BA Elementary Education

Program Handbook

1. Introduction

Welcome to the School of Education (SOE) at the University of Alaska Southeast (UAS) and thank you for choosing a career that makes a difference in the lives of all concerned. In the Bachelor of Arts in Elementary Education program, highly experienced faculty with unique expertise in teacher education prepare you to become the *informed, reflective, and responsive* teachers who are needed in the diverse school contexts of Alaska and beyond.

To successfully complete this program, you will be called on to demonstrate your proficiency in each of the *Alaska Professional Teacher Standards* and in the *Cultural Standards for Educators* endorsed by the Alaska Department of Education and Early Development. You will also have opportunities and challenges to demonstrate your proficiency in the content areas you can expect to teach.

The School of Education at UAS' mission is to identify, prepare and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally. Our adopted vision describes our goals and our graduates as being *informed, reflective and responsive teachers*. The following passages describe the knowledge, skills, and dispositions SOE faculty can help you to acquire. They also describe areas of potential SOE faculty have seen in you as part of your admission to any SOE program.

School of Education graduates become:

- *informed* teachers who know about human development, learning theory, content and pedagogy, individual learners, families, cultural contexts, curriculum goals and standards. As they progress through the UAS program they deepen their understanding of the world of teaching and learning and their relationship to it. They emerge as flexible teachers with a strong information base to make decisions in the complex and challenging environments of diverse twenty-first century schools

- *reflective* teachers who think through all aspects of their professional knowledge and information base. They apply the process of reflection, not only for their own growth, but also as a teaching tool that promotes their students' learning. Through reflection they establish a cycle that enables them to generate their own craft wisdom. By using reflection

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to guide practice, they continually strengthen their ability to positively impact student learning. By reflection with peers, they begin to see alternatives and develop versatility in approach

- *responsive* teachers who have the ability to identify relevant content, learn relevant information about diverse students, and bridge content to students' needs appropriately to promote each child's learning and wellbeing. A responsive teacher also adapts learning experiences and interactions to meet the needs of other stakeholders in school or community. Responsive teachers have the commitment to work to better understand what all students, families, and colleagues know, think and value, and they demonstrate openness and respect

This handbook outlines the requirements for your program, including the fall (ED 494) and spring (ED 452) student teaching experiences. It reflects current State of Alaska and University of Alaska Southeast requirements, which are subject to change. For assistance, contact your advisor, Kelsey Walsh, at 907-796-6533 or kawalsh2@alaska.edu. Engage with Kelsey on your Degree Works Audit and Program Plan revisions.

In addition to this handbook, please view the Junior Orientation which goes over expectations and steps to prepare for your senior year student teaching internship.

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2. Program Overview

SOE Conceptual Framework/Program Learning Outcomes/Professional Dispositions

Goal 1 Educators articulate, maintain, and develop a philosophy of education that is demonstrated in practice

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

Goal 3 Educators differentiate instruction with respect for individual and cultural differences

Goal 4 Educators possess current academic content knowledge

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

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

Goal 7 Educators work as partners with parents, families, and communities

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

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

SOE Core Beliefs and Values

Community
The School of Education is dedicated to creating an inclusive community of learners. Collectively we foster relationships that respect learning environments across the state of Alaska by acknowledging and advocating for the wealth of knowledge residing in local communities, families, and students. The School of Education prepares candidates who are committed to Alaskan communities and can thrive and contribute their individual, intellectual and collective strengths to their communities.

Diversity and Equity
The School of Education acknowledges the impact of inequities and injustices in education that must be addressed. Faculty and candidates in the School of Education value and draw upon multiple intellectual authorities to support social, cultural, linguistic and ethnic diversity through inclusive practices and the recognition of the unique abilities of all learners.

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Inquiry and Reflection

The School of Education faculty and candidates are engaged in the process of participating in inquiry, dialogue and reflection to critically examine complex ideas related to learning. Inquiry and reflection guide the development and implementation of programs, curriculum, assessment, evaluation, the understanding of ourselves, our students, and the communities we serve.

SOE Tenets

Students thrive in environments driven by their strengths as learners.

Candidates advocate for, value, and connect deeply to the individual and collective strengths of students and the communities.

Candidates value knowledge in local communities, families, and students.

Candidates are advocates [for what they observe to be effective from their students' processes and engagement].

Program Scope and Sequence

Program	Clinical Experience	Activities	Outcomes	Aligned Assessments
BA Elementary	ED 494 Clinical Experience I (300 hours)	*Candidates engage in structured observations of instructional practice * Candidates engage in co-teaching * Candidates plan & teach lessons in content areas	* Candidates developing of knowledge and skills characteristic of a professional educator * Candidates complete Clinical Experience I, progressing to Clinical Experience II	*Professional Characteristics Assessment (PCA) InTASC 1, 2, 3, 5, 6, 9, 10 *Student Teacher Observation Tool (STOT) InTASC 1, 2, 3, 5, 6, 9, 10
BA Elementary	ED 452 Clinical Experience II (500 hours)	*Candidates engage in co-teaching *Candidates plan & teach lessons in content areas *Candidates take over planning and instruction over a six-week period	*Candidates further develop knowledge and skills characteristic of a professional educator *Candidates complete Clinical Experience II (program completion, leading to teacher certification)	*Professional Characteristics Assessment (PCA) InTASC 1, 2, 3, 5, 6, 9, 10 *Student Teacher Observation Tool (STOT) InTASC 1, 2, 3, 5, 6, 9, 10

ED S494A is offered in the fall semester and ED S452 in the spring semester.

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BA Elementary Education Program

Admission Requirements

To qualify for admission to a bachelor's degree program, applicants must satisfy at least one of the following:

1. Graduate from an accredited high school with a cumulative GPA of at least 2.5 or
2. Completion of at least 30 college-level semester credits with a GPA of at least 2.00 and a high school diploma or GED; or
3. Completion of at least 60 college-level semester credits with a GPA of at least 2.00

Students are admitted to the program after admission to UAS and declaring their intention to pursue a Bachelor of Elementary Education degree.

Required Coursework

Please view the most recent BA Elementary Education program academic catalog, which lists the General Education Requirements (GERs) and Major Requirements.

Gate 1: Entering Senior Year/Student Teaching Requirements - Submit passing Praxis Core scores or passing another Basic Competency Exam by winter break of junior year is required in order to prepare for entry into the year-long student teaching internship starting in fall.

Additionally, teacher candidates must have a 3.0 when entering into senior year. Exceptions will be made on a case-by-case basis by the Program Coordinator.

Teacher Candidates will also submit a resume, cover letter, and two letters of recommendation prior to winter break of their junior year.

Lastly, candidates will need to have completed the appropriate student teaching application for the state of Alaska the semester prior to entering into student teaching. More information on the UAS Student Teaching webpage.

Gate 2: Advancement to Spring Semester of Student Teaching

3.0 GPA and completion of fall coursework and ED 494 Student Teaching.

Gate 3: Exit Requirements/Program Completion

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3.00 GPA and successful completion of all program courses with grades of C- (1.7) or better.

Praxis II specific to Elementary Education content area (test code 5017 or 5018) is required before the UAS School of Education can sign off on institutional verification which is necessary for the Alaska Initial Teaching License and program completion.

School of Education Academic Policy

SOE Dismissal Policy
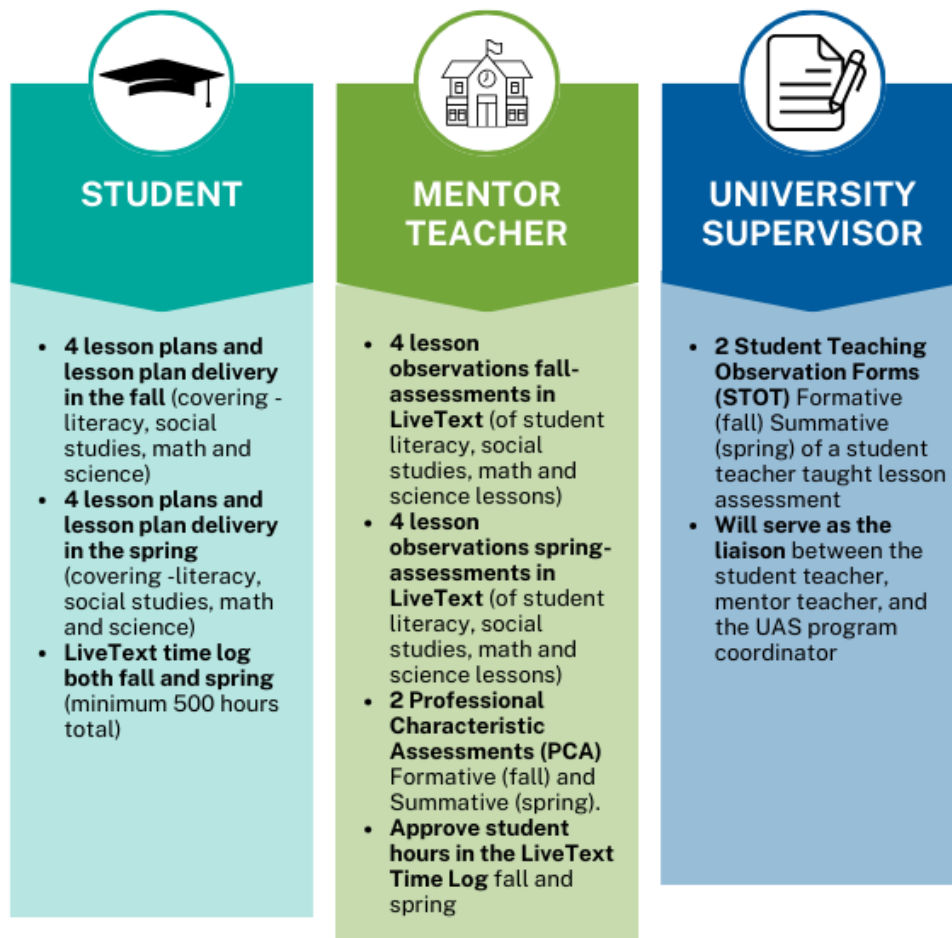
Teacher Candidate Improvement Plan

Academic Policy Statement

Academic honesty is a core value at UAS, and dishonesty can lead to serious consequences. While stress may tempt students to take shortcuts, integrity in your work is essential for long-term success. For more details on academic dishonesty and its penalties, consult the UAS Code of Conduct.

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3. Roles and Responsibilities

INTERNSHIP ROLES AND RESPONSIBILITES

STUDENT

- **4 lesson plans and lesson plan delivery in the fall** (covering - literacy, social studies, math and science)
- **4 lesson plans and lesson plan delivery in the spring** (covering -literacy, social studies, math and science)
- **LiveText time log both fall and spring** (minimum 500 hours total)

MENTOR TEACHER

- **4 lesson observations fall-assessments in LiveText** (of student literacy, social studies, math and science lessons)
- **4 lesson observations spring-assessments in LiveText** (of student literacy, social studies, math and science lessons)
- **2 Professional Characteristic Assessments (PCA)** Formative (fall) and Summative (spring).
- **Approve student hours in the LiveText Time Log** fall and spring

UNIVERSITY SUPERVISOR

- **2 Student Teaching Observation Forms (STOT)** Formative (fall) Summative (spring) of a student teacher taught lesson assessment
- **Will serve as the liaison** between the student teacher, mentor teacher, and the UAS program coordinator

Student Teacher

Performance Expectations

STOT Student Teacher	**Students may not score an indicator of "1" on more than 10% of performance indicators.**

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Observation Tool by Supervisor	
PCA Professional Characteristics Assessment by Mentor Teacher	Students may not score an indicator of "1" on any performance indicators.
Lesson Plans	1 Literacy Lessons, 1 Social Studies lesson, 1 math lesson, and 1 science lesson, to be planned and taught. (completed in both fall and spring)
Time Log by Student and MentorTeacher	Students will record their work for the semester in the LiveText Time Log.
Student Teaching Assignments	Portfolio, Teacher Work Sample, Integrated Unit (Spring only)
All the above assessments	Failure to meet these performance requirements will result in an intervention plan by the team (student teacher, mentor teacher, and university supervisor).

These assessments must be entered into Livetext and meet/exceed the performance expectations to receive a passing grade in either ED S494A or ED S452 internship courses. If candidates don't meet the performance expectations in ED S494A or other fall coursework they will not be able to continue into ED S452 or spring student teaching.

Mentor Teacher

Qualifications: Teachers selected as mentor teachers have been recommended by their building administrators as teachers with outstanding ability. They are certified by Alaska

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Department of Education and Early Development (DEED) with at least a T-1 Initial teacher certificate. They have had three or more years of total teaching experience in elementary, middle, or secondary levels, as appropriate for the placement of the candidate, including at least one in their present district. **If certain qualifications can't be met, the University program and School administration will evaluate the placement options.**

Mentor teachers will need to complete a required LiveText training at the start of the internship. The tutorials, which take 15 minutes or less, cover the use of LiveText, Lesson Assessments, PCA, and Time Log.

You can access the LiveText Training Modules via our Mentor Teacher/Supervisor Training webpage. See more information in this handbook under the header "**LiveText Assessments & Quizzes**".

During both the fall and spring semesters, the mentor teacher will complete a minimum of four lesson assessments in LiveText—covering literacy, social studies, math, and science. Integration of multiple subjects in a lesson is encouraged, allowing for potential multiple assessments completed per lesson. Submit all lesson plans to your mentor in advance. Submit lesson plans to your methods instructors as required and to your supervisor when requested.

The mentor teacher will routinely approve the Time Log submission by the teacher candidate in LiveText. The mentor teacher will also complete a PCA (Professional Characteristics Assessment)—Formative in the fall and Summative in the spring. This assessment evaluates the teacher candidate's professional characteristics and dispositions. Honest and constructive feedback is expected and narrative comments in addition to the scoring by mentor teachers is highly encouraged. If a rating of 'Unmet' (1) is given, the mentor teacher must provide specific comments providing details of the areas of concern and an improvement plan will be put in place.

University Supervisor

The supervisor will complete a Formative (fall) and Summative (spring) STOT assessment of a teacher candidate's lesson in LiveText. Observations may be conducted on-site or virtually. The team— teacher candidate, mentor teacher, and supervisor—will decide on the media and method for sharing recorded lessons.

The university supervisor will follow up on any 'Unmet' (1) ratings to discuss next steps and potentially create a Teacher Candidate Improvement Plan.

Teacher Candidate Improvement Plan

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Teacher Candidate Dismissal Procedure

*Completion of all fall assignments and expectations (ED S494A) is required in order to move on to spring student teaching (ED S452)

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4. Expectations

Attendance and Punctuality

As a senior, you are now training as a professional educator, prioritizing the needs of your students, mentor teacher, and school in addition your university schedule. Follow your mentor teacher's schedule and seek permission from your university supervisor before making any travel or personal day plans. Failure to do so may result in removal from the program.

- Notify your mentor teacher as per your school's protocol if you're ill, and your university supervisor if they're scheduled to visit.
- If responsible for lessons, ensure clear plans and materials are prepared for your mentor.
- For extended absences, communicate first with your university supervisor to request permission for leave. Additional student teaching time may be required.

To advance to spring student teaching (ED 452), you must complete all fall coursework and ED 494 requirements and receive a positive recommendation from your mentor teacher. If you do not meet these requirements, it is your responsibility to inform your mentor teacher and principal that you will not return in the spring.

Communication

Problems or issues of any kind with your mentor teacher or others should be addressed in a timely and professional manner directly with the individual involved. If you feel that other intervention is needed, please contact your university supervisor.

** **Open Communication/No Surprises Rule:** Ongoing open communication is an expectation of adults in a professional setting. Addressing concerns and issues and posing questions should always be accomplished at the lowest level possible – mentor teacher to/from teacher candidate, etc. Such direct communication is 'acting the part of the professional.' Teacher candidates and their mentor teachers should develop and maintain a relationship built on trust – a relationship that allows each one to be honest and frank with one another. Establishing this healthy pattern of communication early on will serve all well throughout their careers. The "No Surprises Rule" means that the mentor teacher, teacher candidate, and supervisor should **communicate substantive concerns to each other verbally or through other avenues of direct communication prior to any "surprise" documentation after the fact**. This process will allow all to respond to and address any concerns **prior to** written documentation through LiveText assessments, etc. This same "No Surprises Rule" applies to all concerned parties. Think of it this way -- if a student (or students' family member, parent or guardian, a colleague,

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or a community member) has a question or an issue with you as the teacher or teacher candidate you will desire that they communicate directly to you versus circumventing you and going directly to your principal or other (school board, media, etc.). Hence why it's vital that you appropriately respond to issues brought to your attention. Teacher candidates will communicate directly with their supervisor (not program coordinator) for all things relating to student teaching.

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5. Student Teaching Policies and Procedures

Senior Year Student Learning Outcomes (SLOs)

Fall Semester (ED S494A):

1)   Participate in all aspects of teaching in the classroom

2)   Prepare and present at least one lesson in social studies, literacy, math, and science

Spring Semester (ED S452):

1)   Create daily and weekly lesson plans during student teaching

2)   Create and teach an integrated unit with lesson plans, weekly schedules, and a teacher work sample

3)   Observe other classrooms

4)   Communicate with mentor teacher, building staff, and student families

5)   Classroom takeover for six full time weeks

6)   Build up and phase out of student teaching before and after the 6-week takeover as determined by the student teacher and mentor teacher

7)   Self-analyze lesson observations and reflect on how to improve teaching practices

Student Program Commitment

Time Commitment

The nine-month student teaching internship can be satisfied in one classroom both semesters or in two separate classrooms and/or schools, one per semester, with approval from your coordinator and/or supervisor. The schedule for BA seniors is a most rigorous one and thus teacher candidates are highly encouraged to refrain from working outside of their student teaching and other UAS course work. **Exception**: should a district wish to hire a BA Elementary teacher candidate under the DEED Emergency Certification process or through a continued

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employment arrangement, the teacher candidate or an inquiring district representative is expected to reach out to the appropriate program coordinator to decide on details and establish approval. Our School of Education looks forward to working with teacher candidates and district personnel to arrange placements that best meet the needs of all parties involved.

Fall: Teacher candidates are scheduled to be with your mentor and students 2 ½ days per week (schedule details to be determined by the teacher candidate and mentor teacher) – teacher candidates are cautioned to not overextend themselves initially by agreeing to spend additional time than required, as doing so all too often results in the need to later pull back due to personal (family) and professional (course work).

See the sample schedule below displaying time spent in your internship classroom and time spent in UAS classes.

Fall

Monday	Tuesday	Wednesday	Thursday	Friday
ED 416 Literacy (afternoon/evening). ED 427 Math (afternoon)	ED 428 Science (morning) ED 417 Social Studies (afternoon)	ED 494 Student Teaching in Classroom (afternoon)	ED 494 Student Teaching in Classroom (full day)	ED 494 Student Teaching in Classroom (full day)

Note for fall ED 494A: you are scheduled to be with your host and students 2 ½ days per week – do not overextend yourself by agreeing to spend additional time than required, as doing so all too often results in your need to later pull back due to personal (family) and professional (course work)

Spring

Monday	Tuesday	Wednesday	Thursday	Friday
ED 452 Student Teaching in Classroom (full day) **ED 460 Curriculum** 4:45-5:45 p.m. **ED 448 Classroom Management** (if not taken prior) 6-8 p.m.	**ED 452 Student Teaching** in Classroom (full day)	**ED 452 Student Teaching** in Classroom (full day)	**ED 452 Student Teaching** in Classroom (full day)	**ED 452 Student Teaching** in Classroom (full day)

- ED 498 Professional Portfolio Preparation does **not** have meeting times

Spring: In your internship classroom 5 days a week and working up towards your classroom takeover which typically starts around the end of February, beginning of March and ends once

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your six-week takeover is completed. Once your six-week takeover period ends, your formal student teaching experience has been completed.

Takeover/Solo Teaching

This six-week phase requires the teacher candidate to take full responsibility for planning and delivering instruction as designed in collaboration with their mentor teacher. All lesson plans should be prepared in advance according to the mentor teacher's expectations and reviewed with them as needed.

For maximum respect from students, the mentor teacher should periodically defer to the teacher candidates. However, student teaching should remain a collaborative effort with ongoing communication between the mentor teacher and teacher candidate. Always prioritize the needs and best interests of the classroom students.

Post-Takeover

After completing the takeover phase, teacher candidates have met BA Elementary and DEED clinical requirements and thus have completed their formal student teaching experience with their mentor teacher and classroom. They should then observe and substitute in other classrooms and schools, including middle and high schools, to gain broader teaching perspectives. Teacher candidates are to use the time from after the takeover until graduation (first week of May) to complete coursework, including the Teacher Work Sample, Integrated Unit, Encapsulating Classroom Practice, and Portfolio.

Fee Commitment - Internship Year

- A $500 fee (fall and spring) for student teaching placement and supervision will be charged to all teacher candidates to cover the additional costs of placement and supervisor time and travel.
- Purchase LiveText subscription - A student subscription to LiveText is $139, which is comparable to the cost of one textbook. Your subscription is valid for seven years from the date of purchase.

Dress Code

Dress professionally in a manner consistent with the usual attire of the regular teaching staff. Be exceedingly careful with personal grooming. It is to make a good impression on your principal, colleagues, students and their families.

Confidentiality

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Hold in strict confidence information from your contact with teachers and pupils. Avoid gossiping or criticizing the school and its personnel, students, families/parents/guardians, especially in public places in your community, such as the grocery store. Never use student/other names unless you are in a private setting. A good rule of thumb is that someone may **always** be listening. Concerns should be discussed in private with the mentor teacher and/or your university supervisor. Information found in a pupil's cumulative records should be held in strict confidence.

Use of Technology

Teacher candidates will use Word.docx or other appropriate method to complete their lesson plans, lesson reflections and any other required assignments or assessments. Use of email and Zoom, etc., is required.

Thoughtful and limited use of generative AI is allowed. As a future educator, your priority is to learn and reflect deeply. Upholding professional integrity means you must be the author of your assignments. You may use AI for minor tasks like idea generation or editing your own work. Consider what you will expect from your future students regarding AI use. For more, refer to the UAS Code of Conduct.

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6. Evaluation and Feedback

Instructional Methodologies: During the student teaching senior year, teacher candidates will work closely with their mentor teachers, participating in all classroom and school activities as possible based on their assigned schedule. They are required to prepare and teach at least one lesson each in social studies, literacy, math, and science in fall and spring, with many more lessons planned and taught during spring during their takeover phase.

As a teacher candidate, submit your lesson plans to both your mentor teacher and your methods instructor in advance. Mentor teachers will evaluate each of the required content lessons in LiveText. After teaching, teacher candidates will respond to the reflection questions and discuss them with their mentor teacher.

LiveText Support: UAS students, prior to your senior year of student teaching purchase your LiveText account here. Mentor teachers will have access to LiveText after your student teaching starts and will not need to purchase a membership.

LiveText Assessments & Quizzes: Watch for an email with mentor teacher video tutorials in early fall of your student teaching experience. You can also access the required tutorials and the Assessment Training Assurance Form on our Mentor Teacher & Supervisor Training site.

The tutorials, which take 15 minutes or less, cover the use of LiveText, the Professional Characteristics Assessment (PCA), and, for university supervisors, the Student Teacher Observation Tool (STOT) for CAEP Accreditation. **Completion by mentors, and supervisors is required by the published due date in LiveText.**

For questions, contact Heather Bieber at 907-796-6429 or hmbieber2@alaska.edu.

Improvement Plan & Dismissal Procedure:

If a teacher candidate presents serious deficiencies or is not making satisfactory progress, the mentor teacher will indicate the concern(s) in their PCA assessment to the teacher candidate and when/if appropriate, contact the university supervisor. The mentor teacher and supervisor will meet with the candidate and, when necessary, the program coordinator. Except as otherwise provided in these procedures, the program coordinator in collaboration with the team (student, mentor, and supervisor) will develop a written improvement plan for the candidate. The plan will include the nature of the issue(s) or concern(s), the specific behaviors or skills to be improved, any activities or requirements the student teacher/candidate must complete, and the timeline by which improvement must be demonstrated and any required activities completed.

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If a candidate presents serious professional, ethical, or performance issues, such as a safety risk to children, a disqualifying change in the candidate's criminal background, or the hosting district and/or university/clinical supervisor requests the removal of the candidate from the placement, the program coordinator may remove the candidate immediately from their placement and recommend their dismissal from the program without implementing an improvement plan.

If a program coordinator recommends a candidate be removed from the UAS program the Dismissal Procedures as outlined on our website. will be followed.

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7. Support and Resources

Students with Disabilities

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

Notice of Nondiscrimination (https://www.alaska.edu/nondiscrimination/)

The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status.

Title IX/Sex and Gender-based Discrimination

UAS students, faculty, staff, and visitors have the right to be free from all forms of gender and sex-based discrimination. UAS prohibits sexual harassment, sexual assault, other forms of sexual violence, domestic violence, dating violence and stalking. In the event of an act of prohibited conduct does occur, UAS will take steps to stop the behavior, prevent its recurrence, and provide remedies.

All employees at the University of Alaska Southeast, with the exception of UAS counselors and health care providers, are considered "responsible employees" and must share any reports of gender-based and sexual misconduct with the UAS Title IX Office. Students are encouraged to speak up and help end the silence surrounding sexual violence and harassment. For more information, see https://www.alaska.edu/titleIXcompliance/

If you have experienced gender-based and/or sexual misconduct, the following individuals can assist you in exploring options and support:

Emergency Services: 911 – all communities.

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If you or someone you know is in immediate danger, please call 911 or your local police department. Local hospitals are also available for emergency response and care.

Counseling Services: 907-796-6000

Based in Juneau but offered regionally, Counseling Services is a confidential resource. Information shared with Counseling Services staff will not be shared with anyone else unless you give your express permission.

> **TimelyCare**: a virtual health platform designed for college students. No insurance is needed. Services include:
>
> - **TalkNow**: 24/7 emotional support.
> - **Scheduled Counseling**: 9 visits per year.
> - **Health Coaching**: Guidance on nutrition, sleep, and more.
> - **Self-Care Content**: Access to tools like meditation and yoga.
> - **Basic Needs Support**: Connect to community resources like food and housing assistance.
>
> Visit **timelycare.com/uasoutheast** or download the app.

Title IX

Acting Title IX Coordinator, Chase Parkey: 907-796-6371 ▪ ctparkey@alaska.edu / uas.titleix@alaska.edu. The UAS Title IX Coordinator responds to all reports of sex and gender-based discrimination. UAS Title IX website: http://www.uas.alaska.edu/titleix

Civility and Harassment

Intellectual honesty, mutual respect and freedom from discrimination, intimidation, harassment and violence against persons or property are central to the UAS mission. Acts of intolerance and abusive behaviors which violate these basic values will not go unchallenged without our academic community. UAS is committed to standards promoting speech and expression that fosters the maximum exchange of ideas and opinions. Ideally, discourse is open, candid and characterized by mutual respect and dignity. It is the goal of the university to foster a campus climate which promotes the ideals of civility and appreciation for the uniqueness of each member of our academic community.

8. Important Program Contacts

- **School of Education Program Coordinator:**

    Dr. Kevin Spink, 907-306-7602, jspink@alaska.edu

    Dr. Eldri Waid Westmoreland, 907-796-6045, ewwestmoreland@alaska.edu

- **School of Education Program Advisor:**

    Kelsey Walsh, 907-796-6533, kawalsh2@alaska.edu

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9. Acknowledgement and Agreement Form

Please review the handbook carefully. Your signature below indicates your understanding of the expectations and commitment to uphold the standards and ongoing expectations and requirements outlined in this handbook.

Student Teacher Signature: _____**Click to Sign**_____ **Date:** _____

This handbook serves as a guide to help ensure a positive, professional, and productive student teaching experience for all parties involved. If you have any questions or clarifications, please contact your advisor or program coordinator.