Department of EDUCATIONAL STUDIES

A Faculty Handbook

This document contains information and operating procedures for Department Faculty and Instructional Academic Staff.

DES Faculty Approved: January 24, 2014
Department of Educational Studies
A Faculty Handbook

DISCLAIMER

The Department of Educational Studies (DES) Handbook is designed to assist you in finding the answers to questions that you may have. It is recommended that all new and existing employees read this document. Members of the Department of Educational Studies are recommended to read and become familiar with the UW-L Employee Handbook found at: http://www.uwlax.edu/hr/current/docs/2008_UW- L_Handbook.pdf.

We do not expect this handbook to answer all of your questions. Your supervisor and Human Resources should also be a major source of information on specific procedures. This handbook should not be considered, nor any other verbal or written communication by a management representative, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation. Many matters covered by this handbook are also described in separate University documents. This handbook includes general Department guidelines. This handbook is subject to the terms of any applicable collective bargaining agreement.

Quick Phone List

Campus Security:  
Emergency: 8-911
Non-emergency: 8-789-9000

DES Office: 785-8132 (Alice)
785-8152 (TBD)

ITS Support: 785-8774
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General Leadership Structure

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<tr>
<th>Title</th>
<th>Person Holding Position</th>
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<tbody>
<tr>
<td><strong>School of Education</strong></td>
<td></td>
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</tr>
<tr>
<td>Director</td>
<td>Dr. Marcie Wycoff-Horn</td>
<td><a href="mailto:mwycoff-horn@uwlax.edu">mwycoff-horn@uwlax.edu</a></td>
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<tr>
<td>SOE Assistant</td>
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</tr>
<tr>
<td>145 Main Hall</td>
<td></td>
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</tr>
<tr>
<td><strong>Department of Educational Studies (DES)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td>Dr. Carol Angell</td>
<td><a href="mailto:cangell@uwlax.edu">cangell@uwlax.edu</a></td>
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<tr>
<td>DES Assistant (ADA)</td>
<td>Alice Clark</td>
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</tr>
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</tr>
<tr>
<td>335 Morris Hall</td>
<td></td>
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</tr>
<tr>
<td><strong>Department of Educational Studies (DES) Program Directors</strong></td>
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</tr>
<tr>
<td>Early Childhood - Middle Childhood</td>
<td>Dr. Ann Epstein</td>
<td><a href="mailto:aepstein@uwlax.edu">aepstein@uwlax.edu</a></td>
</tr>
<tr>
<td>Middle Childhood - Early Adolescence</td>
<td>Dr. Joyce Shanks</td>
<td><a href="mailto:jshanks@uwlax.edu">jshanks@uwlax.edu</a></td>
</tr>
<tr>
<td>Special Education</td>
<td>Dr. Joe Johnson</td>
<td><a href="mailto:johnson3@uwlax.edu">johnson3@uwlax.edu</a></td>
</tr>
<tr>
<td>Early Childhood - Adolescence</td>
<td>Dr. Gary Willhite</td>
<td><a href="mailto:gwillhite@uwlax.edu">gwillhite@uwlax.edu</a></td>
</tr>
</tbody>
</table>

(See DES Handbook Supplements for administrative responsibilities within the School of Education.)

Office of Human Resources (HR) ([http://www.uwlax.edu/hr](http://www.uwlax.edu/hr); 785-8013)

All employment issues are taken care of in Graff Main Hall, Human Resources Office, room 144. Your pay is negotiated in the department of hire and contracts are worked out through the department and Human Resources Office. Benefits if applicable are also handled in the Human Resources Office.

University Email (Google mail) (Instruction Technology Support Services (ITS); 785-8774)

All faculty and Instructional Academic Instructional Staff (IAS) are provided with a university email account. Your email is comprised of a username of your first initial and last name. The first password you are given is created by using the month and date of your birthday and the last four digits of your social security number. So if your birthday is January 5th your password would be something like: 0105XXXX. You are required to change your password periodically to a ‘strong’ password. This is a password made up of at least 8 characters including at least one capital letter and one punctuation mark or/numeral. You can get email and other technology support at [http://www.uwlax.edu/itssupport/Services/email.htm](http://www.uwlax.edu/itssupport/Services/email.htm). You will be asked to change this password periodically.

All official university notices will be posted to your university email account. It will be necessary for you to check this account regularly for this reason. Faculty should communicate with their students using the university email account system, not personal email accounts.

University Calendar (Google calendar) (Instruction Technology Support Services (ITS); 785-8774)

All faculty and Academic Instructional Staff are provided with an electronic calendar account. Your calendar account can be accessed by using the same username and password you use for your university email. This calendar can be used to schedule meetings more efficiently. All faculty and academic staff should enter
courses and other obligations into the Google calendar software. You can get calendar and other technology support at [http://www.uwlax.edu/itssupport/Services/email.htm](http://www.uwlax.edu/itssupport/Services/email.htm).

**University Shared Documents—Google Drive** (Google docs/Drive) (Instruction Technology Support Services (ITS); 785-8774)

All faculty and IAS are provided with a shared documents (Google Drive) account. Your Google Drive can be accessed by using the same username and password you use for your university email. This shared document feature can be used to share and create documents with other individuals simultaneously without having to deal with multiple drafts circulating. Google Drive contains traditional document formats for word processing, spreadsheets, and presentations. You can get Google Drive and other technology support at [http://www.uwlax.edu/itssupport/Services/email.htm](http://www.uwlax.edu/itssupport/Services/email.htm).

**Desire2Learn (D2L)**

D2L is the University’s online course management software. All instructors are urged to should post all class handouts on the D2L site for students to download for class instead of making copies through the Department copy machine. D2L can also be used to turn in assignments and provide electronic feedback. D2L also has an electronic grading feature and online discussion capabilities. All courses within the Department are assigned a D2L site automatically.

**Parking** ([http://www.uwlax.edu/parking/](http://www.uwlax.edu/parking/))

Parking is available in designated commuter parking lots and on the streets surrounding the university. See [http://www.uwlax.edu/map/index.html](http://www.uwlax.edu/map/index.html) for parking areas. Lot 10 is the parking lot closest to Morris Hall. It is located through the alley across 16th Street.

**Parking Permits:** Parking permits can be purchased in different time increments, including single semester, academic year, full year (two semesters + summer), and nights-only basis. A single day per week permit can also be purchased for a reduced fee. Parking lots are regulated by University Protective Services. Permits are purchased at the Protective Services Building or online at the webpage above. See [http://www2.uwlax.edu/Parking/](http://www2.uwlax.edu/Parking/) for parking information.

**Campus Map:** A map of the campus is available on the UW-L website. See [http://www.uwlax.edu/map/](http://www.uwlax.edu/map/).

**Street Parking:** Parking on the street is at a first come-first serve basis. Be sure to check whether you park in a 1-hour zone, 2-hour zone, or unlimited parking area. Generally unlimited parking is located about two or more blocks from Morris Hall. Street parking is regulated by the City of La Crosse.

**Protective Services** (University Police) ([http://www.uwlax.edu/protserv/](http://www.uwlax.edu/protserv/))

Protective Services is the campus security office on campus. This office is comprised of University Police, Parking Office, and Telephone Services. In non-emergency situations you can call University Police at 789-9000. If a medical emergency or other major emergency presents itself use the 911 system. From a campus phone you must dial 8-911 to reach the La Crosse County dispatcher.

University Police can be called if you have locked yourself out of a faculty office after regular business hours.

**Note:** you will need to present photo identification before they will open locked areas. If you are leaving the building at night and would like a safety escort you can call the University Police at 789-9000.

If you observe suspicious activity you are asked to report it immediately to the evening custodian in room 150 Morris Hall or University Police 789-9000.

Lost and found is handled by each university building. The Lost & Found for Morris Hall is kept in room 235 (College of Liberal Studies Office). It is best to report your lost item to the building custodian and the building managers.
Emergency Response and Preparedness

UW-L Protective Services offers detailed emergency response and preparedness plans for a variety of events that could potentially threaten the safety of UW-L students, faculty or staff on or off campus. Use the following link to access this information. (http://www.uwlax.edu/police/emer.htm)

Potential Violence: Potential violence at off-campus educational sites could occur in the following situations:

- Third party intrusion into an educational setting (Most often relative or acquaintance of group member)
- Student versus Instructor (or group member)
- Disgruntled employee

Potential Student Warning Signs:

- Behavior(s) indicating increasing stress
- Negative changes in behavior(s)
- Deterioration in work/study performance
- Increasingly dirty/disorganized personal appearance
- Frequently trying to capitalize conversations
- Argumentative on minor or seemingly small issues
- Coming to the classroom environment under the influence of alcohol or other substances
- Angry, vocal and yelling during the classroom environment
- Open disrespect for the instructor or other students in the classroom setting

Accident Report: When an individual has been injured in the course of employment, they should report the injury to their direct supervisor. Once the injury has been reported, there are three forms that should be completed to document the injury. Use the following link to access the needed forms to be completed by the Department Chair and injured faculty member. (http://www.uwlax.edu/hr/current/Workers-Compensation/workers_comp_info.htm)

Sexual Harassment: UW-L Office of Affirmative Action provides a full description of the University’s sexual harassment policy. Use the following link to access that information. (http://www.uwlax.edu/aaod/policies/policies_sexual_harassment.htm)

University Bookstore (http://www.uwlax.edu/Bookstore/)

University Textbook Rental: All textbook requests and/or orders MUST go through the Department Chair.

Undergraduate Textbook Rental: The University uses a textbook rental system for all undergraduate courses. This means that textbooks are ordered by the department and housed in the Textbook Rental area of the bookstore for undergraduate students to borrow over the course of the semester. Textbooks are ordered through the Department office. Bookstore hours are generally during the business day. Extended Bookstore hours are held during the first week of the semester.

Students must have a current list of semester classes in order to check out books. Students must return their books by the end of finals week or their university accounts are billed for the books checked out.

Undergraduate Textbooks (purchase): Undergraduate students may need to purchase textbooks if their purchase value is under a bookstore-designated amount. Contact the bookstore for the current ‘must purchase’ figure

Graduate Textbooks (purchase): Graduate students must purchase all of their textbooks. This means that instructors must have books ordered through the Department prior to the beginning of each semester. Graduate students may choose to purchase their textbooks from other online sources if they have the correct textbook information.
Other Purchase Materials: The University Bookstore also has a purchase area that holds textbooks whose purchase prices is $35.00 or less, course packet materials, and other course materials that students are required to purchase for class.

All faculty and instructional staff are given D2L sites for each course assigned to teach. Faculty should upload handouts to the site for students to retrieve. This includes course syllabi, activity sheets, and other informational handouts used in class.

Faculty can choose to have students purchase packets of pre-copied handouts for courses, providing all copyright laws are followed. Information on copyright laws can be found at http://www.copyright.gov.

Murphy Library (http://www.uwlax.edu/murphylibrary)

Electronic research can be completed from the Murphy Library webpage. Electronic journals and a comprehensive holdings list is available. Materials can be requested from interlibrary loan. Interlibrary loan may take as much as two weeks to receive the materials. Murphy Library also has curriculum materials, children’s literature, and video/media materials to lend. All instructors can check library materials out using their Faculty ID Card. Instructors can put materials on hold for students to use while at the library. Some faculty will use this feature if there are limited copies of materials.

Alice Hagar Curriculum Resource Center (http://www.uwlax.edu/murphylibrary/departments/curriculum/index.html)

The curriculum center is located on the second floor of the Murphy Library Resource Center. The primary purpose of the curriculum center is to support the instructional programs of the School of Education and the methods courses in the subject area disciplines. For more information about the center use the link above.

Cartwright Center (http://www.uwlax.edu/map/cartctr.html) Cartwright Center is a social center for UW-L students and faculty.

University Bookstore: located in the Lower Level. See previous Book Store section.

Food Court: located on the Mosinee Level. Food can be purchased for cash or food plan. A wide variety of foods and coffees can be purchased.

Meeting rooms: Cartwright Center also serves as a mini-convention center with multiple meeting rooms fitting approximately ten to hundreds of participants. Many all-university, all-college, or School of Education events/meetings are held here. Rooms may be scheduled/reserved at Cartwright Center by calling 785-8892.

Computing and Technology
Training: The University offers free technical training. See http://itsupport.uwlax.edu/training/ for a schedule of trainings offered. Also see the Center for Advancing Teaching and Learning (CATL) for trainings offered (http://www.uwlax.edu/catl/).

General Technical Support: The University offers many forms of technical support. A general listing of links providing the different forms of support can be found at: http://www.uwlax.edu/map/wingcomm.html. Campus departments can take advantage of services that are provided by Technical Support Services, a work group in Information Technology Services. Services provided to departments include: advice on computers and peripherals, price quotations on computers, peripherals, and parts, technical assistance troubleshooting failed computer hardware, immediate assistance with warranty service – part order & part replacement, recommendations for component upgrades and out of warranty repairs, reinstallation of corrupt OS and/or campus standard applications and network clients, and pick-up and delivery (campus office) for a new computer
or a computer needing repair or re-service.

Technical Support Services provides departments these services and more on select Apple, HP, Dell and Gateway computers (excludes departmental labs). The only repair expense incurred by the department would be for out of warranty parts, upgrade components and/or software licenses/media. Technical Support Services is located in the ITS Support Center, 103 Wing Technology Center, or can be reached by calling 785-8774. TSS does not offer backup services. The user is responsible to ensure that all data is backed up and all application installation software is available before the computer is dropped off/picked up for service.

**Office Technical Support:** For technical support in a faculty office call 785-8774. Depending on the technical problem, technicians may be able to link up with your computer using VNC remote access software or they may need to work directly with your computer in your office or in the technical support labs. Some planning and scheduling may be required.

**Classroom Technical Support:** The University calls University labs and classrooms General Computing Access (GCA) locations. Use the GCA homepage [http://uwlax.edu/its/classrooms-labs/facilities.htm](http://uwlax.edu/its/classrooms-labs/facilities.htm) for support and other information.

**Campus Supported Software:** For a listing of University supported software see: [http://www.uwlax.edu/itssupport/services/software.htm](http://www.uwlax.edu/itssupport/services/software.htm).

**Purchasing Software/Hardware**

**Software:** Faculty are eligible for reduced prices when purchasing computer software. The general webpage housing such service can be found at: [http://www.uwlax.edu/itssupport/services/softlicense.htm](http://www.uwlax.edu/itssupport/services/softlicense.htm). A pdf document is available to more fully explain how to purchase computer software can be found at: WISC Software (employees) [http://www.uwlax.edu/itssupport/docs/wisc-software-employee-basics.pdf](http://www.uwlax.edu/itssupport/docs/wisc-software-employee-basics.pdf).

**Hardware:** Faculty are eligible for reduced prices when purchasing computer hardware. More information regarding hardware recommendations and how to get discounted prices can be found at: [http://www.uwlax.edu/itssupport/services/rechardware.htm](http://www.uwlax.edu/itssupport/services/rechardware.htm).

**New Faculty Computer Purchases:** Contact the School of Education Office.

**Continuing Faculty Computer Replacement & Other Technology Needs:** Contact the Department Chair.

**Online Education:** UW-L uses Desire2Learn (D2L) as their online instruction course management software. Determination if a course is taught in an online environment is made by the Department. Online course instructor training is highly encouraged before teaching online at UW-L. For more information regarding online education at UW-L see [http://www.uwlax.edu/online/what_to_expect.htm](http://www.uwlax.edu/online/what_to_expect.htm). To view the Online Education Handbook (2010-2011) see [http://www.uwlax.edu/cat/onlineeducation/UWL_Online_Education_Handbook_Final.pdf](http://www.uwlax.edu/cat/onlineeducation/UWL_Online_Education_Handbook_Final.pdf).

**University Communications and Campus Connection**

**UW-La Crosse University Communications** ([http://www.uwlax.edu/universityrelations/index.html](http://www.uwlax.edu/universityrelations/index.html))

The University Communications office provides campus news bureau and publication services. Our primary responsibility is to share information about the University of Wisconsin-La Crosse with the public who influence our success including the campus community, alumni and friends, current and prospective donors, and the local and global community our campus serves. We advance the mission of our campus by supporting institutional goals in the areas of student recruitment, institutional fundraising, alumni relations and community relations.

University Communications is the central point of contact for the media and serves as the voice of UW-L through news releases, newsletters, magazines, brochures and other publications. We are the link between news media and UW-L sources to facilitate requests for information, arrange interviews with campus experts, and share news tips and story ideas.
See the URL above for procedures to follow when contacted by an outside media source.

University Communications also manages UW-L’s student and staff directory and provides public relations and marketing counsel to faculty and staff at all levels.

**Campus Connection** ([http://www.uwlax.edu/universityrelations/campusconnection/index.html](http://www.uwlax.edu/universityrelations/campusconnection/index.html))

The Campus Connection is an electronic newsletter for events happening on the UW-L campus, published electronically each Monday. This newsletter provides information about events on campus, notices of graduate students’ presentations on theses, grant awards, etc. An important feature of the newsletter is Campus Kudos, which highlights recent accomplishments of faculty and staff.

**Campus Kudos:** Whenever you present or attend a conference, publish, appointed to a board, elected to an office, submit the information to the newsletter. Why? No one else will “blow your horn,” so Campus Kudos is an excellent tool you can utilize to keep the campus community informed of what you and other faculty across campus are accomplishing.

**Submission:** Submit your accomplishments to the newsletter by going to [http://www.uwlax.edu/universityrelations/ConnectionSubmissions.html](http://www.uwlax.edu/universityrelations/ConnectionSubmissions.html) and clicking on the appropriate link. Submissions must be received by NOON on the Wednesday prior to the Monday in which the information should be published.

**Inclusive Excellence**

UW-L has embraced Inclusive Excellence. For more information on each College and Department’s goals for Inclusive Excellence see: [http://www.uwlax.edu/inclusive-excellence/units/AA/academicaffairs.htm](http://www.uwlax.edu/inclusive-excellence/units/AA/academicaffairs.htm).

**Center for Advancing of Teaching and Learning (CATL)**

The Center for Advancing of Teaching and Learning (CATL) supports the improvement of teaching and student learning at UW-L. CATL offers opportunities for UW-L instructors to explore and improve their practice. CATL can be found in 160 Wing Technology Center or at: [http://www.uwlax.edu/catl/](http://www.uwlax.edu/catl/).

**Institutional Review Board (IRB)**

The Research and Sponsored Programs Officer provides administrative oversight to the Institutional Review Board for the Protection of Human Subjects, its Executive Committee, and its chair. The IRB’s function is to review research protocols for the use of human subjects in research (funded or non-funded) proposed by faculty, staff and students of UW-L. Other functions of the Research and Sponsored Programs Office, relative to human subject review, include providing certification of approval to sponsors and advising investigators and departments on policies and procedures. A guide and necessary forms for submission of proposals to the IRB are available at: [http://www.uwlax.edu/grants/pages/compliances/irb.htm](http://www.uwlax.edu/grants/pages/compliances/irb.htm).

**Continuing Education & Extension (CEE)**

CEE works closely with SOE faculty and staff to offer workshops, conferences and credit courses to improve educational practices to meet the needs of individual educators and school districts. School of Education faculty and staff also collaborate with Continuing Education and Extension to offer programs for children and youth. The CEE staff work with faculty and staff to develop and host educational programs (both credit and non-credit).

If you are developing an on-line course, hosting a regional conference or planning a summer workshop, you may want to consult with the CEE staff who can lend their the expertise in a) setting and administering the budget, b) managing contracts, c) marketing the program, d) managing participant registration and program procedures, e) purchasing and printing materials, f) managing mailings, and g) administering facilities, equipment, and food.

To learn more about CEE, go to their web site at the following address: [http://www.uwlax.edu/conted/html/teacher-education.htm](http://www.uwlax.edu/conted/html/teacher-education.htm).
PART II: Department Operations

General Departmental Information

Office Space & Keys

Keys are distributed at the discretion of the DES Chair. Instructional Academic Staff provided with university office space typically share space with another IAS. If assigned office space, you receive a key that opens the office door and suite door and a building key that allow you entrance into the building at any time, including weekends, and most instructional classrooms. Keys are the responsibility of the UW-L employee and are not to be given/loaned to students for any reason.

Xerox copies

Copies for classes can be made by the DES student worker. Handouts for classes are to be posted on the course D2L site for students to access or print at their own expense. This includes course syllabi. Instructors may request copies of quizzes, tests, and examinations at Department expense. Copy requests can be made in the DES Office. Course reading packets can be assembled and disseminated to students through the purchase side of the bookstore.

Computer Printing

Faculty and IAS are connected to network printers within 160E, 240A, and 300G Morris Hall. Print jobs of 1-10 pages can be printed in any network printer location. Print jobs of 11 or more pages should be directed to the printer in 240 Morris Hall.

Scanning Documents

The printer in 240A will allow you to scan and email a single-sided document.

Faxing Documents

The printer in 240A will allow you to fax a single-sided document.

Mailboxes/U.S. Mail

All faculty and IAS are assigned a mailbox in room 215B Morris Hall. Mailboxes are grouped by graduate assistants and faculty at the far end of the room, with short-term instructional academic staff grouped closest to the door. Please check this mailbox often as departmental notices are placed here as well as students may use this as a place to exchange materials with you if you do not use or have office space.

U.S. mail services are available should you need them for university business. Pre-stamped items may be placed in the sack at the end of the mailboxes in room 215B Morris Hall. Items requiring postage must be mailed through the Department Office. Any U.S. Mail that arrives at the university for you will be placed in you assigned mailbox in room 215B Morris Hall.

Office Supplies

The Department orders general office supplies such as paper, staples, paper clips, toner cartridges, and note pads. Small office equipment items, such as a stapler, tape dispenser, and scissors can be ordered for your office use. Larger or specialty items and items not typically supplied may be available if approved by the Department Chair. Faculty and IAS will be asked at the beginning of each semester for their estimated supply needs. These requests may be amended with the approval of the Department Chair. All office supplies are kept in the DES Office.

Name Tags & Business Cards

Name tag: All faculty assigned to off-campus responsibilities MUST have a University nametag or photo identification affiliating them with UW-L. This is essential when at area school district buildings. Photo ID cards can be
made at 223 Cartwright Center (785-8891). You may elect to purchase your own nametag with a pin or magnetic secure system from Choice Awards, 320 Pearl Street, La Crosse, WI 54601, 608-784-8088.

**Business cards:** All faculty can order personalized business cards showing your University affiliation. See the Department Office to place your order.

**Morris Hall Classrooms**

Most classes are scheduled to meet in Thomas Morris Hall (Morris Hall; TMH). Morris Hall has several classrooms located on each of the three floors in the building. Contact the DES Program Assistant regarding instructional size of your room or equipment needs and making room reservations (other than your assigned room for your class).

DES faculty and IAS have access to other technology for class or conference use. A rolling cart with approximately 20 iPad2 devices is available for check out through the School of Education Office. The Department has a cart with approximately 30 iPad3 devices and portable projectors that can be checked out when presenting at a professional conference. Contact the DES Program Assistant to reserve a projector on a first-come-first-serve basis.

**Custodial Staff**

Morris Hall is assigned two full-time custodians. One custodian primarily works during the day, and a second works primarily nights. These individuals can assist with access to classrooms and your faculty office. They will not unlock doors for students without a faculty or IAS member’s direct permission.

**Resources within Morris Hall**

**Marian D. Hammes Early Childhood Center (room 115):** The Marian D. Hammes Early Childhood Center serves students and area educators with a wide variety of instructional materials suitable for use with young children. The materials are available on a checkout basis. See an Early Childhood faculty member for more information.

**Faculty and Instructional Academic Staff (IAS) Information**

All faculty contact information can be found on the Department webpage [www.uwlax.edu/des](http://www.uwlax.edu/des).

**Department Mentorship Program**

All tenure-track faculty members are assigned faculty mentorship at the discretion of the DES Chair. Mentors are to serve in an advisory capacity to assist with general department procedures and retention, tenure, and promotion procedures. The purpose of mentorship is to get the new faculty member acquainted to the larger university community. (See the DES Mentorship Handbook for program details.)

**Faculty & IAS Workload**

**Ranked Faculty**

Workload is comprised of responsibilities in teaching, scholarship, and service. Ranked faculty are assigned a 12-credit equivalent total workload. All faculty must have Graduate Faculty Status to be assigned graduate-level instructional responsibilities. (See the “Graduate Studies” section of this handbook.)

**Instructional Academic Staff (IAS)**

Workload is comprised of responsibilities in teaching, scholarship or professional development, and service. Academic Instructional Staff (IAS) are assigned a 15-credit or less equivalent total workload. All IAS should refer to the contractual job description for specified responsibilities assigned and timeline of workload commitment. A IAS must have Graduate Faculty Status to be assigned graduate-level instructional responsibilities. (See the “Graduate Studies” section of this handbook.)
Faculty & IAS Schedule

**Standard Work Schedule:** Faculty and IAS members are to establish a standard work week schedule for reporting purposes. Faculty and IAS members’ official schedule should total 40 hours per week (pro-rated for part-time FTE) and should include all classes, office hours, other regularly scheduled obligations, and time for research or other self-directed work required by your appointment. The default schedule for all employees is Monday through Friday, 7:45am–4:30pm. With the approval of your Department Chair or supervisor, the faculty or IAS member may file an alternate schedule. A faculty or IAS member may change their official schedule whenever necessary with the approval of their Department Chair or supervisor.

**Office Hours:** Faculty and IAS need to schedule a minimum of three (3) face-to-face office hours per week and a statement that includes “and times by appointment.” If teaching in an online/blended format, additional office hours may be held online in addition to the face-to-face office hours. Faculty and IAS members should include office hours on each course syllabus. Faculty and IAS MUST post face-to-face and online hours on their office door throughout the semester. Faculty and IAS should send an electronic copy of their schedules with the Department ADA. It is important that faculty and IAS members keep your office hours as scheduled, for the benefit of students, advisees, and other faculty/IAS. If you must be away during posted office hours, faculty and IAS should let the Department ADA know so a sign can be posted on the door indicating how students may communicate with you regarding your question/situation.

Faculty & Instructional Academic Staff (IAS) Professional Dispositions (Code of Conduct)

The Department of Educational Studies has agreed to operate as Professional Learning Communities (PLC). Each PLC operates by adhering to agreed upon behavior norms for conducting departmental business. PLC members should model professional teaching dispositions. Disagreements that do arise are to be mediated using the departmental communication policy (see appendices). Teacher candidates who witness or are subject to unprofessional conduct of a faculty/staff member should also use the departmental communication policy to work through the situation. Teacher candidates may speak directly to the DES chair regarding faculty/staff unprofessional behavior when if they expect their reporting of a situation may result in an adverse effect on their grade or classroom performance by that faculty member knowing a situation has been brought forward.

Ranked Faculty & Continuous Contract IAS Expectations General Expectations

Meetings

All Department faculty and continuous contract IAS are expected to attend various committee and departmental meetings. Faculty/IAS may be excused from attendance if away from campus on Department business (i.e., teaching, conferences, trainings). Short-term IAS are required to attend committee and departmental meetings as outlined within their contractual job description. See the DES By-law document for Department membership and voting rights.

Contract

**Faculty & Continuous Contract IAS—Start/End Date (fall/spring/summer):**

Faculty contracts run for a 9-month academic year. Summer employment is optional and determined by the session in which a course is scheduled to be taught. Faculty should consult the official academic calendar for official start and end dates of their academic year contract. See the official academic year, including summer, calendar at:


Short-term IAS Expectations (considered to be “Classified” employees)

**Contract Start/End Date (fall/spring/summer):**

IAS contracts run for various lengths of time ranging from a single semester, a 9-month academic year, or a 12-month appointment. Beginning and ending dates for work during the year are specified within the contract sent to the
employee. IAS should consult the official academic calendar for official University holidays or other days in which the University is closed. See the official academic year, including summer, calendar at: http://www.uwlax.edu/provost/pvchome/acad_cal.htm.

Field Experience Expectations (for all instructors)
Ongoing data collection and analysis are an extremely important part of the Department teacher preparation program. Faculty and IAS assigned responsibilities connected with any field experience course are responsible for completing all required teacher candidate evaluation procedures as well as data entry into the School of Education Comprehensive Assessment System. This includes assessment and data entry procedures connected with teacher candidate evaluation using the appropriate Standards in Practice (SIP) document AND electronic data entry and any portfolio assessment benchmark requirements. (See http://www.uwlax.edu/soe/forms/index.html for evaluation documents and instructional modules).

Academic Advising
All fulltime faculty are assigned teacher candidate advisees. Only continuing contract IAS members with advising written into their position descriptions are assigned academic advisees. Typically, candidates are assigned to faculty/IAS once they declare their education major/minor. Advises are assigned to faculty advisors based on the subject area of the candidate’s major/minor program. Advising changes are made throughout the year; academic advisor changes do not occur during the time when active registration is open. Candidates who wish to change their major or minor during active registration are encouraged to speak to a faculty advisor who typically is assigned candidate’s new program.

Registration blocks are placed on all teacher candidate accounts just prior to registration for each semester. Candidates MUST meet with their academic advisor in the Department at least one time each semester.

Advising sheets for each developmental range program can be found at: www.uwlax.edu/des. Minor program options can also be found at that site. Advising planning sheets for minors are under construction.

Undergraduate Academic Advising
The School of Education Office employs full-time academic advisors. Their advising responsibilities generally include intake of undergraduate transfer students to the School and also first line of questions for prospective undergraduate students. All first-year, first-semester and transfer education students are advised by these School advisors until they declare their education major and minor. Second semester freshmen and transfer students are assigned to a Department faculty/IAS member for advising once they declare their education major/minor.

Teacher education teacher candidates are assigned to a Department faculty member for academic advising. Advisors create with teacher candidates a long range planner that lays out the candidate’s entire program semester by semester through graduation. ALL undergraduate candidates also receive a master advising document through the University registration system in WINGS. Both the long range planner and the WINGS advising document should be brought to each advising meeting with the faculty advisor. All changes to this long range planner must be made with the approval of their academic advisor.

Candidates are required to meet with their faculty advisor at least once each semester prior to registering for the next semester’s courses. A registration restriction (stop) is placed on candidate accounts prior to the beginning of registration to ensure that candidates meet with their academic advisors prior to registration. Registration restrictions are removed from candidate accounts by the academic advisor only after an advising meeting has taken place. Advising meetings are required each semester beginning the first semester the candidate is assigned a faculty academic advisor through the semester just prior to the student teaching semester.

A final program credit check is conducted at the time of student teaching application, two semesters prior to student teaching. This final check allows candidates two semesters to complete necessary requirements to complete their
program successfully.

**Graduate Academic Advising**

Graduate candidates receive all academic advising from their respective Program Director. At the time of admission to their graduate program, the candidate and the Program Director create a long range plan that incorporates all certification and program track requirements. Changes to the long range plan must be approved by the Program Director.

Graduate candidates are required to attend an advising session each semester before registration is allowed by their respective Program Director. A registration restriction (stop) is placed on candidate accounts prior to the beginning of registration to ensure that candidates meet with their academic advisors prior to registration. Registration restrictions are removed from candidate accounts by the academic advisor only after an advising meeting has taken place. Advising meetings are required each semester beginning the first semester the candidate is admitted to the Program through the semester just prior to the student teaching semester.

A final program credit check is conducted at the time of student teaching application, two semesters prior to student teaching. This final check allows candidates two semesters to complete necessary requirements to complete their program successfully.

**Portfolio Advising**

Faculty and IAS assigned responsibilities connected with portfolio review must also complete necessary portfolio evaluation tools AND electronic data entry. Portfolio evaluation is completed by a teacher candidate’s academic advisor unless assigned differently. (See [http://www.uwlax.edu/DES/desportfolio/](http://www.uwlax.edu/DES/desportfolio/) for portfolio process and rubrics.)

**Campus Absences**

Faculty and IAS may need to be away from campus for various reasons. Procedures for how absences are below:

**Unexpected Absence:** Faculty and IAS may have reason to suddenly be away from campus. In these situations, the faculty and/or IAS member must contact the Department Chair and DES Office staff as soon as they are aware of the potential absence via email or phone. At the time of absence, the Department Chair will request the instructional arrangements made by the faculty/IAS member for any University responsibility missed by the absence. Instructors are also encouraged to email their students as soon as possible.

**Instructional room switches** (temporary &/or permanent): Faculty and IAS may want to schedule a room change for instructional purposes throughout the semester. The Technology and Learning Room, in Murphy Library, can be scheduled for one-time or multiple uses through the SOE Office. Faculty may request a temporary or semester-long physical room change through the Department ADA. Faculty and Instructional academic Staff do NOT need to submit the electronic Campus Absence form to switch rooms.

**Field Experience/Student Teaching Supervision:** Faculty and/or IAS may have field experience supervision as part of their instructional workload, requiring them to leave campus on a regular basis to area schools. Faculty and Instructional academic Staff do NOT need to submit the electronic Campus Absence form to switch rooms.

**Off-Campus Instructional Field Trips:** Faculty and/or IAS may want to take their students into the community to experience an authentic setting. Field trips should be posted within the course syllabus timeline. Consideration must be made for those students who do not have their own transportation. Instructors may organize a University vehicle (van), charter bus from a local provider, or use public bus transportation at their own expense. Students may travel in their own vehicles to a field site. Faculty and IAS are not advised to transport students in personal vehicles. Faculty and Instructional academic Staff MUST submit the electronic Campus Absence form prior to leaving campus.

**Professional Meetings** (single/partial-day absences): Faculty and/or IAS may have professional responsibilities away from
the UW-L campus. Such meetings may include but are not limited to SOE training meetings, professional organization meetings, or other local meetings related to your work at UW-L. Faculty and Instructional academic Staff MUST submit the electronic Campus Absence form prior to leaving campus.

Professional Travel (multiple-day/overnight absences): Faculty and/or Instructional Academic Staff may need to travel for multiple days to conferences outside the La Crosse area. Such meetings may include but are not limited to SOE training meetings, professional organization meetings, or other local meetings related to your work at UW-L. Faculty and Instructional academic Staff MUST submit the electronic Campus Absence and Travel Fund Request forms prior to leaving campus. File your travel requests for the academic year by October 1.

Travel Reimbursement Requirements & Directions: Faculty who travel to conferences may request reimbursement. The amount of reimbursement may depend on whether the faculty member presents, fulfills a professional duty at the conference, or attends the conference and the amount of monetary support the Department has within its budget. Pre-approval must be received at least two weeks before travel will be considered for reimbursement. Complete the Campus Absence and Travel Approval form found in the Department Office. Faculty and IAS who travel must also complete a Travel Expense Report (TER) to receive their approved reimbursement amount. Copies of the Travel Expense Report forms can be found at: http://www.uwlax.edu/budgetandfinance/travel. Check the University travel policy for which receipts are required for travel reimbursement. Meals are paid on a per diem basis. It is recommended that all receipts be saved from travel in case required/requested from Business Services. Information about University policy on travel can be found at: http://www.uwlax.edu/budgetandfinance/travel.

Planned Absence: Faculty and IAS may have reason to be away from campus. Faculty and IAS who seek approval for a planned absence may do so by completing the Campus Absence and Travel Approval form found in the Department Office. This form will document the time of absence, responsibilities missed while away, how those responsibilities will be covered or met, and requested approval signatures. Planned absences should be posted within the course syllabus timeline.

How course content is delivered is designated by the Department and approved by the Department Chair at the outset of the semester. The decision to have a course or class period offered online or in a hybrid format is to be made by the individual faculty or IAS and the Department Chair.

Weather Cancelations of Classes: If bad weather occurs (snow storm) the University may cancel classes. University shut-downs are announced on the local radio stations (Z93) or television stations (WXOW News Channel 9 on channel 19 of Charter Cable).

Family Medical Leave: When a faculty or IAS member needs time off from work to care for themselves, a seriously ill family member, a newborn, or newly adopted child or to attend to the affairs of a family member who is called to active duty in the military, they may take Family Medical Leave. When this type of situation happens, the faculty or IAS member must notify the Department Chair and Department ADA as soon as the absence is known. Paperwork must be completed in the Human Resource Office http://www.uwlax.edu/hr/benefits/leaves/FMLA/fmla.htm. Sick leave may be required to compensate for the time away from campus.

Sick leave: Full and part-time faculty earn paid sick leave time as an unpaid benefit. Sick leave accumulates based on your fulltime status (FTE). Sick leave can be taken only after it is earned and accumulates from year to year. Sick leave taken must be reported to the Human Resource Office on the Leave Report form. Reports may be retrieved electronically through the UW- System website from the Human Resources webpage. See http://www.uwlax.edu/hr/benefits/leaves/unclassified_vacation.htm for details regarding faculty sick leave. See http://www.uwlax.edu/hr/benefits/leaves/sick_leave.htm#UNCLASSIFIED for details regarding academic staff sick leave. Questions may be addressed by phone to the Human Resources Office at 608-785-8013.

Vacation Days: Only faculty and IAS members who hold an annual (“rolling”) appointment and are participants in the Wisconsin Retirement System (WRS) are eligible for paid vacation. Faculty with an academic year (9-month) employees do not accrue paid vacation time. See http://www.uwlax.edu/hr/benefits/leaves/unclassified_vacation.htm for details for
unclassified (faculty) employees. See [http://www.uwlax.edu/hr/benefits/leaves/classified_vacation.htm](http://www.uwlax.edu/hr/benefits/leaves/classified_vacation.htm) for details for unclassified (IAS, NIAS, ADA, USA) employees. Questions may be addressed by phone to the Human Resources Office at 608-785-8013.

**Service Responsibility Expectations**

**Department Meetings:** All eligible voting members (Faculty and IAS) of the Department are expected to attend scheduled Department meetings. (See the Department by-laws for voting membership). Decisions vital to the Department’s operation and curriculum occur during these meetings. (See DES Meeting Template for standing information covered during meetings.)

**Department Committees:** The Department has standing committees as listed in the Department by-laws. Full-time faculty and continuous contract IAS (depending on their contract position description) typically comprise committee membership. Some committees have specific membership requirements. See the Department By-laws for specific membership eligibility and committee duties.

**Faculty Senate Committees:** Each year, the Faculty Senate electronically sends out a form to all faculty members on campus giving them the opportunity to select a committee(s) on which they would like to serve. By the end of the spring semester, the Faculty Senate posts the committee appointments. The Faculty Senate webpage contains all committee minutes, bylaws, and committee duty descriptions. Serving on Faculty Senate Committees is important for your retention and promotion. See [http://www.uwlax.edu/facultysenate/](http://www.uwlax.edu/facultysenate/) for more information.

**Search & Screen Committees:** When approved by the administration, the Department Ranked faculty comprise formal Search & Screen Committees to fill vacant faculty position lines. The Department follows hiring procedures prescribed by the University’s Office of Human Resources (HR) in conjunction with AAOD, UW System regulations, and Wisconsin regulations. (See the Appendices for a copy of these procedures.)

**Ranked Faculty:** The Department follows an approved set of search procedures approved for ranked faculty. See DES By-laws for [Search and Screen Procedures](http://www.uwlax.edu/hr/benefits/leaves/classified_vacation.htm) in the Appendices. UW-L tenure track faculty recruitment and hiring policy and procedures can be found at [http://www.uwlax.edu/hr/employment/PeopleAdmin.htm](http://www.uwlax.edu/hr/employment/PeopleAdmin.htm). Additionally, UWL’s spousal/partner hiring policy can be found at: [http://www.uwlax.edu/hr/current/ Unclassified/Spouse-HirePOL.pdf](http://www.uwlax.edu/hr/current/Unclassified/Spouse-HirePOL.pdf).

**Instructional Academic Staff (IAS):** The Department follows search and screen procedures approved and prescribed by HR which can be found at [http://www.uwlax.edu/hr/fac_recruit.html](http://www.uwlax.edu/hr/fac_recruit.html). Hiring policy and procedures are found at [http://www.uwlax.edu/hr/employment/PeopleAdmin.htm](http://www.uwlax.edu/hr/employment/PeopleAdmin.htm) When necessary, a Contingency Work Force Pool of IAS candidates is consulted for semester-by-semester hire. See [Contingency Work Force Pool Search and Screen Procedures](http://www.uwlax.edu/hr/fac_recruit.html) for Department procedures and [http://www.uwlax.edu/hr/Instr.acst.POOL_search.htm](http://www.uwlax.edu/hr/Instr.acst.POOL_search.htm) for University Pool search and screen procedures.

**Program Directors & Coordinators**

Program Directors and coordinators are appointed by the Department Chair. Program Directors and coordinators receive reassigned time for completion of administrative duties directly related to a program.

**Program Directors & Coordinators:**

- Early childhood-Middle childhood (EC-MC)
- Middle childhood – Early-Adolescence (MC-EA)
- Early Childhood-Adolescence (EC-A)
- Special Education Program
- EFN 205 Coordinator
Program Director Responsibilities
- Promotes Professional Education Programs on campus and in the community
- Conducts regular programmatic evaluations and prepares final reports for the SOE
- Establishes a schedule of program meetings and presides at same.
- Makes formal recommendations to the Department Chair regarding changes in programs
- Makes recommendation to the Department Chair regarding faculty teaching assignments and other workload responsibilities as determined by programmatic needs and as governed by Department by-laws
- Serves on the School of Education Leadership (SOEL) Team and provides overall guidance for all School of Education activities
- Initiates discussion of curricular issues; receiving and responding to programmatic needs and concerns
- Leads programmatic initiatives in consultation with faculty and the Chair
- Monitors programs to ensure that all programs are aligned with conceptual framework and state and national standards
- Leads data collection efforts

Graduate Program Director Responsibilities: In addition to the responsibilities listed above, Program Directors for graduate programs also:
- Reviews candidate admission materials and determines admission status
- Coordinates candidate capstone completion
- Initiates program referral of a teacher candidate to the Teacher Candidate Progress Review Committee
- Reviews candidate admission materials and determines admission status
- Coordinates candidate capstone completion

EFN 205 Coordinator Responsibilities
- Promotes General Education Program courses
- Conducts regular course/programmatic evaluations and prepares final reports for the Department &/or SOE
- Conducts regular meetings of instructional staff responsible to coordinate course content delivery
- Creates and conducts University general education assessment requirements
- Coordinates general education assessments with Departmental assessments
- Works with Department Chair to schedule course section offerings

Graduate Studies
Graduate Faculty Status
Faculty and Instructional Academic Staff must have Graduate Faculty Status in order to teach graduate level courses (500, 600, or 700 level courses) as well as participate on or serve as chair of Master’s level capstone projects. See [http://www.uwlax.edu/graduate/documents/Graduate%20Faculty%20Policy.doc](http://www.uwlax.edu/graduate/documents/Graduate%20Faculty%20Policy.doc) (June-2008) for University Graduate Faculty category descriptions and [http://www.uwlax.edu/graduate/faculty.htm](http://www.uwlax.edu/graduate/faculty.htm) and click appropriate link for UW-L Graduate Faculty Status criteria see.

General Course Preparation

Syllabus construction: All sections of courses MUST have a syllabus. Generally there is a syllabus on file from previous semesters that you may use as a guide. (See appendices for DES Syllabus Template for desired headings and required language.)

Class Scheduling—holidays, special days

Each semester is 14 weeks in length with a 15th period for a final examination. Courses meet 55 minutes for each credit
assigned. Therefore, a 1-credit course meets for one 55-minute period each week; a 2-credit course meets for 110 minutes each week; and a 3-credit course meets for 165 minutes each week. Courses may meet one time each week or multiple days each week. Check the searchable timetable (http://www.uwlax.edu/records/timetable/) to see the number of credits and the day(s) of the week you are expected to meet with students. When creating your syllabus, be sure to check for any holidays that may fall during your class session. You can link to the academic calendar at http://www.uwlax.edu/provost/pvchome/acad_cal.htm. Academic calendars depending on the year, may change days of the week, for example some calendars may change depending on the academic calendars:

1) Fall semester: (be sure to check the current calendar on the Provost’s Office webpage (www.uwlax.edu/provost).

2) Spring semester: the spring break is always schedule for the Week including March 17 or St. Patrick’s Day.

**Depending on the academic year, other day changes may occur. See the current academic calendar on the Provost’s Office webpage (www.uwlax.edu/provost).**

3) Final Examinations: Final examinations do NOT follow the regular course schedule times. You can access the final examination schedule on the Records and Registration Office webpage (www.uwlax.edu/records).

**Teaching Evaluations**

All instructors MUST distribute the Student Evaluation of Instructors (SEI) assessment tool. This is an electronic questionnaire used by all University faculty. The DES Program Assistant prepares the SEI surveys for each section of class scheduled in the department. Classes with less than five students enrolled will not be evaluated to ensure student anonymity. Faculty may reserve class time and/or computer labs/iPads for students to complete the SEI questionnaire, but Faculty **cannot** be present when students complete their evaluations and cannot SEI scores are used within the retention process to make recommendations regarding retention/re-hire. (See Appendices for a copy of the SEI Evaluation Form).

All instructors are highly encouraged to complete informal student evaluations in addition to the formal SEI evaluation required by the Department. Informal evaluations of your teaching may be done at any time during the semester. A midterm and final semester evaluation may be helpful for faculty new to teaching in higher education or in a newly prepared course being taught for the first time. Two easy ways to informally evaluate how a course is going would be to ask students to write their thoughts to the following:

<table>
<thead>
<tr>
<th>2-Question Evaluation</th>
<th>3-Question Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions:</td>
<td>Directions:</td>
</tr>
<tr>
<td>1) Give students a piece of paper and have them put the following headings into a “T” table [“Yahs” or “Keepers”] and [“Nos” or “Deleters”]</td>
<td>1) provide students with the following 3 questions and ask them to respond briefly to each.</td>
</tr>
<tr>
<td>2) Have students write 1-2 things that are working well and should be kept in the course</td>
<td>2) Questions are:</td>
</tr>
<tr>
<td>3) Have students write 1-2 things that are not working well for the course and a suggestion for remedying the situation</td>
<td>1. What is working for you in the class?</td>
</tr>
<tr>
<td></td>
<td>2. What is not working for you in the class?</td>
</tr>
<tr>
<td></td>
<td>3. What suggestions/recommendations do you have for making the course better?</td>
</tr>
</tbody>
</table>

It is recommended that data from informal evaluations be collected anonymously. It is very important when conducting such a survey during the semester that data be shared with the class along with a possible plan for change or reasoning for keeping the course as implemented. See respective Program Director or DES Chair for other informal student evaluation ideas and samples.
Online Course Preparation

The Department Chair in collaboration with Department faculty designates the format of course delivery. Courses may be offered in a traditional face-to-face, blended, flipped, or online delivery models. (Approved by Faculty Senate on April 15, 2010). Changes to all course delivery models must be approved by the Department Chair at the outset of the semester or as soon as an absence is known. Faculty and IAS cannot decide on an individual basis that a course or individual course sessions can/will be delivered in an online/blended/flipped fashion to compensate for an absence.

Facilitating an online/blended/flipped course requires the instructor to provide encouragement, guidance, and feedback to students. It is important for online instructors to model expected behavior for their students. For example, if a faculty or IAS member requires their students to have substantive discussion posts, use correct grammar and spelling, practice netiquette, properly cite sources, and use appropriate language and tone, then the faculty or IAS member should do all of these in his/her posts. In addition, if a faculty or IAS member requires their students to add substantial contributions to discussions on 4 of 7 days of the week, then the faculty or IAS member should be engaged in the course discussions at least that many days. A major benefit of online/blended/flipped learning is the ability of students and instructors to participate from any location, as long as they have a computer and Internet access. Instructors who will not have regular access to an Internet connection during their contracted course period should not teach online during that time. Unexpected emergencies that interrupt the course and the instructor’s ability to facilitate the course should be communicated to the Department Chair as soon as possible to determine appropriate action.

Active learning is important in the online/blended/flipped classroom. Students should engage actively with the content in order to meet the course objectives. While some activities from face-to-face courses may translate appropriately into the online/blended/flipped classroom, it is important to consider the relevance, appropriateness, and purpose of the activity in the online/blended/flipped classroom. Just because the instructor cannot make a face-to-face meeting does not mean a class can be covered using an online/blended/flipped format. Activities in the online/blended/blended classroom should meet course and module/unit objectives and accomplish the following:

- Present students with essential information, materials, and resources
  Examples: lectures, articles, links to library resources or articles, textbook readings, audio files, videos

- Incorporate appropriate and accessible technology
  Examples: screen captures, tutorials, PDFs, PowerPoint presentations with voiceover and specific notes, videos with captioning or corresponding articles

- Engage in collaborative techniques that encourage student-to-student and instructor-to-student interaction
  Examples: discussion, chat, group work, debates

- Apply material to real situations
  Examples: case studies, virtual field trips, experiments

- Offer an opportunity for students to practice what they have learned
  Examples: homework with practice assignments, self-reflection journal

- Include an assessment tool to measure the extent to which objectives were met through assigned activities
  Examples: quiz, test, project, portfolio, case study

Curriculum Development (LX form creation)

Any faculty member may propose a new course or changes to an existing course. Typically an idea for curriculum development and/or changes is presented to the Department faculty for consensual support. General steps are as follows:

1. Consult with members of the program(s) affected by the change to create a new curricular plan

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2. Collect data or examine current program evaluation data to show need for change
3. Retain support letters from other departments potentially affected by change (change in requirements and/or duplication of course content)
4. Complete the appropriate LX form(s) necessary for the curricular change
   a. LX-137: quick form to document course title, prerequisite, and number changes as well as course deletions
   b. LX-138C: needed for individual course creation and/or changes
   c. LX-138 P: needed to reflect program requirement or elective changes
   d. LX-139: needed for new course proposals; contains course objectives, outlines, and learning outcomes
5. Department Chair or designated Program Director represents LX form(s) at the Department Program Curriculum & Assessment Committee for faculty approval
6. Department Chair signs the approved LX form(s) and forwards them to the School of Education Office for approval
7. Department Chair or designated Program Director represents LX form(s) at the University levels curriculum committees appropriate for the proposal (Undergraduate Curriculum Committee (UCC) or Graduate Curriculum Committee (GCC) for University approval. (Curriculum changes not requiring DPI approval must have University curriculum committee approval BEFORE they can be implemented. In cases where DPI approval is required, both University and DPI approval is required before changes can be implemented.)

Department of Public Instruction (DPI) approval for major changes to teacher licensing programs may be necessary. Speak with the Department Chair at the beginning (thought process) stage of perceived curricular change ideas.

LX forms are available and submitted electronically. You must have Adobe Professional software loaded on your computer to create, save, and submit LX forms. See the Office of Records and Registration website (http://www.uwlax.edu/records/) for electronic LX forms template.

Registration & Grading Procedure Information

WINGS System
The WINGS system is the electronic software system that manages all student information and instructor course information for the University. Instructors can retrieve individual student and classlist information through the WINGS System. For WINGS assistance see the WINGS Faculty Center Guide www.uwlax.edu/wings/help/fac_staff.htm.

Registration Forms
 Overrides: All course override are given electronically by individual course instructors and/or the Department Chair. The Department Chair will consult with the instructor whenever possible before overriding a student into the course. Students may ask instructors for overrides into classes. This generally happens for one of two reasons:
   1) class is full to its designated capacity (generally 20 undergraduate students, 10 graduate students) or
   2) the student does not meet the prerequisites set for the course.

Instructors have the final say on whether students are signed into a course section, especially when the course is full. It is NOT recommended to override a student into a course without having the appropriate prerequisites met. Overrides are given electronically through the WINGS System.

Add-drop forms: Add-Drop Forms are used after the first week of classes when a student wants to drop a class and pick up another. This form is rarely used as most registration is now done by students electronically on the WINGS system. Add-Drop forms can be obtained from the DES Program Assistant.
**Grading Procedures**

All grade submissions are submitted electronically through the WINGS system. Grade screens are opened toward the end of each semester and closed promptly at the close of the semester. Generally an email is sent to all instructors specifying the time window in which grades can be entered. If you do not enter grades within the time window allowed, you will need to file a Change of Grade Form for EACH student. Final grade possibilities (A, AB, B, BC, C, D, F, and I) are listed for you to click on the grade desired. A student receiving an incomplete (I) grade must also have an Incomplete Grade Form turned in to the DES Program Assistant at the time of grade submission.

**Incomplete Grade Forms:** Candidates may request an incomplete grade. These are to be granted only for candidates that have a true need for extending the time for completing their course responsibilities. Appropriate situations may include a death in the family, major medical issue, or other issue out of the student’s control. When submitting grades for the semester, record a grade of “I” for the student and complete the Incomplete Grade form, documenting a list of assignments to be completed and a completion date. Instructors must be submitted the completed form to the DES Program Assistant when filing grades for the semester. Forms can be obtained from the DES Program Assistant. It is the responsibility of the instructor to monitor the completion of the INC grade AND change the grade, using the Change of Grade form, once the incomplete material is turned in and graded.

**Change of Grade Forms:** Change of Grade Forms will need to be used in two situations. The first is after a candidate has completed course requirements following the submission of a final grade of “I” (incomplete grade). The second situation is after the electronic grading window has closed. If an instructor has missed the electronic grading window, all unassigned candidate grades are automatically recorded as a grade of “F”. An instructor has the authority to change a final grade that they submitted or that was automatically recorded. Change of Grade Forms can be obtained from the DES Program Assistant. Completed Change of Grade forms are returned the DES Program Assistant for DES Chair and SOE Director signatures.
PART III: Faculty & IAS Evaluation Information & Procedures

Digital Measures
Digital Measures is an electronic portfolio software system for all ranked faculty and academic staff employed at UW-L, used to house employment data regarding their teaching, scholarship and service. All faculty and academic staff are required at least annually to upload new data into their Digital Measures portfolio. Ranked faculty and academic staff can run various reports (retention, promotion, annual, merit, and curriculum vita) for the purposes required by Department, College, and University reviews. Access the Digital Measures system by logging in with your University username and password at:

Merit Evaluation
All faculty and IAS are potentially eligible for annual merit reviews. Merit reviews are conducted by the DES PRT Committee. See the DES By-laws for merit review processes and criteria. See DES By-laws for the Merit Rubric.

Department Chair Evaluation
The evaluation of the Department Chair is a survey conducted by the PRT Committee. The survey results are submitted to the Chairperson. See the DES By-laws for the Department Chair evaluation tool.

Ranked Faculty Evaluation
Promotion, Retention, Tenure (Tenured & Tenure-track Ranked Faculty)

Retention: All tenure-track faculty must be reviewed each year of employment. See the DES By-laws for procedures and criteria for retention reviews.

Promotion: Tenure-track faculty have three ranks, Assistant, Associate, and Full professor. Faculty who are eligible for promotion may consider going up for a promotion review. See http://www.uwlax.edu/facultysenate/bylaws.html for promotion requirements set out by the Faculty Senate.

Post-Tenure Review: All tenured faculty must participate on post-tenure review once every five years. See the DES By-laws for post-tenure review procedures and criteria.

Academic Staff (IAS & NIAS) Review
Instructional and Non-Instructional Academic Staff (IAS; NIAS) are reviewed annually by the Department Chair or appropriate supervisor. IAS and NIAS review and retention is based on their specific job description. IAS and NIAS have career progression ranks. Academic staff eligible for career progression may be considered for an increase in career progression rank. Procedures and criteria for career progression can be found at:
http://www.uwlax.edu/FacultySenate/committees/ias/pages/CareerProgression.html.

Academic Department Associate (ADA)
ADA classified staff are reviewed annually by the Department Chair or appropriate supervisor annually. Supervisors are expected to meet with their employees to discuss department/unit goals, employee career goals and supervisory position expectations. Information is documented on the IDP checklist and form and a copy of the completed IDP is placed in the employee’s personnel file. Information about the IDP process including timelines and sample forms can be found at: http://www.uwlax.edu/hr/current/idp/idp.htm.

University Services Associate (USA)
ADA classified staff are reviewed annually by the Department Chair or appropriate supervisor annually. Supervisors are expected to meet with their employees to discuss department/unit goals, employee career goals and supervisory position expectations. Information is documented on the IDP checklist and form and a copy of the completed IDP is placed in the employee’s personnel file. Information about the IDP process including timelines and sample forms can be found at: http://www.uwlax.edu/hr/current/idp/idp.htm.
PART IV: Degrees, Programs, Curricula Information

DES Programs Overview:  (www.uwlax.edu/des)

The Department of Educational Studies (DES) prepares teacher education candidates to teach PK-12 students at the Early Childhood-Middle Childhood, Middle Childhood-Early Adolescence, and Early Childhood-Adolescence developmental ranges. The certification course sequences are made up of general education, major program, and minor program requirements. Links below connect with required courses for each program level. Links below show course work lists contained in the Appendices of this handbook.

- Early Childhood-Elementary Education Program—provides requirements for the Early Childhood-Middle Childhood teacher certification
- Elementary-Middle Level Education Program)—provides requirements for the Middle Childhood-Early Adolescence teacher certification. Candidates must choose a certifiable minor to accompany their elementary education major (See www.uwlax.edu/des for a listing of certifiable minors.
- Early Childhood-Adolescence (EC-A) Program— provides requirements for the Early Childhood-Adolescence teacher certification in Art Education, Modern Language Education, or Music Education. Candidates must complete a modern language, art or music major and adjoining minors to accompany their additional education minor (See http://www.uwlax.edu/des/documents/EA-AoEC-A%20Advising%20Sheet.pdf for a listing of education minor courses.)
  - Special Education (SPE) Program— provides requirements for the Cross-Categorical Special Education teacher certification at the MC-EA or EA-A developmental ranges. Candidates must have major in MC-EA, EA-A, or EC-A in order to apply for admission. Can make concurrent admission application to their major program and SPE Program. (See http://www.uwlax.edu/des for course information.

All candidates must be admitted to a DES teacher education program within the School of Education (SOE). Links below provide information regarding each level of admission.

- Undergraduate Teacher Education Candidate Admission Requirements (http://www.uwlax.edu/des/des)
- Graduate Teacher Education Candidate Admission Requirements
  - Reading Program—applications currently on hold
  - Special Education Program applications are currently on hold

Developmental Ranges for Licensure

1. Early Childhood-Middle Childhood (ages Birth-11 years)
2. Middle Childhood-Early Adolescence (ages 6-13 years)
3. Early Childhood-Adolescence (ages Birth-21 years)

Licensure Recommendation

Only Wisconsin Department of Public Instruction (DPI) can award a teaching license. See the DPI License Codes for a listing of Wisconsin teaching license codes.

- Early Childhood-Middle Childhood licensure
  Early Childhood education candidates earn UW-L recommendation for teaching students from birth through approximately age 11.

- Middle Childhood-Early Adolescence licensure
  a. Elementary Education: Regular education candidates earn UW-L recommendation for a general classroom teaching license, approximately ages 6-13.

  b. Cross-Categorical Special Education licensure: SPE candidates earn UW-L recommendation for a
Cross-Categorical Special Education (#801) licensure. Only the DPI can award a teaching license.

**Early Adolescence-Adolescence licensure**

a. Cross-Categorical Special Education licensure: SPE candidates earn UW-L recommendation for a Cross-Categorical Special Education (#801) licensure. Only the DPI can award a teaching license.

**Early Childhood-Adolescence licensure**

a. K-12 Education: Candidates completing a modern language, art, or music education program earn Wisconsin teaching licensure corresponding to their content major. The recommendation is made for approximate birth through 21 years.

b. Cross-Categorical Special Education licensure: SPE candidates earn UW-L recommendation for a Cross-Categorical Special Education (#801) licensure at the EA-A developmental range. Only the DPI can award a teaching license.

All certification courses must be completed prior to student teaching. Candidates are also responsible for passing both Praxis examinations [Basic Skills Test requirement and designated Praxis II Middle School Content Test] (See Praxis II Licensure-Test Number chart in the Appendices) and completing an electronic portfolio.

**Undergraduate Degrees, Programs, and Curricula**

The Department houses undergraduate programs related to teacher education.

**Bachelor of Science in Education (BSE) Degree:**

**Programs & Developmental Ranges:** Undergraduate candidates in the Department earn a Baccalaureate of Science in Education degree. They may select from developmental range teaching licensure options, including Early Childhood-Middle Childhood (EC-MC), Middle Childhood-Early Adolescence (MC-EA), or Early Childhood-Adolescence (EC-A) developmental ranges. For a listing of recommended general education and professional education courses, click the appropriate link on the Department homepage ([www.uwlax.edu/des](http://www.uwlax.edu/des)).

**Certifiable minors:** All MC-EA, and EC-A candidates must have a certifiable minor to accompany their major. Certifiable minors vary depending on the major. See Teacher Education—Certifiable Majors and Minors in the Appendices for a listing of acceptable certifiable minors.

**Field Experiences:** All teacher candidates complete at least two field experiences within their major during their teacher education program and an 18-week student teaching experience for each teaching licensure (developmental range) recommendation. Candidates are evaluated two times during each field experience using the Standards in Practice (SIP) document. The SIP document is specific to each field experience and is a progression of candidate development from the beginning through the end of the teacher education program. SIP forms can be found on the Field Experience Office webpage along with modules that provide a background and how to use the forms ([http://www.uwlax.edu/soe/field/](http://www.uwlax.edu/soe/field/)).

**Praxis Examinations:** All teacher education candidates must pass two standardized examinations. The first examination is the Basic Skills Test requirement. This requirement can be fulfilled by passing the Pre-Professional Skills Test (PPST), ACT, SAT, or GRE tests. Passing composite and subtest scores are required within the last five (5) years prior to admission to the teacher education program for ACT, SAT, and GRE are required. Passing scores from PPST are not time sensitive. Candidates must provide official passing scores to UW-L prior to admission to a teacher education program.

The second examination is the Praxis II test. Candidates must provide official passing scores to UW-L prior to their student teaching semester. Candidates are not allowed to student teach without passing the Praxis II examination(s)
related to their developmental range and licensure program. See the Praxis II Test License Chart in the Appendices for a listing of licenses and the corresponding Praxis II tests.

**Foundations of Reading Test (FoRT):** All teacher education candidates earning a license in EC-MC, MC-EA, and special education must pass the Wisconsin Foundations of Reading Test. Candidates are not allowed to student teach without passing the Wisconsin Foundations of Reading Test. See the Academic Requirements Report in WINGS for passing scores.

**Portfolio:** All candidates must complete an electronic evaluation portfolio by successfully completing two portfolio assessment benchmarks (Pre-Student Teaching and Post-Student Teaching). Current portfolio benchmark assessments are designed to show growth and development of teacher education candidates in the Wisconsin Teacher Educator Standards (WTES) (See [http://uwlasd.edu/des/desporfolio/2_KSD_Standards.pdf](http://uwlasd.edu/des/desporfolio/2_KSD_Standards.pdf)). Information regarding the portfolio can be found at the Department website ([www.uwlasd.edu/des/desporfolio](http://uwlasd.edu/des/desporfolio)).

**Pre-Student Teaching Portfolio:** Teacher education candidates complete the pre-student teaching electronic portfolio requirement during the second of two field experiences for their major course of study. Field II instructors evaluate the reflective narrative(s) at the assessment benchmark based on the SOE Portfolio Rubric. Candidates also complete the post-student teaching portfolio requirements during their student teaching semester(s). Candidates show attainment and growth in the WTES standards through the completion of reflective narratives connected to artifacts completed within coursework. See [www.uwlasd.edu/des/desporfolio](http://uwlasd.edu/des/desporfolio) for reflective statement formats and evaluation rubrics.

**Student Teaching Portfolio Benchmark:** Candidates show growth and development in all ten WTES standards during the student teaching semester using a single reflective narrative focused on a unit of study created and taught within the student teaching semester. Student teaching seminar instructors evaluate the reflective statement based on the SOE Portfolio rubric. See [www.uwlasd.edu/des/desporfolio](http://uwlasd.edu/des/desporfolio) for reflective statement formats and evaluation rubrics.

**Graduate Degrees, Programs, and Curricula**

**Graduate Programs Overview—**all graduate programs are currently on hold

Graduate candidates may earn a Master of Education-Professional Development (ME-PD) degree or a Master of Science in Education (MSE) degree. Candidates holding a valid Wisconsin Teaching license or provide evidence of eligibility may choose to earn ‘add-on’ teacher certification with or without a Master’s degree or may choose to earn a Master’s degree without any teaching license. See program descriptions below for degree and licensing options.

**Degrees, Programs, & Curricula**

Graduate candidates in the Department earn either a Master of Professional Development or Master of Science in Education degree. They may select from three graduate programs housed within the Department.

**Master of Education-Professional Development (ME-PD) Degree**

*Initial Certification Program:* The Initial Certification option is a graduate program that prepares graduate candidates for initial teacher certification. Graduates may earn all of the same initial licenses offered at the undergraduate level. See the above description of undergraduate Programs & Developmental Ranges.

**Master of Science-Education (MSE) Degree**

*Reading Program:* The Reading Program prepares practicing teacher education candidates for the Reading Teacher and Reading Specialist licenses through DPI. Candidates must have at least three (3) years of teaching experience in order to be admitted to the program. Candidates may earn the Reading Teacher license without completing the Master’s degree requirements. Candidates completing the Reading Specialist license must also complete the University’s requirements for the Master’s degree.

*Special Education (SPE) Program:* The Special Education Program prepares teacher education candidates at the undergraduate and graduate levels to teach PK-12 students who are identified as needing special
education services. This is a Cross-Categorical Special Education certification. Teacher candidates choose and create an emphasis within the field of Cognitive Disabilities, Emotional Behavior Disorders or Specific Learning Disabilities. (See http://www.uwlax.edu/des/specialed for more program information.)

**Graduate Program tracks**

ME-PD and SPE candidates can earn licensure and/or a master’s degree in one of four program tracks.

1. graduate initial certification w/ Master’s degree (ME-PD initial cert/SPE initial cert)
2. graduate add-on certification w/ Master’s degree (RDG & SPE)
3. graduate add-on certification w/o Master’s degree (RDG & SPE)

Graduate candidates complete certification requirements in either an ‘initial’ certification with Master’s degree or ‘add-on’ certification with Master’s degree optional program track at the same developmental range options as undergraduate candidates. Check with individual Program Directors for clarification of program options.
PART V: Student Information & Procedures

Teacher Education Paper Format

All professional writing should follow the current APA (American Psychological Association) formatting. There are copies in the reference collection at Murphy Library. This format is used throughout the education field and is most widely used in published professional journals.

Academic Advising

All fulltime faculty are assigned teacher candidate advisees. Only continuing contract IAS members with advising written into their position descriptions are assigned academic advisees. Candidates are assigned to faculty/IAS once they declare their education major/minor. Advisees are assigned to faculty advisors based on the subject area of the candidate’s major/minor program. Advising changes are made throughout the year: academic advisor changes do not occur during the time when active registration is open. Candidates who wish to change their major or minor during active registration are encouraged to speak to a faculty advisor who typically is assigned candidate’s new program.

Registration blocks are placed on all teacher candidate accounts just prior to registration for each semester. All teacher candidates MUST meet with their academic advisor in the Department at least one time each semester.

Advising sheets for each developmental range program can be found at: www.uwalx.edu/des. Minor program options can also be found at that site. Advising planning sheets for minors are under construction.

Undergraduate Academic Advising

The School of Education Office employs full-time academic advisors. Their advising responsibilities generally include intake of undergraduate transfer students to the School and also first line of questions for prospective undergraduate students. All first-year, first-semester and transfer education students are advised by these School advisors until they declare their education major and minor. Second semester freshmen and transfer students are assigned to a Department faculty/IAS member for advising once they declare their education major/minor.

Teacher education teacher candidates are assigned to a Department faculty member for academic advising. Advisors create with teacher candidates a long range planner that lays out the candidate’s entire program semester by semester through graduation. ALL undergraduate candidates also receive a master advising document through the University registration system in WINGS. Both the long range planner and the WINGS advising document should be brought to each advising meeting with the faculty advisor. All changes to this long range planner must be made with the approval of their academic advisor.

Candidates are required to meet with their faculty advisor at least once each semester prior to registering for the next semester’s courses. A registration restriction (stop) is placed on candidate accounts prior to the beginning of registration to ensure that candidates meet with their academic advisors prior to registration. Registration restrictions are removed from candidate accounts by the academic advisor only after an advising meeting has taken place. Advising meetings are required each semester beginning the first semester the candidate is assigned a faculty academic advisor through the semester just prior to the student teaching semester.

A final program credit check is conducted at the time of student teaching application, two semesters prior to student teaching. This final check allows candidates two semesters to complete necessary requirements to complete their program successfully.

Graduate Academic Advising

Graduate candidates receive all academic advising from their respective Program Director. At the time of admission to their graduate Program, the candidate and the Program Director create a long range plan that incorporates
all certification and program track requirements. Changes to the long range plan must be approved by the Program Director.

Graduate candidates are required to attend an advising session each semester before registration is allowed by their respective Program Director. A registration restriction (stop) is placed on candidate accounts prior to the beginning of registration to ensure that candidates meet with their academic advisors prior to registration. Registration restrictions are removed from candidate accounts by the academic advisor only after an advising meeting has taken place. Advising meetings are required each semester beginning the first semester the candidate is admitted to the Program through the semester just prior to the student teaching semester.

A final program credit check is conducted at the time of student teaching application, two semesters prior to student teaching. This final check allows candidates two semesters to complete necessary requirements to complete their program successfully.

**Portfolio Advising**

Faculty and continuous contract Instructional Academic Staff assigned responsibilities connected with portfolio review must also complete necessary portfolio evaluation tools AND electronic data entry. Portfolio evaluation is completed by a teacher candidate’s academic advisor unless assigned differently. (See http://www.uwlax.edu/des/desportfolio/ for portfolio process and rubrics.)

**Student Organizations**

Various education-related student organizations exist within the Department. Each student organization must have a faculty advisor and meet the requirements for being a student organization on campus. Students select and request the faculty advisor for their organization. Although a faculty advisor is assigned to a student organization, a student organization is only GUIDED by the faculty member. This means the students are responsible for running the organization and making all decisions on how the organization operates and runs on a daily basis. A faculty member may make recommendations regarding how to maintain efficient operations, how to act with professional ethics in conducting business, what procedures and approvals are required, and what possible resources exist on and off-campus. The faculty advisor must be present at all student organization functions including meetings, events on campus and events held off-campus. See http://www.uwlax.edu/uc/SOResources/index.htm for more information.

**Kappa Delta Pi** (http://www.uwlax.edu/kappadeltapi/): The Beta Tau Chapter of Kappa Delta Pi at the University of Wisconsin-La Crosse was founded in 1930. Providing professional development services, opportunities for personal enrichment and scholarships, this organization enhances students' educational experience at the University of Wisconsin-La Crosse and also provides fundamental assets that will assist one for the rest of their career in Education. Membership to the International Honor Society Kappa Delta Pi is by invitation only.

**Leadership in Action:** The Leadership in Action student organization has been integral to the School of Education. Students (in groups of 5-6) develop short (2 min) skits, refine, and then present them to varied audiences in schools, churches, social agencies, UW-L classes, etc. The skits' spontaneous nature and reality brings a fresh feeling to Leadership in Action's interactive performances each year.

**Student Council for Exceptional Children (SCEC)** (http://www.uwlax.edu/scec/): The Student Council for Exceptional Children (SCEC) is a student organization that focuses on Special Education. We focus on disabilities in educational settings. We also participate in community outreach projects to educate K-12 students about disabilities. Opportunities to attend state and national conferences are also available.

**Student Wisconsin Education Association (Student WEA)** (http://www.uwlax.edu/StudentWEA): Student WEA (Student Wisconsin Education Association) is an organization consisting of college students pursuing careers in education. Student WEA provides opportunities to meet other education majors and current educators, get involved in the
community, learn about current issues in the field of education and develop important skills such as leadership.

**Candidate Retention Policy and Procedures**

Department of Educational Studies (DES) faculty have developed standards for performance in the special education program, including traditional courses and field experiences. Clear performance criteria are designed to help each candidate attain these standards. Careful selection during the admission process and well-structured training in the program makes it possible for most candidates to complete the program. High standards also mean that some candidates may not attain these standards. Candidates need to be aware that the prime ethical responsibility of faculty is to PK-12 students, their parents, and teachers. In addition to specific standards in classes, faculty use professional standards and ethics when making decisions about retaining candidates. While faculty will make reasonable efforts to help each candidate reach acceptable standards, the candidate is ultimately responsible for his/her performance.

The DES faculty recognizes that there are significant transitions and stressors throughout the time candidates are enrolled in a DES teacher education program. Some candidates may need special assistance during this time. Even though the Department’s responsibility is to facilitate candidate growth and development, it will also attempt to minimize unnecessary stress. Candidates in need of professional services are referred to the University Counseling Center or other appropriate resources to assist the candidate in dealing with individual stressors. It is the responsibility of the candidate to obtain needed assistance that will help them function appropriately within their teacher education program. Use of the EagleAlert System in the WINGS advising screens may be used for all professional behavior concerns.

Teacher education candidates must maintain the following behavioral performance to avoid dismissal from their teacher education program. Candidates may be dismissed from the program when the candidate does not address, acknowledge, or understand the problem when it is identified; the problem is not merely an academic skill deficit; the quality of services delivered by the candidate is sufficiently negatively affected; a disproportionate amount of attention by faculty is required; the candidate’s behavior does not change as a function of feedback; or the problematic behavior has the potential for legal or ethical ramifications if not addressed. Candidate expectations and requirements that may also be grounds for dismissal or remediation include the following:

1) Candidates are expected to demonstrate a positive attitude and behave professionally in all environments (university classes, conferences, field experiences) when interacting with faculty, university supervisors, cooperating teachers, school staff, and peers.
2) Candidates are required to follow the New InTASC standards or subject area professional standards (i.e., Council for Exceptional Children (CEC) Professional Standards ethical principles or the International Reading Association (IRA) ethical principles).
3) Candidates are expected to accept and respond to supervision and feedback/suggestions provided them by faculty and university supervisors.
4) Candidates are expected to control personal stress and/or excessive emotional reactions that interfere with professional functioning and professional relationships.
5) Candidates are expected to behave professionally in University classes that are held on or off the University grounds. Professional behavior includes attendance, punctuality, active and meaningful participation, appropriate attending during instruction, being prepared for class, displaying respect for instructors and peers, completing assignments in a timely manner, using professional language, and wearing appropriate dress (clean and non-provocative clothing that does not draw undue attention of students, faculty, and/or school professionals).

**Student Disciplinary Procedures:**

UW-L upholds the following Student Honor Code:

“We, the students of UW-La Crosse, believe that academic honesty and integrity are fundamental to the mission of higher education. We, as students, are responsible for the honest completion and
representation of our work and respect for others’ academic endeavors. We, as students and responsible citizens of the city of La Crosse, will aim to uphold the integrity of the University throughout the La Crosse community. It is our individual responsibility as students to uphold these ethical standards and to respect the character of the individuals and the university.” (UW-L 2009-2011 Undergraduate Catalog, p. 47)

**Non-academic misconduct:** UW-L Office of Student Life provides resources that address safety and policies related to non-academic student issues. Use the following link to open a brochure that contains information regarding on-campus safety and classroom behavior: [http://www.uwlax.edu/sdas/ClassMgmt&Safety%20fold.pdf](http://www.uwlax.edu/sdas/ClassMgmt&Safety%20fold.pdf). Use the following link to read the Chapter 17 regulations regarding misconduct procedures including determining offenses subject to these regulations. ([http://www.uwlax.edu/StudentLife/nonacademic-misconduct.htm#UWS_17.09_Conduct_subject_to_disciplinary_action](http://www.uwlax.edu/StudentLife/nonacademic-misconduct.htm#UWS_17.09_Conduct_subject_to_disciplinary_action))

**Remediation Procedures Prior to Program Dismissal**
When an academic or behavioral situation is identified the following steps will be taken:

1) The Faculty/IAS instructor will hold a conference with the candidate to discuss the situation. The Faculty/IAS member may also choose to place a notice within the EagleAlert System (see description below) in WINGS to make other University offices and faculty/IAS aware a concern exists.

2) The Program Director and appropriate faculty/IAS member will hold a conference with the candidate.

3) The candidate will be informed in writing of the specific problem area(s) noted by the faculty/IAS member.

4) Unless the problem situation is serious enough to warrant immediate dismissal, a written remediation plan will be developed and/or a referral made to another resource, including the Teacher Candidate Progress Review Committee (TCPR).

5) The remediation plan will define the problems, identify the expected behavior/goals, specify methods to reach these goals, and designate a date for goal attainment or re-evaluation.

6) Candidates who do not accept a remediation plan will be immediately dismissed from the program.

**Referral to Teacher Candidate Progress Review (TCPR) Committee**
Teacher education candidates may be referred to the Teacher Candidate Progress Review (TCPR) Committee when a candidate displays behaviors (academic or dispositions) that are not supportive of the candidate’s success in the teacher education program. All faculty and Instructional Academic Staff (IAS) are encouraged to refer all candidates displaying unprofessional behavior or not working academically to the necessary level. Faculty and IAS may file a Notice of Concern or an Automatic TCPR referral. (See [http://www.uwlax.edu/soe/students/tcpr/index.html](http://www.uwlax.edu/soe/students/tcpr/index.html) for a more thorough description of the criteria warranting a TCPR referral). Teacher education candidates with at least two (2) Notices of Concern must go before the TCPR Committee. Teacher education candidates must go before the TCPR Committee with one (1) Automatic Referral filed. After meeting with the TCPR Committee, the candidate may be required to create an action/remedial plan to address the issues raised with the referral. The TCPR Committee may dismiss candidates from the Teacher Education Program. (See [http://www.uwlax.edu/soe/facultystaff/tcpr/index.html](http://www.uwlax.edu/soe/facultystaff/tcpr/index.html) for TCPR referral forms.)

**EagleAlert System**
*Eagle Alert* allows instructors to provide feedback during the 5th week of classes regarding academic concerns. *Eagle Alert* also allows instructors/advisors to provide feedback on academic or professional concerns, student potential, and/or advising sessions at any time. The use of *Eagle Alert* by instructors/staff is voluntary but highly encouraged. The student receives an email and can access the feedback through WINGS after an instructor and/or advisor
provides feedback. Learn more about Eagle Alert at: https://sites.google.com/a/uwlax.edu/firmfootinguwl/home-1/ff-work-groups/early-alert.

**Candidate General Grievance Policy and Procedures**

When a candidate believes that he/she has not been treated fairly in any aspect of education preparation, the candidate is encouraged to:

1) follow the Department Communication Policy before filing a formal complaint.
2) bring the issue to the attention of the faculty member of university supervisor. If this informal resolution resolves the concern then no further action is needed.
3) write an individual formal complaint regarding the concern and send it to the identified individual.
4) file a written complaint with the Program Director (or the Department of Educational Studies Chair if the Program Director is the source of the concern).
5) file a formal complaint at the department level.
6) communicate with the Dean of the College of the Liberal Studies and then the Director of Graduate Studies.

Candidates should not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

**Undergraduate Candidate Retention Policies**

Undergraduate teacher education candidates are subject to the University retention policies stated in the Undergraduate Catalog as well as those described within the DES Student Handbook.

**Undergraduate Candidate Appeals Process:** Undergraduate students have the right to appeal final grades. The typical first step of a final course grade appeal is for the student to speak directly to the instructor. If the student is not satisfied with the outcome of that conversation, the student may appeal to the DES Appeals Committee. This is a more formal process in which the student prepares materials to describe his/her case for the committee to consider. The committee cannot change an instructor’s grade. The DES Appeals Committee, after hearing the student’s case, may request the instructor reconsider the student’s grade. Undergraduate students who remain unsatisfied with the committee’s decision may initiate the university appeals through the Office of Student Life. Departmental appeals procedures are listed in the procedures below.

**Graduate Candidate Retention Policies**

Graduate candidates must maintain the following academic performance to avoid dismissal from a graduate DES teacher education program.

1) Graduate candidates must maintain a cumulative graduate grade point average (CGPA) of 3.00. If at the end of any semester, a candidate does not have a CGPA of 3.00, the candidate will be placed on probation. Candidates on probation must raise their CGPA to at least 3.00 within the next nine (9) graduate credits in order to continue graduate study.
2) Candidates admitted to a graduate DES teacher education program on probation must have at least a 3.00 CGPA after completing nine (9) semester credits in order to continue graduate study. After being removed from probation, candidates may be returned to probationary status if their CGPA falls below 3.00.
3) Candidates who earn a grade of “D” or “F” in any graduate course will be dismissed from their graduate teacher education program and from all graduate study at the University of Wisconsin-La Crosse.
4) Candidates who earn a grade of “C” in any graduate course will be considered for dismissal from their graduate teacher education program. If the candidate is retained in their graduate program, a remediation plan will be
developed by the candidate with the Program Director and implemented. Effective fall 2009, graduate students may repeat up to two courses once in which a grade of “C” or lower was earned and with the permission of the Program Director. The new grade will replace the original grade in the GPA calculation. Both grades will appear on the academic record.

5) Candidates who receive a grade of “incomplete” in any graduate course must satisfactorily complete that course within one semester following the “I” grade being awarded. Excessive delays in completing “incomplete” coursework may be viewed as inadequate progress towards the degree or certification and may result in the candidate’s dismissal from their graduate teacher education program.

6) Candidates must successfully meet all program requirements designated for degree completion and/or certification recommendation, including coursework, electronic portfolio, and standardized content tests. Candidates not successfully completing these requirements may be considered for dismissal from their graduate teacher education program.

**Graduate Candidate Appeals:** Graduate candidates may appeal in the following situations:

1) Graduate students have the right to appeal a final course grade and dismissal from University Graduate Studies. Final course grade appeal process is similar to the undergraduate student process, first beginning with communication between the student and instructor and appeal to the DES Appeals Committee. Graduate students who remain unsatisfied with the committee’s decision may appeal to their respective graduate program director. The Graduate Council is the last stop in the appeals process for graduate students.

2) Graduate students may be dismissed from University Graduate Studies if they receive a final course grade of D or F and/or a cumulative grade point average (CGPA) lower than 3.0 on a 4.0 scale. When either of these situations arises, the student receives a letter regarding their dismissal from the College of Liberal Studies Dean’s Office.

3) In the case of a D or F grade, graduate students may appeal to the course instructor to reconsider the course grade as described above or appeal to their respective graduate program director to support their stay in the program on probation with a remedial plan. If that program director does not support the student continuing in the program, the graduate student may appeal to the Graduate Council. An instructor’s grade cannot be changed by the program director or Graduate Council. Specific procedures for final course grade appeal can be found in the respective program handbook.

4) In the case of a CGPA lower than 3.0, graduate students may appeal to their respective program director for support to remain in the program on probation with a remedial plan. If the program director does not support the student continuing in the program, the graduate student may appeal to the Graduate Council. Specific procedures for CGPA appeal can be found in the respective graduate program handbook.

**General Graduate Candidate Due Process Overview:** When any candidate is dismissed from the Program and/or the University, the candidate is entitled to due process and may appeal. The general appeal process steps for course grades, grade point average, and behavioral situation dismissal are as follows:

1) In cases where the candidate chooses to appeal a dismissal decision, the candidate first meets with the Program Director to determine options.
   a. **Grade of “D” or “F” dismissal**
      i. Candidate may appeal to the course instructor to get the grade changed.
      ii. Candidate may appeal to the Department of Educational Studies Appeals Committee.
      iii. If student is not satisfied with the decision of the DES Appeals Committee, the candidate may appeal to the Graduate Council.
   b. **Grade Point Average dismissal**
      i. Candidate may appeal to the Program Director. Program Director may recommend a remediation plan and re-admit the candidate on probationary status. Candidates are subject
to probationary status set out by the University.
ii. Candidates may appeal to the Department of Educational Studies Appeals Committee
iii. If student is not satisfied with the decision of the DES Appeals Committee, the candidate may appeal to the Graduate Council.
c. Behavioral concern dismissal
   i. Candidate may appeal to the Program Director. Program Director may recommend a remediation plan and re-admit the candidate on probationary status. Candidates are subject to probationary status set out by the University and abide by professional behavior plan requirements.
   ii. Candidates may appeal to the Department of Educational Studies Appeals Committee
   iii. If student is not satisfied with the decision of the DES Appeals Committee, the candidate may appeal to the Graduate Council.

2) The Graduate Council decision on appeals is final. (See the Graduate Catalog for more information on official University policies regarding dismissal.)

Graduate Candidate Appeal Due Process Procedures: If a student is dismissed from the graduate studies, the student has the option to appeal for readmission to both his/her graduate program and to University Graduate Study.
   - It is the responsibility of the student to demonstrate a compelling case at each step of the appeal process.
   - Appeal meetings will be held in closed session according to Wisconsin statute.

Graduate Appeal Process Overview:
   - If a student wishes to be readmitted to their graduate teacher education program, he/she must appeal to their graduate Program Director.
   - If the student appeal is successful and readmission into the program is supported, the student must appeal to the Graduate Council for readmission to University Graduate Study.
   - If the student appeal is not successful, the student may appeal to the Graduate Council for readmission to university graduate study as a special non-degree graduate student.

Graduate Appeal Process Timeline:
   - Within 30 calendar days of notification of dismissal, the student must state in writing his/her intent to appeal for readmission to both their graduate Program Director
   - Within 45 days of notification of dismissal, the student must submit his/her appeal materials to their graduate Program Director.
   - Within 7 days of receipt of the student’s appeal materials, the Special Education Program Director will coordinate a meeting of the Department of Educational Studies Appeals Committee to consider the appeal.
   - Within 14 days of receiving the appeal decision, the student must submit a written request to the Director of University Graduate Studies for the University Graduate Council to consider the appeal. The student’s appeal materials must accompany the request for the appeal meeting. The Graduate Council will then schedule a meeting to hear the appeal.

Graduate Appeal Process Steps:
Step 1:
a) The student submits an appeal for readmission to the Graduate Special Education Program to the Special Education Program Director
b) Appeal materials may include but are not limited to the following:
   a. An explanation of extenuating circumstances that impacted performance
b. Evidence that
these circumstances have been mitigated  
c. A plan to demonstrate how competence will be gained for materials that have not been mastered or a plan to demonstrate how professional behaviors will be incorporated into daily functioning  
d. A plan for success if permitted to continue in the program  

c) The student will present his/her appeal (in writing and in person) to the Department of Educational Studies Appeal Committee.  
d) The Department of Educational Studies Appeals Committee consists of at least three individuals, including:  
a. Special Education Program Director  
b. Department of Educational Studies Chair  
c. Department of Educational Studies faculty member with full graduate faculty status.  
d. SOE Director. This is an optional, non-voting member on the committee and serves as a consultant to the Dean and Graduate Council.  
e. The student may bring a witness/consultant to the meeting. The witness/consultant is not a participating member at the meeting.  
e) Within seven calendar days of the meeting with the Department of Educational Studies Appeals Committee, the Special Education Program Director will notify the student of the Appeals Committee’s decision. A copy of the Appeals Committee’s decision will be sent to the University Registrar, Office of Graduate Studies, and College of Liberal Studies Dean.  

**Step 2A:** (If student receives support by Department of Educational Studies Appeals Committee for readmission to Special Education Program.) The student must appeal to the Graduate Council for readmission to University Graduate Study.  

**Step 2B:** (If student does not receive support by Department of Educational Studies Appeals Committee for readmission to their graduate teacher education program.) Student chooses one of the options listed below:  

1. The student accepts the decision and leaves graduate studies at UW-La Crosse.  
   End of Appeals Process  
2. The student accepts the Department of Educational Studies Appeals Committee decision, but appeals to the Graduate Council for readmission to University graduate studies as a special non-degree graduate student.  
3. The student does not accept the decision of the Department of Educational Studies Appeals Committee to deny readmission and appeals this decision to the Graduate Council.