written request for a formal review, indicating the basis for requesting a change of grade. The request must be filed by the 20th class day of the next regular semester or within 5 class days of receipt of notification of the process by the academic leader.
2. In accordance with UAS rules and procedures, the dean/director will convene an academic decision review committee and forward to it the written request for formal review from the student. The committee must initiate proceedings within 10 class days of receipt of the student's request. The committee will first consider whether the facts submitted by the student warrant a formal hearing and, if so, conduct the hearing. The student and the course instructor must be notified of the time and place the request will be considered and of the process to be followed.

- a. If on initial review the academic decision review committee determines that the facts as presented would not constitute arbitrary or capricious grading or a grading error, the academic decision review committee will dismiss the case without a formal hearing. This decision will constitute the final decision of the University. The committee's decision will be provided in writing to the student, the course instructor, and the dean/director of the academic unit offering the course.
  - b. If the academic decision review committee determines that the facts as presented might constitute arbitrary or capricious grading or a grading error, the academic decision review will, in accordance with UAS rules and procedures, proceed to a formal hearing. The committee will consider information provided by the student, the instructor if available, and others as it sees fit.
3. The academic decision review committee proceedings will result in the preparation of written findings and conclusions. Conclusions will result in one of the following:
  - a. The request for a grade change is denied.
  - b. The request for a grade change is upheld; the review committee requests the course instructor to change the grade; and the course instructor changes the grade in accordance with UAS rules and procedures.
  - c. The request for a grade change is upheld; the course instructor is either unavailable to change the grade or refuses to, and the review committee directs the dean/director to initiate the process specified by UAS rules and procedures to change the grade to that specified by the review committee.
  - d. The decision of the academic decision review committee constitutes the final decision of the University, and will be provided in writing to the student, the course instructor, and the dean/director. The hearing officer will be responsible for the preparation of a record of the hearing, in accordance with UAS rules and procedures.
  - e. Unless an extension has been authorized by the dean/director, disputes concerning final grades must be completed by the end of the next regular semester following the assignment of the grade.
4. Review Procedures for Disputes Regarding Denial of Admission to or Dismissal from a Program of Study for Academic Reasons UAS rules and procedures, in accordance with this regulation, will designate the formal and informal process(es) by which a student may initiate a review of an academic decision by that UAS of disputes regarding denial of admission to or dismissal from a program of study. The formal process must include the following elements.
  - a. A request for a formal review must be filed in writing by the 20th class day of the next regular semester of the campus making the decision, or within 5 class days of receipt of notification of the

- process for filing a formal review after completion of any informal review, unless written permission for extension of time is granted.
- b. Formal reviews of academic decisions will be conducted by an academic decision review committee convened in accordance with UAS rules and procedures.
  - c. UAS rules and procedures will specify under which circumstances the conclusions of the academic decision review committee will constitute the final decision of the University on the matter or be advisory to an academic officer making the final decision.
  - d. The final decision on the matter will be provided to the student in writing. A member of the review committee will be designated as responsible for preparation of the record.
  - e. Unless an extension has been authorized by the dean/director, disputes concerning academic decisions must be completed by the end of the next regular semester following the decision.
5. Other Academic Decisions Review procedures for all other academic decisions are outlined in UAS rules and procedures. This process is published in UAS catalogs or student handbooks.
  6. Students with Disabilities Disputes regarding decisions associated with appropriate academic adjustments and programmatic accommodation for students with disabilities will be reviewed according to procedures set forth in University Regulation on students with disabilities.

#### Resolution of Disputes Regarding University Judicial Decisions or Disciplinary Sanctions

Disputes regarding University judicial decisions or resulting disciplinary sanctions will be reviewed according to procedures set forth in University Regulation on student rights and responsibilities.

#### Eligibility for Services Pending Final Decision in the Review Process

During the review of an action or decision by the University, the action or decision being contested will remain in effect until the dispute is resolved. Should an academic action or decision affect the student's eligibility for financial aid, housing, or other University services, the student will be informed of the steps to be taken that may maintain or reinstate the affected service. The student will be responsible for initiating any necessary actions or procedures.



## **Tab 10: Instructional Technology**

# Instructional Technology

## Contact

For information or one-on-one assistance and training with instructional technology, please contact Barney Norwick, Academic Computing Manager at 907-796-6579 or [barney.norwick@uas.alaska.edu](mailto:barney.norwick@uas.alaska.edu).

## UAS Online

UAS has incorporated a number of strategies related to use of technology in the UAS Strategic Plan:

- Provide technology and services which support and enhance learning
- Expand access to written and electronic information resources
- Provide coordinated instructional design and delivery resources for faculty and program development.
- Assist faculty in integrating technology into instruction that leads to enhanced learning.
- Provide coordinated information technology instruction based on computing resources used for UA administrative and academic support.
- Assist and encourage all staff to integrate technology improvement into campus best business practices.

To achieve these strategies, UAS has created UAS Online -- Web course management, ePortfolio, and social networking technologies.

*The overall UAS Online strategy is based on several regional policies recommended by the UAS Teaching Learning & Technology Roundtable and approved by the UAS Faculty Senate in 1999. The UAS Provost's Council reaffirmed these policies in 2006.*

1. *An active course homesite will be created for every UAS course section;*
2. *While access to some content and activities may be restricted to class participants, the UAS course sites will be visible to the public.*
3. *Course sites are retained indefinitely.*
4. *Design of the system should maximize student interactivity and program and faculty control.*

## Electronic Portfolios

In conjunction with course management, UAS provides a Web portfolio system. An ePortfolio is automatically created for every faculty member and student. As a part of this portfolio, a unique "page" is created for every class an individual takes or teaches. Faculty and students are encouraged to use this resource to support both summative and formative evaluation of learning

outcomes, and to create a community of scholars through Weblogs, podcasts and other social networking strategies.

### **Course Provisioning**

1. Course sections are created for every UAS course section across multiple terms.
2. Course sites are created as soon as the Registrar's office releases the term.
3. Course sites are updated each morning at 5:30am until 2 weeks past their official ending date.
4. Prior course sites are maintained indefinitely for institutional users, accrediting bodies and the general public.
5. Faculty may choose to link multiple class sections together for ease of management or to create a single larger cohort for student collaboration. Linked courses retain their unique titles and Web addresses, but share a single pool of resources and activities and can be managed from a single class site.
6. In addition to Banner courses, a non-Banner course site can be created by Helpdesk staff. Non-Banner classes can reside in a Banner term (Spring-2005), or in a non-Banner "term" (e.g. Training, Test, etc.).

### **Course Access**

7. All course sites are visible to the general Internet.
8. Faculty may restrict course resources and activities. These restrictions may be highly specific. Each specific resource may be limited to:
  - a. Individuals with an active UAS computer account
  - b. The class roster
  - c. The roster and "additional participants" (designated guests, TAs, etc.)
9. Faculty may add individuals to the UAS Online class roster/gradebook.
10. The official UAS student course rating system is entirely online and is integrated into UAS Online. Only officially registered students may submit course rating forms.
11. Management access to a course site is provided to individuals who are either listed as "offering" the course (their picture and other information appears on the course site) or "supporting" the course (their role is not displayed on the site).
12. All faculty designated in Banner as "instructors of record" are automatically added to the "offered by" list. Faculty or academic programs may add additional users to either "offered" or "supported" lists.
13. UAS does not enforce storage limits on course homesites or ePortfolios.
14. Faculty may import resources from other course sites and across terms, provided the faculty has management access to the course materials. When this access does not already exist, faculty may request access from the original faculty member or from the academic department.

## User Profiles

15. A "profile" is automatically created for every UAS Online user. This profile contains a variety of directory information along with other information provided at the discretion of the user (e.g. photograph, biography).
16. Display of profile information is limited by the privacy indicator in Banner Example:

<i>Directory Information Withheld</i>	<b>Confidential Record</b> <i>This individual has instructed the UAS Registrar to withhold his or her directory information.</i>
---------------------------------------	---

## Social Networking Technologies

### **Weblogs** (one-to-many / many-to-many)

Primarily a one-to-many communication tool. An "author" posts messages regularly and these are automatically organized by date with the most recent displaying first. Visitors may be able to post comments and thus engage in ongoing discussion. The UAS system allows visitors to "subscribe" and receive Weblog posts via email.

### **Email lists** (one-to-many / many-to-many)

Email lists (or listservs) have declined in popularity in recent years due to the proliferation of spam and the advent of Weblogs. In its simplest form, an email list is simply a mail list of addresses, often with an opt-in or opt-out feature. As indicated above, every UAS Weblog supports an email list.

### **RSS Newsfeeds** (one-to-many)

A newsfeed provides a way for individuals to track activity on many Websites at once. Recipients use an "aggregator" to collect content items and display them in a format similar to email. RSS feeds are often used with Weblogs or news sites to keep readers up-to-date on new content. The UAS Online system automatically creates an RSS feed for every class and ePortfolio page.

### **Podcasting** (one-to-many)

A podcast is a specialized RSS feed that delivers audio or video content to viewers. Generally this is done so that viewers can play back the content off-line (primarily with an iPod or similar product). The UAS Online system allows faculty to create multiple podcasts on their course

home sites. In addition, any Portfolio page with audio or video items automatically generates a podcast.

### **Online "threaded" discussion** (many-to-many)

An online discussion is a many-to-many communication tool which supports ongoing asynchronous discussion. UAS supports several systems. The forum tool may be added to any ePortfolio page and it has the advantage of notifying viewers of new content through an email digest.

### **Webmeetings** (many-to-many)

A Webmeeting is a synchronous many-to-many tool which allows participants to use online chat, draw on a white board, share documents or applications or speak to one another in real time. UAS has integrated the Webmeeting tool into all course home sites and every ePortfolio page.

# New Faculty Orientation

Download PDF Version

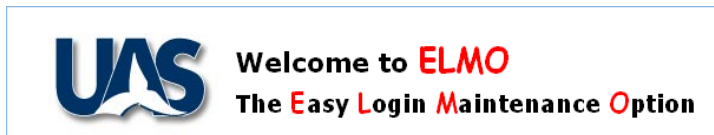
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## Welcome to UAS!

These instructions are a quick start to our technology. I **strongly suggest** that new adjunct and full time faculty contact one of the instructional support staff for training. There are many features and capabilities of our technologies that are not readily apparent. Having a discussion with the support staff can save you time.

If you have problems accessing any of the tools, or get stuck at some point, the Helpdesk may be able to provide a quick answer. If you want training on one of the tools in UAS Online or have an in depth question, please contact one of the instructional support staff.

## Step 1: User Accounts and Passwords



Your UA user name will be used to access UAS computer systems and email. The first step will be to find your user name and set a password in ELMO (Easy Login Maintenance Option). [Access ELMO](#) and choose Option 3.

It will request your birthdate, last name and the last 4 digits of your social security number.

A form will be displayed that will ask you to confirm 5 pieces of personal information. After you pass that screen it will provide the username and allow you to set a password. If you have problems contact the Helpdesk at 796-6400 in Juneau or toll free at 1-877-465-6400.

## Step 2: Accessing UAS Online & Setting Profile

The first time you sign into [UAS Online](#) with your username and password your profile will be displayed. Make sure your name is displayed correctly. If you are using another email system, set your email forward to that account. Distance instructors should add their picture using the "Choose File" link to upload an image. Click OK when you are finished to save your changes.

Welcome - Joel - [View Profile](#)

**Essential Info**

Directory Hold is OFF [more »](#)

First name

Last name

Forward UAS email to

Text Messaging  [Messaging Options...](#)

**Additional Info**

Phone

Home page

File Space

Other Info

**Picture**

No file chosen ☐ Erase

Pictures are displayed in a range of sizes. For best results, upload pictures that are 640x480 or larger

Mini "Avatar" Picture

No file chosen ☐ Erase

## Step 3: Email

Your email address will be firstname.lastname@uas.alaska.edu. **Note:** You have an alternate address of username@uas.alaska.edu. These accounts are issued with 250mb of space for your work.

Outlook is the program UAS uses for email on campus computers. You can access your email through Outlook on your campus computer, or through the similar web interface at <http://mail.uas.alaska.edu>, which allows access from any computer with Internet access. You may also use other email clients from home. Most of our users find the web client works well from off campus. The calendar feature has been very popular. You can find more information about e-mail from [the Helpdesk site](#).

## Step 4: Using UAS Online



The UAS Online Instructor Tools have everything you need to set up your course home site. We have [video tutorials and descriptions](#) of these and many other UAS Online features and applications.

### Syllabi

Getting your syllabus ready will be your first task. Instructions for the content are located in the [Faculty Handbook](#). Place information about student evaluations in your syllabus along with the dates. You should [set the dates for your evaluations](#) in UAS Online at the start of the semester. For more information concerning Course Evaluations, see below.

When you have your syllabus completed as either a Word document or a pdf, follow [these instructions](#) to upload it.

### Course Evaluations

Online course evaluations are available for all scheduled courses in UAS online. The questions and format were created by the Faculty Senate Committee on Student Evaluations. Additional questions may be created and added by faculty for each course. Faculty set the time when the evaluations start and end within provided parameters. Students are notified of the start date through email and notices within UAS online. The list of currently enrolled student evaluators is synchronized with Banner on a daily basis. After the end date students may be allowed to see a summary of the student responses. Faculty will be able to view the summary plus any added comments. Evaluation results are tabulated and passed on to the Provost Office, Academic Deans, and campus Directors at Ketchikan and Sitka. [More Information.](#)

### Announcements & Assignments

It is recommended that you [create an announcement](#) at the beginning of your course to inform students of the required textbooks and other important course information.

Both local and distance instructors should make use of the [Dated Assignments](#) (*note the distinction between Dated and Static*). A common usage of this feature is to issue a Dated Assignment every Sunday night with a list of the readings, homework, and what is expected for the next class meeting.



## Resources

Make documents or links available to your students by posting them in the [resources section](#).

## Homework Submission

For both local and distance instructors, the [Task tool](#) is a great way to manage course assignments. When you create a Task with a start and end date, students can then upload their documents in whatever format you request for the assignment. By linking assignments to the Gradebook you can make the grade and instructor comments quickly available to the student.

## Quizzes, Essays and Surveys

All three of these tools can be used effectively for local or distance courses. Local instructors can post [Quizzes](#) before classes to encourage students to be prepared for class. In distance classes, weekly quizzes can be used to assure students keep up with required readings. [Essays](#) can be used in similar ways. [Surveys](#) can be used in a variety of ways: to gather background information about students, capture midterm feedback from students, or given at the beginning and end of a course to measure affective learning.

You can create any of these items in the [Assignment library](#) and experiment with them. They will not appear to your students until you post them on the course site.

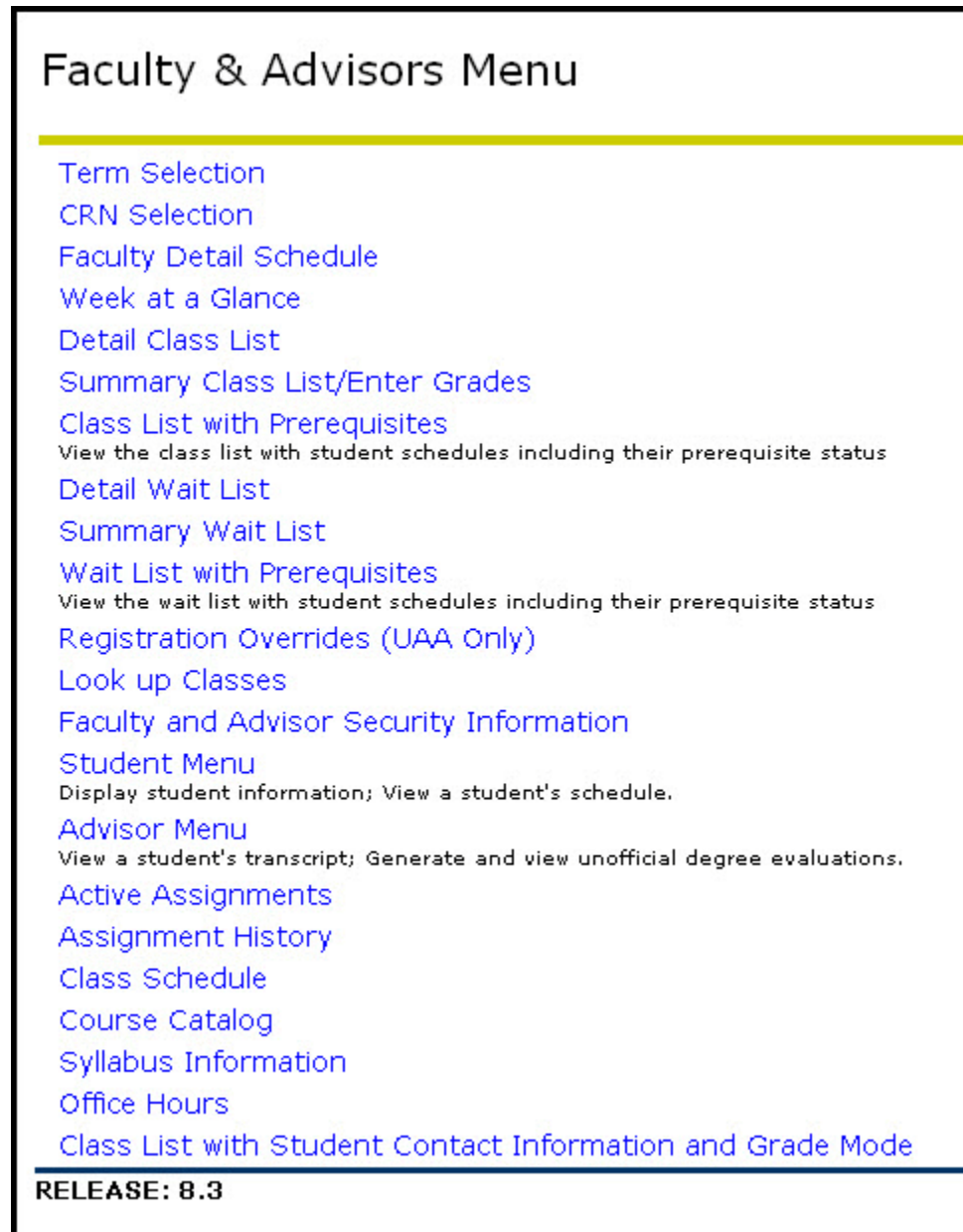
## Gradebook & Submitting Grades

UAS Online has a [Gradebook](#) that instructors can configure for their course. Assignments such as [Essays](#), [Quizzes](#) or [Tasks](#) can be linked to items in the Gradebook in one step. Overall percentages will be automatically calculated. Students can view their progress report from a secure link on the course site. See the [Gradebook documentation](#) for more information.

Official final grades cannot be submitted to the Gradebook. Official grades must be posted on UA Online. Instructions are on the Registrar's page [here](#).

## Step 5: UA Online

UA Online provides access for faculty, staff, and students to the Banner administrative computing system. Faculty can access their class lists, student contact information, and much more. Here is an image of the menu available for faculty.



UA Online does NOT use the same username and password as our other academic tools. You will use your UA ID (frequently called the 30 million number) and a PIN. Both the UA ID and the PIN are available from ELMO when you are signed in. Once in ELMO, click on the link to the certified message to receive your PIN. If you have trouble accessing UA Online, or setting your pin [call the Helpdesk for support](#).

## **Step 6: Campus Computers and Core Software**

Full time faculty members will receive a UAS computer as part of your office. Adjunct faculty members have access to campus computers in the Adjunct offices and can use the Computer Lab to access core software. Personal computers may be used to access many UAS resources. Become familiar with the computer resources that best fit your needs and employment status.

[Backup and Synchronization](#)

[Fileshares](#)

[Core Software \(Programs Available to You\)](#)

[Personal Computers](#)

## **Step 7: Phones**

UAS maintains its own phone system. If you have a phone number assigned to you be sure to set up your voicemail.

To move, add, or change your number, contact the Phone Manager in your department. If you are unsure who this person is contact the Administrative Assistant. If you are experiencing a phone malfunction, please contact the Help Desk for immediate assistance at 796-6400. UAS is currently in the process of moving to a new phone system. More information will be added after the installation is complete.

# Tab 11: Emergency Action Plan

[http://www.uas.alaska.edu/facilities\\_services/safety/index.html](http://www.uas.alaska.edu/facilities_services/safety/index.html)

# **University of Alaska Southeast**

# **Emergency Action Plan**

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# *Earthquakes*

## **Steps to take BEFORE an earthquake:**

- Make sure shelves are secure and designed with latching doors or raised edges to prevent objects from falling.
- Top heavy furniture and equipment must be bolted to walls or floor. (Facilities Services can assist with these measures)
- Store breakables and heavy objects on lower shelves. Overhead lights, heavy artwork and mirrors need to be anchored.
- Store flammable liquids in flammable liquids storage cabinets.

## **Notification**

- First make sure you are safe – see actions below.
- Call 911 if an emergency situation or anyone is in danger.
- Contact Facilities Services to report any damage 796-6496 (x6496) during working hours (8 am – 5 pm) or 1-866-999-1822 after hours.

## **Immediate Actions**

### **If you are indoors:**

- DO NOT evacuate until the earthquake is over.
- Move away from windows that may break and furniture or large objects that could fall over.
- Duck or drop down to the floor.
- Take cover under a sturdy desk, table or other furniture.
- Hold on to it and be prepared to move with it.
- Hold the position until the ground stops shaking and it is safe to move.
- Expect the fire alarm and sprinkler to activate.
- After shaking stops, check yourself and others for injuries and move toward the nearest exit or alternate exit.
- When evacuating grab any rain or winter gear available.
- Watch out for people who may need your help getting out.
- Close the door behind you when evacuating.
- Do not leave the area/campus until your status is reported to your supervisor, resident advisor or instructor.

**If you are in a crowded room or crowded public place:** Do not rush for exits.

### **If you are outside:**

- Get into the open, away from buildings and power lines.

### **If you are driving:**

- Stop if it is safe, but stay inside your car.
- Stay away from bridges, overpasses and tunnels.
- Move your car as far out of the normal traffic pattern as possible.
- If possible, avoid stopping under trees, light posts, power lines or signs.

### **If you are in a mountainous area, or near unstable slopes or cliffs:**

- Be alert for falling rocks and other debris that could be loosened by the earthquake.

**If you are on the beach:** Move to higher ground. Be alert for a tsunami.

# *Fire*

## **Notification**

1. Pull fire alarm to notify campus of fire and trigger evacuation
2. Call 911 when it is safe to do so.
3. Report to Facilities Services 796-6496 (x6496) during working hours (8 am – 5 pm) or 1-866-999-1822 after hours
4. Notify Chancellor if major fire or there are injuries

## **Safety Briefing**

It is the responsibility of all persons who enter or occupy a UAS building to acquaint themselves with at least two paths of egress from the building.

As a matter of routine, faculty and staff should advise students and visitors of the location of the exits to be used in the event of an emergency and the location of the Assembly Area (so that a headcount can be made). This should occur for each class or gathering as soon as possible following the beginning of each semester or prior to each gathering.

UAS buildings are equipped with automatic fire detection equipment, sprinklers and alarms. Evacuation plans are posted showing routes to leave each building. Fire extinguishers are located throughout the campus.

## **Responsibilities**

Supervisors and teaching staff are responsible for verifying or attempting to verify that all subordinates and students have safely evacuated if smoke or fire are present or the alarm is sounded.

The Residence Life Managers or Residence Hall Coordinators are to maintain rolls of those under their care. They are to take the rolls with them when evacuating to assure that all students are accounted for at the designated assembly area.

## **Preplan your escape:**

- Know the location of all alarm pull stations.
- Make sure your floor has at least two unobstructed ways out of the building.
- Check the fire exits to make sure they are usable, clear of obstructions.
- Read the instructions on the fire extinguisher near your work area.
- Do not use elevators.
- Learn the sound of your buildings' fire alarm, note strobe lights.
- Verify that emergency numbers are posted on or near all telephones.

## **Evacuation**

- If there is a Fire or Fire Alarm: Everyone Evacuates Immediately!
- Don't assume that the alarm is a test or false alarm. In a fire, seconds count.
- If you discover a fire or smoke condition, sound the building alarm by activating the nearest pull station.
- Try to help others, if you can do so safely.
- If fire danger is obvious, use fire extinguishers to aid in evacuation.
- When leaving, take personal belongings, close the door behind you. Do not lock.

(continued next page)

## **Fire (continued)**

- From a safe location, make a follow up call to the Fire Department (911). Inform them of:  
The location and nature of the fire or smoke;  
The location and condition of any person left in the building.
- Meet at your Assembly Area and take a head count.
- If someone is missing, do not reenter building to search, inform fire or police officials.
- Do not reenter the building, even if the alarm no longer sounds, until a fire official, the Director of Facilities or their representative determines the building is safe.

### **Use of Fire Extinguishers**

Fire extinguishers are to be used by trained persons only.

Do not attempt to fight a fire if you or others could be in danger.

Unless it is clear that a person with a fire extinguisher will quickly be able to put out the fire, pull the fire alarm to initiate an evacuation.

With few exceptions, fire extinguishers available throughout the UAS campus are “ABC” type. These are suitable to put out fires involving combustibles (paper, wood), flammable liquids and electrical equipment.

To operate most fire extinguishers:

- Pull the pin.
- Aim nozzle at the base of the fire.
- Squeeze or press the handle.
- Shoot the retardant at the base of the fire, sweeping from side to side.
- Watch for re-flash.

After the fire is out:

If the fire is put out and the smoke is not a significant hazard, telephone Facilities 796-6496 (x6496) during working hours (8 am – 5 pm) or 1-866-999-1822 after hours to report the location and nature of the fire and how it was brought under control.

Fill out an Incident Report and forward to Facilities Services.

### **Fire survival strategies**

If you have to open an interior door during an evacuation, check for smoke and heat before opening. This can be done by placing the back of the hand as high as possible on the door or by lightly touching metal door components that project through the door to detect heat. Absent any indication of heat, the door may be slowly and partially opened to check visually for smoke.

Because heat and smoke rise naturally, it is more desirable to relocate to a point below the fire rather than above it.

Movement to another wing of the building, entering an adjacent building or moving to the opposite side of a building will improve a person’s safety. Care should be taken to close doors as you move from one location to another to limit the spread of smoke and heat.



# ***Hazardous Materials Release***

## **Notification**

1. First make sure you are safe – see actions below.
2. Call 911 if an emergency situation or anyone is in danger
3. Report release to Facilities Services 796-6496 (x6496) during working hours (8 am – 5 pm) or 1-866-999-1822 after hours.

## **At the scene of an accident:**

- If you see an accident, call 911 to report the nature and location of the accident as soon as possible.
- Move away from the accident scene and help keep others away.
- Do not walk into or touch any of the spilled substance. Try not to inhale gasses, fumes and smoke. If possible, cover mouth with a cloth while leaving.
- Stay away from accident victims until the hazardous material has been identified.
- Notify emergency personnel if you have been exposed or have information about the release.
- Try to stay upstream, uphill and upwind of the accident.

## **How you may be notified of a major Hazardous Material incident:**

In the event of a major chemical emergency, you will be notified by the authorities. To get your attention, a siren could sound, you may be called by telephone or emergency personnel may drive by and give instructions over a loud speaker. Officials could even come to your door.

Listen carefully to radio or television emergency alerts and strictly follow instructions. Your life could depend on it.

You will be told:

The type of health hazard

The area affected

How to protect yourself

Evacuation routes (if necessary)

Shelter locations

Type and location of medical facilities

The phone numbers to call if you need extra help

Do not call the telephone company and do not call EMS, 911 or the operator for information. Dial these numbers only for a possible life-threatening emergency.

(continued next page)

### **Shelter-in-place**

- You can provide a minimal amount of protection to your breathing by covering your mouth and nose with a damp cloth.
- Close all windows
- Turn off all fans, heating and air conditioning systems
- Go to an above-ground room (not the basement) with the fewest windows and doors.
- Wet some towels and jam them in the crack under the doors.
- Stay in the room and listen to your radio until you are told all is safe or you are told to evacuate.

### **Evacuation**

Authorities may decide to evacuate an area for your protection. Again, it is important to stay calm, listen carefully and follow all instructions.

If you are told to evacuate, listen to your radio to make sure the evacuation order applies to you and to understand if you are to evacuate immediately or if you have time to pack some essentials. Do not use your telephone.

If you are told to evacuate immediately:

- Take your personal belongings and medications
- Close and lock your windows
- Shut off all vents
- Lock the door
- Move quickly and calmly

### ***After***

- Return to building only when authorities say it is safe.
- Follow local instructions concerning the safety of food and water.

Clean up and dispose of residue carefully. Follow instructions from emergency officials concerning clean-up methods.

# ***Power Outage***

## **Notification**

1. Call Facilities Services 796-6496 during working hours (08:00 – 5:00)
2. After hours call 1-866-999-1822

## **Immediate Actions**

- Remain calm, provide assistance to others if necessary
- Move cautiously to a lighted area. Lighted signs may indicate exits if the emergency power is operating.
- Turn off and unplug computers and other voltage sensitive equipment.
- If Facilities Services informs you of a prolonged outage, develop plans for continued campus operation or closure.

## **When power returns,**

- Delay restarting computers or other voltage sensitive equipment until it appears that the power situation is stabilized.
- Report any damage to equipment for Facilities Services and Information Technology Services.

Fill out an incident report and describe any difficulties during the power outage.

# *Disorderly or Disturbed Person*

Universities, research facilities and entities representing government are often targets for visits from people who are apparently out of touch with reality. They can be dangerous if they perceive a threat or if they don't get the results they want from employees. Even disturbances caused by normally rational people who are intoxicated by alcohol or drugs can create a significant risk to themselves and others.

Alaska statutes allow the University to impose regulations for behavior to maintain a safe environment. Those regulations prohibit people who are armed and/or are obviously intoxicated from being on campus. The police should be notified and will check the person's identity and assess the proper course of action. If in doubt, REPORT IT!

- If you feel the person is on the verge of becoming violent, do not hesitate to call the Juneau Police Department: 911
- Do not confront a disorderly or apparently disturbed person
- Make a mental note of the person's physical description and clothing
- Try to remember the exact wording of any threats or delusional conversation
- If he/she is threatening, use a pre-arranged office code word to have someone else call the police. You could serve to enflame the situation by announcing that you will call authorities.
- Carefully observe the subject's hands, watch for:
  - Clenched fists
  - Weapons
  - Blood or other evidence of physical aggression
- Do not challenge or make fun of the person's irrational words or actions
- Do not block the person's access to an exit or attempt to restrain them
- Note any odor of alcoholic beverage

# *Active Attack*

## **General priorities:**

Upon becoming aware of an active attack on campus you should:

- Get yourself to a safe location *fast*
- Get help on the way by calling 911
- Alert those in your area by using the Lockdown Whistle, Bullhorn or Text Message.

Select an initial emergency action:

- If the attack is from within a building, consider Lockdown or Evacuation
- If attack is from outside, call Lockdown
- If attack is of unknown origin, call Lockdown

## **Alert Notification**

Seconds matter during an active attack. As soon as you are in a safe location and have called 911, you can help alert others to the danger by signaling a LOCKDOWN:

Lockdown Whistle: *3 long blasts – pause -- repeat*

Bullhorn: *Lockdown – Go to the nearest room – lock and barricade doors and windows*

If you are authorized to initiate a Text Message:

**LOCKDOWN Shooter with a gun reported at\_\_\_\_\_.**  
**Immediately evacuate the area or shelter in place.**

## **Follow up actions**

Notify the following offices who will also announce LOCKDOWN

- Chancellor's Office 796-6568 Action: text message, bull horn, whistle
- Facilities Services 796-6496 Action: radio dispatch, text message, bull horn, whistle
- Student Services 796-6000 Action: text message, bull horn, whistle

## **Lockdown**

Secure immediate area

If you are outdoors, report to the predetermined off-site staging area.

If you are indoors, report to the nearest room

- Lock and barricade doors and windows. As you are locking the door, direct anyone who is nonthreatening and in the hallway to step inside your room.
- Turn off all lights and PC monitors
- Close window blinds
- Stay out of sight, move away from doors and windows
- Take cover behind heavy furniture, along concrete walls and filing cabinets.
- Silence cell phones
- Do not tie up cellular telephone circuits except to report your situation to police.
- Display the appropriate color code marker from front pocket of manual in exterior window. Red if you need immediate assistance; Green if you are safe.
- If you hear gunshots, direct those in your area to lie as flat on the floor as possible.
- This condition is maintained until the order is rescinded or revised by a recognized authority.

(continued next page)

## **Active Attack** (continued)

If an Active Attacker successfully gains entry to an occupied room, evacuate if possible, survive as you are capable, including throwing things and fighting back.

### **Leaving a secured area:**

- Consider risks before leaving
- The shooter generally will need to be stopped by an outside force.
- Rescue attempts should only be tried if they can be accomplished without endangering lives.
- When in doubt, shelter in place and wait for instructions from emergency personnel.

### **What to report:**

- Your specific location: building name and office/room number
- Number of people at your location
- Injuries – number injured, types of injuries.
- Information on attacker(s) – location, number of suspects. Race/gender, clothing description, physical features, type of weapons (rifle, shotgun or handgun), backpack, shooters identity, number of shots fired, etc.

### **What to expect from police:**

- Police will attempt to immediately engage assailant(s).
- Evacuate victims
- Facilitate follow up medical care
- Investigation

### **Establish Command and Control** and begin working the problem:

- Activate EOC (Emergency Operations Center)
- Form Campus Response Team
- If you evacuated, delegate people to manage staging areas
- If you locked down, start polling classrooms and offices
- If you locked down, based on what you learn from above poll, activate appropriate emergency teams.
- Learn all you can about suspect identities, physical and clothing descriptions, weapon's, current locations and activities, backgrounds and grievances and student and staff casualties
- Brief police
- Assist police as necessary in preparing for their rapid assault.

# ***Bear Encounter***

## **Living with Bears in Juneau**

The people of Juneau have experienced recurring conflicts with bears in our community. The city is surrounded by prime black bear habitat and it isn't uncommon to see bears wandering through town. Juneau residents treasure the natural surroundings in which we live. We live in bear country and we feel lucky to do so.

Because we understand our responsibility to the wildlife whose home we share, our community was among the first in the nation to enact local laws aimed at keeping bears out of garbage. As we continue to refine laws and practices, Juneau is becoming a model for other communities committed to living in harmony with wildlife.

## **What do I do if I see a bear?**

Juneau is prime black bear habitat and it isn't uncommon to see bears traveling through neighborhoods. A black bear passing through is generally not a threat. Black bears are rarely aggressive toward people and no serious attacks have ever been reported in Juneau. If given space, time, and the opportunity to retreat, most bears will wander back into the woods.

- **Is the bear eating natural foods and/or just passing through?**

If a bear is eating natural foods-such as berries or grass-leave it alone and give it time and space to leave. Unless the bear receives food rewards (garbage, dog food, birdseed), it will generally move on.

- **Is the bear climbing onto property?**

If the bear is climbing onto your porch or deck, encourage it to leave by banging pots or making other loud noises. After the bear leaves, remove any attractants.

- **Is the bear getting into garbage?**

If the bear is getting into garbage, wait in a safe place--a car or building--until you are sure the bear has gone. Clean up whatever attracted it to your area, and keep trash cans inaccessible until the morning of pickup day. Don't give this or any other bear a chance to get another food reward.

If a bear encounter results in a personal human injury, 911 should be called immediately. Juneau Police Department will respond.

There is no need to call the police to report bear activity unless it is being a threat.

# *Suspicious object*

Universities, research facilities and entities representing government are often targets for terrorism using the mail delivery systems. Explosives, hazardous chemicals and anthrax laden powder have been shipped to victims in the past and there are things you can watch for to avoid being exposed or injured by a delivered package.

Avoid contact with the material or device.

## **Notification**

Contact your supervisor or Facilities Services 796-6496 (x6496) during working hours (8 am – 5 pm) or 1-866-999-1822 after hours or the Juneau Police Department (911) if a combination of these indicators leads you to believe you may have received a dangerous parcel or envelope. If in doubt, REPORT IT!

- Written threat with the package
- Any other associated threat(s)
- Excessive postage
- Addressed to an incorrect title or title and no name
- Strange odor
- Lopsided or uneven package or envelope
- Ticking sound
- Misspelling of common words
- Oily stains, discolorations
- No return address
- Protruding wire / aluminum foil

If anthrax contamination is suspected, you should:

- Isolate and secure the immediate area around the substance
- Contact the Juneau Police Department (911), who will call on other professional responders also.
- If powder is not contained, cover if possible
- Leave the area and close the door (or section off area to keep others away)
- Have the building air handling system shut down
- Be prepared to evacuate the building or to shelter in place, as directed by police.

If instructed to vacate, evacuees should be prepared to be contained in a holding area until they can be interviewed, decontaminated and authorized to leave.



# *Medical Emergency*

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

Medical emergencies involving any student, employee or visitor must be reported to the Health and Safety Office on an Incident Report.

## **Immediate Actions:**

### Call to get help on the way

- Dial 911 or direct someone to do so. Provide the following information:
  - UAS building address, including nearest cross street or landmark.
  - Exact location within the building
  - Your name and telephone number
  - Nature of the emergency
- Do not hang up until advised to do so by the dispatcher.
- Ask someone to dispatch a first aid / CPR trained employee to the victim

### First Aid

- Do not provide first aid assistance unless you are trained to do so and have permission from the individual.
- Stay calm
- Do not move the person unless he/she is in immediate danger

If the person is **unconscious**:

- Do not try to give fluids
- Do not attempt to awaken by shaking
- Loosen tight clothing, especially around the neck if breathing is restricted.

If the person is **conscious**:

- Get as much information as possible
  - type of injury
  - age
  - race
  - sex
  - medical conditions
  - medications
  - allergies
  - name of person that should be contacted
- Reassure the victim that help is on the way.
- Do not let the victim drive home or to a hospital or let someone else take him/her to the hospital unless it is a family member.

If the person is having a **seizure**:

- Do not restrain.
- Place a pad under the victims head.
- Move any objects or desks away to prevent the person from being injured.

# *Snow and Ice*

## **Routine Snow Removal Practices**

Routine snow removal is accomplished by UAS Grounds staff with assistance from other Facilities Services personnel as needed. Standard procedure is for snow removal staff to monitor the weather and start removing snow as early as necessary to have campus open and substantially clear of snow by 8:00 am. During the day, Facilities Services staff place ongoing snow removal above most other maintenance activities.

## **Severe Snow Procedures – accumulating faster than can be removed**

By 5 a.m., snow removal staff will have already been removing snow on campus for some time. Other than major equipment malfunction or inability of staff to respond, campus should be substantially clear of snow by 8 a.m. The decision to close campus will likely be based on the road conditions in the community rather than the campus situation. At 5 a.m., snow removal staff will call the Facilities Call-Out List members in the following order.

1. Keith Gerken, Facilities Director
2. Joe Mueller, Operations Manager
3. Dan Garcia, Health and Safety Manager

Once a picture of the current community and campus situation is established, the Facilities Services representative calls the Chancellor to give a status report.

If the decision is to close the campus, the Chancellor (or alternative) instructs the Director of Public relations, Katie Bausler to contact the media. This should be accomplished by 6:00 a.m.

## **Weather Information Resources**

The following resources are useful in making the campus closure decision:

Alaska Road Traveler Information  
Dial 511 or visit <http://511.alaska.gov/>

CBJ  
<http://www.juneau.org/weather/hw3.php>  
Juneau Police Department non-emergency: 586-0600

KINY radio  
<http://www.kinyradio.com/weather.html>  
<http://www.kinyradio.com/webcams.html>  
907-586-1800

National Weather Service  
<http://pajk.arh.noaa.gov/Misc/text.php?zone=025>

# ***Bomb Threat***

## **DO NOT:**

- Use two way radios or cellular phones, radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm
- Touch or move a suspicious object

## **Threat received by Telephone**

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. If you receive a bomb threat over the telephone:

- Stay calm and keep your voice calm.
- If possible, write a note to a co-worker or fellow student, and ask them to call 911 while you have the caller on the line.
- Listen carefully, don't interrupt the caller or hang up.
- Attempt to obtain as much information as possible from the caller, take notes:
  - When will it explode?
  - Did you place the bomb? Where did you leave it?
  - What does the bomb look like? What kind of bomb is it?
  - What will make it explode?
  - Why did you plant it? Who is the target?
  - What is your name?
  - Where are you located?
- Observe the callers characteristics:
  - Gender and estimated age
  - Speech patterns (fast, slow, slurred, accent, talkative, etc.)
  - Emotional state (angry, agitated, calm, incoherent, laughing, etc.)
  - Background noise suggesting where the caller is (conversation, office machines, traffic, music and type, etc.)
  - Familiarity with the facility?
- Call details:
  - Caller ID
  - Time call received
  - Length of call
  - Phone number where call was received

As soon as the caller hangs up, call 911 and give as much information as possible.

## **Threat received by E-mail**

Print a copy for local law enforcement  
Save the message (do not delete) on your computer.  
Call 911

(continued next page)

## **Bomb Threat (continued)**

### **Threat received by mail or note**

Stop additional handling of the message, letter or parcel

Secure the room or area if possible, allowing entry to emergency responders only

Call 911

If you are told by emergency responders to evacuate the building

- Check your work area for unfamiliar items. Do not touch suspicious items. Report them to authorities
- Take personal belongings when you leave
- Leave doors and window open, do not turn light switches on or off
- Use stairs only, do not use elevators
- Move well away from the building and follow instructions from emergency responders

Call Facilities Services 796-6496 (x6496) during working hours (8 am – 5 pm) or 1-866-999-1822 after hours – and say that you have alerted 911 regarding a bomb threat at location (if specified).

# *Pandemic Influenza*

Pandemic has been defined as an outbreak of influenza, for which there is little or no immunity among humans and is easily spread over a wide geographic area that affects an exceptionally high part of the population. They occur about every 30 years, with the last one in the U.S. being the swine flu in 1967. Modes of transmission include coughing and sneezing, as well as contact with virus on objects in daily life.

Work managers need to determine how to keep critical processes running if there is a 40-50% absenteeism rate. Center of Disease Control (CDC) and local health services need to be monitored for the latest health advisories. In the event of an outbreak the Chancellor may take prudent actions such as cancelling classes, closing the university, sending/keeping “non-essential” employees home.

In campus departments, you can plan for pandemic by:

- Identify essential employees/positions to keep the core processes running.
- Cross train employees for temporary re-assignment to vital areas.
- Create a method for some employees to work from home.
- Stockpile gloves, hand wash, N-95 masks, and similar items for employees.
- Implement a mandatory stay-home policy for employees who are symptomatic (fever, chills headache, runny nose, etc.)
- Create a liberal leave policy for personnel who must care for sick family members.
- Plan to cancel vacation and other types of leave.

Reduce risk of infection by:

- Isolating those who are already sick.
- Quarantine those in homes with sick people.
- Dismiss student from classes, social activities, child care.
- Encourage alternatives to face-to-face meetings, i.e. “social distancing”
- Reduce staff density in working group areas.
- Modify or postpone public gatherings
- Cancel work related travel.

Prevention and Control

- Do not cough into the hand or the air in public. Cough into the shirt or forearm/elbow if tissues are unavailable.
- Use tissues and dispose of them properly.
- Eliminate handshaking.
- Wash hands frequently and thoroughly.
- Use antiseptic towelettes or antiseptic gels if soap and water are not available.
- Avoid touching the eyes and mouth.
- Get an annual flu vaccination to mitigate the impact of possible pandemic strains of flu.
- Disinfect as possible, surfaces and commons areas, including work vehicles.
- Use disposable cups and utensils.
- Create a departmental disease surveillance protocol to monitor employees for signs of illness.
- Enhance ventilation of offices by opening a window if possible.
- Make N-95 (or higher) particulate face masks available to all employees
- At home, stockpile enough food, medications, water and related living supplies for 21 days.

(continued next page)

## **Pandemic Influenza** (continued)

### Special enforcement duties

- Guarding vaccine distribution chains and distribution sites from the Strategic National Stockpile to maintain order and prevent theft.
- Enforcing closure orders, curfew, travel limitations and restrictions on gatherings.
- Enforcing quarantine orders and other involuntary restrictions.
- Arranging for secure disposition of dead bodies during surges in deaths.
- Assisting health care providers and other agencies with security for delivery of essential food and medicine.

Work with Public Information Officers to disseminate information and alerts via mass e-mails, press conferences and other options.

# *Automated External Defibrillators*

Placement locations of the units were selected with a view to minimizing travel distances, hence response times, during regular business hours to allow the deployment of an AED within two-three minutes of the occurrence of a cardiac arrest.

Each potential volunteer responder must be trained by the American Red Cross (or approved equivalent). At a minimum such individuals must attend and satisfactorily complete a Cardio Pulmonary Resuscitation (CPR) module and an Automated External Defibrillator training module as designed and presented by the American Red Cross (or approved equivalent). This training must be renewed annually.

Volunteer responders, who have completed required training, may provide, at their sole discretion, assistance to a victim of a medical emergency to the extent appropriate to their training and experience. This includes the use of an AED.

Volunteer responders should take the AED and a first aid kit to any medical emergency to which the individual responds.

The units selected for deployment on the campus of the University of Alaska Southeast are the Zoll AED Plus.

AED units are available at the following locations:

1. Egan Library; circulation desk, telephone 796-6300
2. Student Lodge, behind front counter, telephone 796-6443
3. Technology Education Center, 2<sup>nd</sup> floor reception; telephone 796-6120
4. Bill Ray Center, 1st Floor Hallway, telephone 796-6045
5. Anderson Building, 2<sup>nd</sup> Floor Hallway, telephone 796-6441
6. Student Activity Center, Entry desk, telephone 796-6544

If the AED is an appreciable distance from the location of the medical emergency, the volunteer responder should begin CPR and dispatch a second person to transport the device to the emergency (or telephone the storage area and request that the unit be taken immediately to the location of the medical emergency).

An AED should only be used on a person who is displaying the following symptoms:

1. The victim is unconscious.
2. The victim is not breathing.
3. The victim has no pulse and/or shows no signs of circulation such as normal breathing, coughing, or other movement.

An AED must not be used on any person who is less than eight years of age or less than 55 pounds.

If an AED is utilized in rendering voluntary assistance, the volunteer responder using the device is responsible for completing a UAS Incident Report to record the facts of the matter. The report must include a list of persons witnessing the use.

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## **Automated External Defibrillators (continued)**

Every use, or attempted use, of an AED must be reported immediately to Capital City Fire and Rescue by the most expeditious means available to assure that a person experiencing a possible cardiac arrest be provided the best professional care available.

Facilities Services should be notified as soon as practical following the use of an AED so the unit can be inspected, supplies replenished and the operational status of the equipment can be assured.



## Tab 12: Adjunct Union

# United Academics – Adjuncts AAUP-AT/AFL-CIO

For the complete Collective Bargaining Agreement, please visit the UA Statewide Labor & Employee relations website at:

<http://www.alaska.edu/labor/adjuncts-info/>

## Tab 13: Forms

# UNIVERSITY OF ALASKA SOUTHEAST

## CHANGE OF GRADE FORM

Instructor: Please fill out top portion and submit form to Registrar

- ☐ Juneau Campus  
☐ Ketchikan Campus  
☐ Sitka Campus

Student Name:					ID No:		
Course Dept:		Course No:		Section:		Course Ref No:	
Credits:							
Course Title:							
Semester/Yr Course Began:		Month/Yr Work Completed:		Grade changed from		to	
Instructor's Name				Instructor's Signature			

An incomplete grade cannot be changed after 12 months. Grade changes for INC (Incomplete) must be consistent with UAS policy and practice as described at <http://www.uas.alaska.edu/provost/AcademicAffairsPolicies/2011BORUASPolicyIncompleteGrades.pdf>.

Grade change from a DF (Deferred) to final grade requires instructor signature only.

Grade change from one grade to another requires written reason and approval by signatures below--allowed only if correction required to address an error made in calculating grade.

Reason for change:
--------------------

<input type="checkbox"/> Approved		
<input type="checkbox"/> Not Approved	Appropriate Dean	Date
<input type="checkbox"/> Approved		
<input type="checkbox"/> Not Approved	Registrar	Date

Date grade change input  by

University of Alaska Southeast

### Change of Grade Notice to Student

Course Dept:		Course No:		Section:		Credits:		Semester/Yr:	
Your grade for the above class has been changed from			to		Date				

**Student Name/Mailing Address:**

--

## COURSE ADD/DROP/CHANGE

**Campus** ☐ Juneau ☐ Ketchikan ☐ Sitka  
**Semester/Year\*** ☐ Spring/Year 20\_\_\_\_ ☐ Summer/Year 20\_\_\_\_ ☐ Fall/Year 20\_\_\_\_  
**Degree** ☐ Non-Degree Seeking ☐ Degree/Cert. Program

**\*You must be currently registered for the semester you provided above to use this form**

Use this form to add/drop/withdraw/change to credit/audit for individual courses

last name first name middle initial

UA ID# MM/DD/YY  
date of birth

preferred email address

Waitlist email notifications will be sent to the e-mail listed above

mailing address

city state zip code

daytime phone evening/message phone

course ref #	subject	course #	section	course title	credit	instructor approval*	audit (Y/N)	office use
<b>ADD</b>								
<b>DROP</b>								
<b>CREDIT/AUDIT</b>								

**\*SIGNATURE REQUIRED IF STUDENT DOES NOT MEET MINIMUM REQUIREMENTS, REGISTERING AFTER THE START DATE OF THE CLASS OR FOR SPECIAL APPROVAL**

### FINANCIAL AID

Do you have Financial Aid? ☐ Yes ☐ No

If yes, Financial Aid must sign this form

*Note: Your financial aid may be affected by changing your credits.*

#### OFFICE USE ONLY

Credits Paid  Credits After Drop

✕  
UAS financial aid signature date

I certify all information provided is true and accurate. I understand that I am responsible for all applicable UAS academic regulations, tuition and fees whether or not I successfully complete the course (s) in which I am enrolling. I acknowledge all academic disclaimers and certify that I will be responsible for full payment.

✕  
student signature (required) date

✕  
UAS advisor signature (if required) date

✕  
UAS advisor printed name

✕  
UAS registrar signature (if required) date

#### OFFICE USE ONLY

#### METHOD OF PAYMENT

☐ Cash ☐ Check (No. \_\_\_\_\_)  
☐ Other: \_\_\_\_\_  
Name of agency, school or scholarship, etc.

For credit card payment,  
contact the Business Office:

Juneau (907)796-6267  
Ketchikan (907) 228-4530  
Sitka (907) 747-7739





UAS welcomes students under the age of 18 who are ready for college-level work to enroll in many of the classes that we offer under the policies described below. However, students who are under the age of 18 and have not graduated from high school or obtained a GED are ineligible for admission to a degree program and cannot receive financial aid.

**Dual enrollment students**

A dual enrollment student is one who is simultaneously enrolled in a high school curriculum and also is taking courses at UAS. The courses that the student takes at UAS will be used to fulfill high school graduation requirements. The purpose of dual enrollment is to provide high school students with access to coursework that is not available in Alaska high schools. Examples include academic courses that are more advanced than those offered in high schools and various vocational and technical programs that high schools are not equipped to teach.

**Other underage students**

These may be students who are enrolled in high school and are taking UAS classes, but do not intend to use the UAS classes for academic credit at their high school. These may be students who have withdrawn from high school prior to graduation and have not completed a GED and are taking classes at UAS as non-degree seeking students.

**Tech Prep students**

Tech Prep students are enrolled in a UAS course taught at their high school by high school faculty under an articulated agreement between the school district and UAS. THE POLICIES AND PROCEDURES DESCRIBED HERE DO NOT APPLY TO TECH PREP COURSES. Tech prep students should register for tech prep classes at their high schools.

**Enrollment policies for underage students and dual enrollment students:**

- Underage students must have a cumulative high school grade point average (GPA) of at least 3.0 to be eligible for enrollment at UAS. Exceptions to the 3.0 GPA requirements may be approved by the instructor.
- Underage students may register for no more than seven credits per semester.
- Pre-college courses (numbered 050-099) are not open to enrollment by underage students. These courses cover pre-college coursework that should be first obtained in a student's high school curriculum. Exceptions may be approved by the instructor.
- Underage students must meet the same course pre-requisites that are required of other students.
- Underage students are required to abide by the Student Code of Conduct at all times.

**Registration process for University courses:**

1. Meet with an advisor from the Student Resource Center in Juneau, the Student Services Manager in Ketchikan, or Student Services Advisor in Sitka to discuss the goals, risks, and rewards of enrollment in college courses.
2. Submit high school transcripts that reflect a cumulative GPA of at least 3.0. A new transcript is required for each semester.
3. Take Accuplacer assessments for initial placement in Math and English courses. Scores from SAT or ACT tests taken within the past year may be substituted.
4. Complete the [Dual Enrollment and Underage Student Registration form](#) which includes signatures of the student, parent, high school counselor (if appropriate), UAS advisor, and instructor. Students under 16 will also be required to have the appropriate Dean's signature. *Note: Instructor signature is required; it indicates faculty approval but does not guarantee admittance into a course.*
5. Complete an [Education Record Information Release form \(FERPA\)](#) in order for UAS officials to be able to speak to parents and counselors about the student's academic progress, registration status, student account, and student affairs record.
6. Submit required forms to registrar's office and pay tuition and fees or provide proof of other funding source. *Note: Students (and their parents) are responsible for the cost of tuition, fees, books, and other required materials.*
7. Dual enrolled students cannot be waitlisted for a class.

**The underage student applicant and his/her parent or guardian understands and accepts that:**

1. University work is generally much more rigorous and often much less guided than secondary course work.
2. These courses will establish a university transcript that will follow the student throughout his/her college career regardless of where the student subsequently enrolls.
3. Adult themes are endemic to university materials and discourse.
4. An underage student who registers as a university student is fully responsible for knowing and complying with all policies and procedures of UAS.
5. UAS will not act in a parental role.

*UAS reserves the right to deny or discontinue the enrollment of a high school student in a course or courses if the University determines that the student lacks the maturity or the legal or intellectual ability to participate on an equal footing with other students, or when it is otherwise not in the legitimate interest of the university for the student to participate.*

The **Family Education Rights and Privacy Act (FERPA)** is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). Although the rights under FERPA have now transferred to the student, a school may disclose information from an eligible student's education records to the parents of the student, without the student's consent, if the student is a dependent for tax purposes. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision.

UAS will not release a student's information to a parent without proof that a student is claimed as a dependent for tax purposes or a written and signed authorization from the student to release information to the parent.

## DUAL ENROLLMENT & UNDERAGE STUDENT REGISTRATION

### Semester/Year

☐ Spring/Year 20\_\_\_\_  
☐ Summer/Year 20\_\_\_\_  
☐ Fall/Year 20\_\_\_\_

**PLEASE PRINT CLEARLY**

last name first name middle initial

UA ID# [or social security # - required for new students]

date of birth ☐ Male ☐ Female

email address

mailing address

city state zip code

daytime phone evening/message phone

### Residency

☐ Alaska Resident  
Date: \_\_\_\_\_  
☐ Military Status - Dependent Child

### Race

☐ Alaska Aleut  
☐ Alaska Eskimo, Inupiaq  
☐ Alaska Eskimo, Other  
☐ Alaska Eskimo, Yupik  
☐ Alaska Indian, Athabaskan  
☐ Alaska Indian, Haida  
☐ Alaska Indian, Tlingit  
☐ Alaska Indian, Tsimpshian  
☐ Alaska Native, Other  
☐ Alaska Native, Southeast  
☐ American Indian - Not Alaska Native  
☐ American Indian or AK Native  
☐ Asian  
☐ Black or African American  
☐ Native Hawaiian or other Pacific Islander  
☐ White

### Citizenship

☐ U.S. Citizen  
☐ Non-U.S. Citizen  
VISA Type: \_\_\_\_\_  
Nation of birth: \_\_\_\_\_  
Nation of citizenship: \_\_\_\_\_

### High School

☐ Alaska high school:

### Ethnicity

☐ Hispanic or Latino  
☐ Not Hispanic or Latino

The University is collecting this information as required by federal regulations in reporting races and ethnicity for employment and educational statistics.

course ref #	subject	course #	section	course title	credit	instructor approval required*
_____	_____	_____	_____	_____	_____	<input checked="" type="checkbox"/>
_____	_____	_____	_____	_____	_____	<input checked="" type="checkbox"/>
_____	_____	_____	_____	_____	_____	<input checked="" type="checkbox"/>
_____	_____	_____	_____	_____	_____	<input checked="" type="checkbox"/>

**IMPORTANT NOTE:** Typically a University of Alaska three-credit college class equals to 0.5 high school credit. It is the responsibility of the student to assure that the credit is conveyed from UAS to his/her high school Registrar and to confer with his/her high school guidance counselor to assure the value of the credit and its applicability to high school graduation.

I certify all information provided is true and accurate. I understand that I am responsible for all applicable UAS academic regulations, tuition and fees whether or not I successfully complete the course(s) in which I am enrolling. I give permission to the University of Alaska Southeast to release records to my parent/legal guardian and/or funding agency related to payment/billing and registration records related to current/past enrollment.

☒ student signature (required) date

I acknowledge all academic disclaimers and certify that I will be responsible for full payment if the costs are not covered by programs at either school.

☒ parent signature (required) parent printed name date

I certify that the student named above would benefit from taking the course(s) listed above.  
FOR DUAL ENROLLED STUDENTS ONLY

☒ high school counselor signature (required) high school counselor printed name date

I certify that the student reviewed the course syllabus, campus student support services, and understands academic expectations.

☒ UAS advisor signature (required) UAS advisor printed name date

### \*ADDITIONAL SIGNATURE REQUIRED

UAS INSTRUCTOR: Approves registration (after high school counselor and parent/legal guardian approves)

### \*ADDITIONAL SIGNATURE REQUIRED IF UNDER THE AGE OF 16

UAS DEAN: Approves registration (after high school counselor, parent/legal guardian, and instructor approves)

☒ UAS dean signature UAS dean printed name date

### METHOD OF PAYMENT

☐ Cash ☐ Check (No. \_\_\_\_\_) ☐ Other: \_\_\_\_\_ Name of agency, school or scholarship, etc.  
For credit card payment, contact the Business Office: Juneau (907) 796-6267 Ketchikan (907) 228-4530 Sitka (907) 747-7708



# University of Alaska Southeast

## Course Completion Contract for Incomplete Grades

An Incomplete Grade (I) may be used by a faculty member when a student has not completed the coursework by the end of the semester due to circumstances beyond her/his control. If approved by the faculty member, a final grade and credit will be withheld without penalty until the course requirements are met within an approved time, not to exceed one year. After one year, the "I" becomes a permanent grade and remains on the student's academic transcript. (UA Regents regulation)

For a faculty member to approve an Incomplete Grade, the following requirements must be met:

- ☐ A majority of the student's coursework (more than 50 percent) must be completed.
- ☐ The student must have at least a C grade (2.0) in work completed to date.
- ☐ An Incomplete grade may be assigned for any period of time up to one year (may be less).
- ☐ The grade earned to date in the course must be specified below.
- ☐ Remaining assignments in the course and due dates must be specified below.
- ☐ A copy of this Course Completion Contract must be signed by both faculty and student and placed on file at the department/program office for Juneau-based students or at the registration office for students enrolled at Ketchikan or Sitka campuses.

### THE FACULTY MEMBER MUST COMPLETE THE FOLLOWING:

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Course Number: \_\_\_\_\_ Course Title: \_\_\_\_\_

CRN: \_\_\_\_\_ Semester: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

**The following remaining coursework must be completed by the date listed below before a final grade will be assigned (no more than 12 months from end of original course completion date):**

Assignment(s) remaining:

Date due to faculty:

1.

2.

3.

4.

5.

The current course grade without the above work is: \_\_\_\_\_

**Expected Completion Date (Check one):**

☐ 3 months      ☐ 6 months      ☐ 9 months      ☐ 12 months      Other Date: \_\_\_\_\_

**SIGNATURES:**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

Changes in course level, grading, or number of credits awarded are not petitionable. Attach relevant documentation or an additional sheet, if necessary. The decision of your petition will be sent via email to your preferred email address listed below.



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**JUNEAU CAMPUS  
REGISTRAR'S OFFICE**  
11120 GLACIER HWY.  
JUNEAU, AK 99801  
TEL: (907) 796-6100  
FAX: (907) 796-6365

**KETCHIKAN CAMPUS  
STUDENT SERVICES**  
2600 7TH AVE.  
KETCHIKAN, AK 99901  
TEL: (907) 225-6177  
FAX: (907) 225-3624

**SITKA CAMPUS  
STUDENT SERVICES**  
1332 SEWARD AVE.  
SITKA, AK 99835  
TEL: (907) 747-7700  
FAX: (800) 478-3552

## UAS PETITION

### Semester Petition Applies

- ☐ Fall Semester 20\_\_\_\_  
☐ Spring Semester 20\_\_\_\_  
☐ Summer 20\_\_\_\_

last name first name middle initial

UA ID#

preferred email address

daytime phone

degree

major

#### OFFICIAL USE ONLY

☐ Approved ☐ Not Approved\*

✕

signature

date

#### DATE RECEIVED

I hereby petition to:

Justification:

✕

signature

date

### Signatures of Support:

☐ Supported ☐ Not Supported ✕

signature

date

printed name

department

☐ Supported ☐ Not Supported ✕

signature

date

printed name

department

☐ Supported ☐ Not Supported ✕

signature

date

printed name

department

\*Appeal of financial petition decisions may be submitted in writing to the  
Vice Chancellor of Administrative Services, 11120 Glacier Hwy, Juneau, AK 99801



UNIVERSITY  
of ALASKA  
*Many Traditions One Alaska*

## WAIVER REQUEST Tuition and Qualifying Non-Credit Course Fees For Employees and Adjunct Faculty

Semester: ☐ Fall ☐ Spring ☐ Summer 20\_\_\_\_ (year)  
MAU: ☐ UAF ☐ UAA ☐ UAS ☐ SW

### Waiver Type

☐ **Employee/Disabled** – Regents' Policy 04.06.010

☐ Emeritus Status / Layoff / Disability (per State retirement system)

☐ AFROTC (per AFROTC/Chancellor agreement)

☐ **Adjunct Faculty** – Collective Bargaining Agreement 14.3

Employee/Adjunct Faculty Name \_\_\_\_\_

Employee ID \_\_\_\_\_

### GENERAL RULES (see R04.06.010 on reverse side)

- Regular employees must have completed the 6 month probationary period for new hires to be eligible for tuition waiver.
- Waiver Request form must be turned in before payment. NO reimbursements will be made.
- Waiver covers **tuition ONLY**.
- Non-credit course charges are waived only for UA-approved courses.
- Fees are not covered by waiver (i.e., student activity fees, course lab fees, health center fees, technology fees, etc.). Fees are student's responsibility and must be paid by the deadline.
- Employees must maintain the cumulative GPA specified in R04.06.010.J to be eligible for the tuition waiver.
- Tuition waived for graduate courses, i.e. 600 level, taken by a university employee or adjunct may be taxable to the employee/adjunct and included in the employee/adjunct's W-2 as taxable income.

### GRADUATE/UNDERGRADUATE COURSES

- Prior to this request, I have had \_\_\_\_\_ credit hours waived this academic year. (Fall through Summer, maximum of 8 per semester / 16 per academic year. Adjunct Faculty: see Article 14.3). \_\_\_\_\_ Employee's Initials
- Complete the following only if taking course(s) during your normal working hours, and obtain your supervisor's written approval below:

CRN	Department	Course No.	Section	Course Title	Days	Hour/Time	No. of Credits	Graduate Course (Check if yes)
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>

### UA-APPROVED NON-CREDIT COURSES

- Prior to this request, I have had \_\_\_\_\_ UA-approved non-credit course charges waived this academic year (Fall through Summer, maximum of 4 per semester / 8 per academic year). \_\_\_\_\_ Employee's Initials  
For current listing, see <http://www.alaska.edu/hrtraining/>
- Complete the following only if taking UA-approved non-credit courses during your normal working hours, and obtain your supervisor's written approval below:

Seminar/Workshop	CEUs, if any	Course Date(s)	Time

### EMPLOYEE/ADJUNCT FACULTY CERTIFICATION OF ELIGIBILITY

I certify that I have completed the employment probationary period and am eligible for this Waiver Request. I understand that I am obligated to pay tuition or course charges if I am ineligible for the waiver. I understand that falsifying eligibility or other information on this request may result in disciplinary actions up to and including termination of my employment.

Employee/Adjunct Faculty Signature: \_\_\_\_\_ Phone # \_\_\_\_\_ Date: \_\_\_\_\_

**TO BE COMPLETED BY EMPLOYEE'S SUPERVISOR** if the employee's attendance at a course will occur during their normal working hours. Supervisor's prior approval is required before the employee submits this form.

Supervisor's Signature: \_\_\_\_\_ Phone #: \_\_\_\_\_ Date: \_\_\_\_\_



PLEASE NOTE: Formal provisions, including but not limited to Regents' Policy, University Regulation and collective bargaining agreements (CBAs), determine the actual benefits that will be provided to employees. If the form content conflicts, the Policy, Regulation and CBA provisions will govern.

## **UNIVERSITY REGULATION 04.06.010 EMPLOYEE EDUCATION BENEFITS**

Regular employees, spouses and dependents are authorized a waiver of course charges under the following conditions:

- A. Regular employees and their spouses and dependent children are eligible for education benefits as provided in this section after the employee has completed a six-month employment probationary period. Any waiver of the waiting period must be approved by the chancellor or president, as appropriate, and the Statewide Office of Human Resources.
- B. Eligible regular employees of the university may have tuition waived for up to sixteen credit hours per academic year with a maximum of eight credit hours per semester.
- C. Eligible regular employees may have course charges waived for up to four university-approved non-credit courses in each semester, not to exceed eight non-credit courses per academic year. Prior to the start of each academic term, the list of university-approved non-credit courses will be provided by the Statewide Office of Human Resources.
- D. Notwithstanding subsections A and B of this section, eligible regular employees with an employment contract with the university for the following academic year, but who are off contract during the summer, may have up to sixteen graduate or undergraduate course credit hour charges waived per summer session. Such employees may have up to eight non-credit courses waived from a UA-approved list per summer session. The employee's tuition waivers shall not exceed sixteen credit hours and eight non-credit courses per academic year.
- E. An academic year begins with the fall semester and ends with the summer term.
- F. Eligible regular employees may take up to three credit hours during working hours with prior written approval by the supervisor, without having to make up the time if, in the opinion of the supervisor, the coursework will be of direct benefit to the university.
- G. Eligible regular employees may take university-approved non-credit courses during working hours with prior written approval by the supervisor. Employees are not required to make up the time for their attendance at university-approved non-credit courses.
- H. Eligible regular employees may attend credit courses that do not directly benefit the university during working hours with prior written approval of the supervisor. The employee shall use accrued leave or make up lost work time through a flexible work schedule requested through and approved by the supervisor.
- I. Spouses and dependent children under the age of 24 of eligible regular employees may have course credit hour tuition waived as provided in this section.
- J. Employees, spouses and dependent children must maintain a 2.0 or better cumulative GPA to be eligible for undergraduate education benefits. Employees, spouses and dependent children must maintain a 3.0 or better cumulative GPA to be eligible for graduate level education benefits. Grade appeals will be reviewed in accordance with the procedures for challenges to academic decisions set forth in university regulation and MAU rules and procedures.
- K. Employees who qualify for education benefits through their employment status are not eligible for education benefits as an employee's spouse or dependent child.
- L. An individual who qualifies for permanent disability during his/her regular employment under the University of Alaska's long-term disability plan will have course credit hour charges waived for a period of three academic years following qualification.
- M. An employee who has included university coursework as part of an approved leave of absence is entitled to the same education benefits as a regular employee.
- N. Education benefits cease upon termination of employment except for those courses in which the employee, spouse or dependent child is currently enrolled and classes are in session at the time of termination.
- O. An employee is responsible for any tax liability generated from employee education benefits.
- P. Tuition and course charges will not be waived for the following:
  - 1. Self-support course charges, except for non-credit university-approved courses taken by employees;
  - 2. Course charges for non-credit courses for spouses and dependent children of employees;
  - 3. 500 level courses; and
  - 4. Year-long courses.
- Q. For a student enrolled in the WWAMI Medical Program, a tuition waiver may be used only for University of Alaska-provided coursework.

(12/6/12)

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## **ADJUNCT FACULTY EDUCATIONAL BENEFITS COLLECTIVE BARGAINING AGREEMENT 14.3**

- 1. A unit member will earn a three credit tuition waiver in each semester of teaching. The waiver may be used by the unit member, his/her spouse, or dependent child under the age of 24, for graduate or undergraduate credit hour charges (tuition). Educational benefits provided in this Article are available to be used for courses on the same basis as may be used by other university employees.
- 2. A unit member must promptly apply for and document eligibility for the waiver prior to fee payment, and no refund of paid tuition will result from the application of this provision.
- 3. An adjunct may accrue tuition waivers earned in accordance with this provision up to a maximum of 15 credits. Banked waivers shall expire 24 months after the unit member's last assignment in the bargaining unit represented by United Academics – Adjuncts or upon employment in another class of employment eligible for tuition waiver.
- 4. Once expired, a tuition waiver is not reinstated by subsequent employment.

# **Self-Assessment Form**

The online form can be found at:

<http://uas.alaska.edu/provost/faculty/Adjunct/selfassessment.html>