



Fall 2025 & Spring 2026 Writing Program Manual

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International Foundations Writing [Handbook](#)

If you are teaching a course in our International Foundations Writing Program (ie, microcampuses) please be sure to reference the [specific handbook for that program](#) as well as this one.

PTW Information

If you are teaching a PTW course (ENGL 307 or ENGL 308), please reference the following documents:

- [BTW Syllabus Guide](#)
- [307 Manual](#)
- [308 Manual](#)

Teaching

Syllabus Template

All instructors will need to use the Fall 2025 Syllabus Template for crafting their Fall 2025 course syllabi. Please do not use older versions of the template as they will not have the most updated policies.

The template includes annotations/comments that provide instructions and resources for preparing your syllabus. Please note that in order to make a copy of the template, you must change the file location to within your Drive.

[Fall 2025 WP Syllabus Template](#)

ACTION:

- Fall 2025 syllabus submission link: <https://forms.gle/CgxJE9XXyyBVBUTm7>
- Spring 2026 syllabus submission link: <https://forms.gle/Hnkc9fQkxCuvpLv5>

Enrollment & Attendance

First Week

In accordance with the university's policy for high-demand classes, students with excessive absences in the first week of classes will be dropped for non-attendance. Not participating for the first two (2) deadlines (either synchronous meetings and/or asynchronous deadlines) during the term will be considered as excessive absences.

Requests for Overrides

When your undergraduate students ask you to digitally sign a form to enroll in your class (during drop/add or after): Don't sign the form! We carefully guard against overloading classes so that:

1. Labor isn't invisible and we can argue for resources to pay instructors



2. Classes aren't unevenly enrolled and some classes don't end up under-enrolled. Instead, send students to ML445 (English Office) and/or studentHUB (linked out from English homepage). We can help look at all options and get them enrolled.

Attendance & Grades

Please consult the "[Writing Program Attendance Policy Guidelines](#)" document for WP policy parameters and guidance.

Some key points to remember:

- **Instructors must keep a documented record of attendance, whether or not it figures into the course grade.**
- If you choose to incorporate attendance as part of the grade, attendance can only negatively impact the final grade up to 20% (or no more than two letter grades).
- Please don't forget to distinguish the impact of attendance and work submission on grades. For example, Late Work as well as Revise & Resubmit policies can impact how you calculate a student's final grade.
- Instructors should **accommodate students in accordance with the University's policies** for [Class Attendance and Participation](#), [Military Excused Absences](#), and [Religious Accommodation](#), and [officially authorized functions](#).

[Additional Attendance Information](#)

Important sections to review:

- [University Dates, Definitions, and Support](#)
- [Adaptable Email Templates](#)
- [Using the D2L Attendance Tool](#)

Withdrawing

You must try contacting students at least twice before withdrawing. Please use Trellis as an early progress report system where you can alert both students and their advisors about lack of attendance or other academic issues. We will prompt you three times throughout the term with suggestions to send messages in Trellis.

Trellis

Trellis is a student support application that pulls together a lot of resources for students. [Instructors can use Trellis to provide Early Progress Reports for students](#). The college requests that all instructors complete at least three rounds of Trellis reporting throughout the term. We suggest you might provide reports:

- After you grade your first major projects;
- Before students are no longer able to withdraw themselves from a course; and
- 1-2 weeks before the final portfolio is due.

You can provide both positive and concerned messages. Both students and their advisors receive the reports. For more about Trellis and how to use it, check out these resources:

- [UArizona Trellis early progress report tutorial video](#)
- [FAQ](#)



- [Trellis Progress User Guide 2023](#)
- [Support & Training](#)

Please note: Trellis will be updated sometime during the fall 2025 term. They are working on updated template language and the number of messages that are sent out. We will forward updates as we receive them.

Canceling Classes (tell the WP)

We know life happens (e.g., you get sick, a family emergency, your vehicle has a flat tire) and you have to cancel class. Considering we didn't get tons of "where is my class?" messages last year, you are obviously doing a good job emailing your students and/or posting an announcement in D2L. We just need to remind you, we need to know too! Please be sure to tell us by sending a message through English's Wise HUB: <https://english.arizona.edu/english-hub>.

When you are teaching an asynchronous online course, you might not need to cancel a class meeting (unless you need to cancel individual conferences), but if an emergency occurs, you might find yourself struggling to keep up with grading / feedback and general course maintenance. Just as online students find it difficult to catch up after they've missed even a few due dates, a short-term emergency might lead to falling behind long-term. If that happens, please let us know so that we can find a way to support you!

Textbooks & Materials

The Bedford Bookshelf: University of Arizona bundle is required for all 100-level** Foundations Writing classes! The bundle includes access to 60+ textbooks for writing instruction, including *Students' Guide to Foundations Writing* and *Language Power* (the book required for ENGL106).

Students have the legal option to opt-out of paying for and accessing the books; you do not have the option to not assign the bookshelf/bundle.

There should be a D2L Content Module in your course's D2L shell with Direct Link to Books. If your Inclusive Access module or books are missing, contact Mariya Tseptsura (mtseptsura@arizona.edu) and/or our Bookstore support team (digitaltext@arizona.edu) for assistance.

**

- 300 level: you are selecting your own books or using freely available materials
- 307/308: you may use the Bedford Bookshelf which includes some BTW text or may use the *Open Technical Communication* an online free OER [LINK](#)

More Textbook Information: [Student Textbook Support](#)

Please note: Arizona Online courses will still be using Inclusive Access because AZO does not participate in the Pay One Price program. For the language on Inclusive Access, please see [this](#)



[OWI document](#). If you have a cross-listed section (both 100- and 200-level), you will need to include information on both Pay One Price and Inclusive Access.

OER database (AZ WORD | Arizona Writing Online Resource Database)

During the 22-23 academic year, the Curriculum and Instructional Materials Subcommittee worked on developing [a database of open/free resources](#) for WP instructors to use. We have a website database organized by common concepts and topics in our Foundations Writing courses. It is still a work-in-progress, and we encourage you to peruse and submit suggestions for resources.

Library Support

Last updated: Spring 2025

The librarians have provided the following support materials and opportunities.

Your Librarian: Michelle Halla, michellehalla@arizona.edu

Schedule an appointment with me:

<https://libcal.library.arizona.edu/appointments/michellehalla>

New! WP Student Drop-in hours

For Spring I will be piloting a weekly drop in for students to get help with library resources: finding articles, citations, anything else. Thursdays 3-4:30pm in the Main Library Data Studio (just off the Main Library). Begins January 30th.

<https://libcal.library.arizona.edu/event/13939719>.

Library Guides: These will now be integrated into your D2L pages (replacing the previous Library Tools Tab). I am currently going through all the existing guides and making updates, so please send any feedback if there's content you'd like to see on these.

- [English 101/107](#)
- [English 102/108](#)
- [English 109H](#)
- [Instructor Resources](#)

Additional Library Resources

- [Library Tutorials](#): creating a search strategy, popular vs. scholarly resources, and other information literacy tutorials
- [Write & Cite page](#): Understanding plagiarism, citation management resources, and citation style guides

Panopto videos: Updated videos w/new library homepage that can be added to D2L.

- Library Welcome Video:
<https://arizona.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=c9650a6c-f8eb-45d3-9e9e-b25f01801abd>



- Finding Peer Reviewed Articles:
<https://arizona.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=bb869393-3757-41c2-a411-b25f01364bfe>
- Finding citations on the library home page:
<https://arizona.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=f45f7caf-a1f5-4ae0-a35a-b25f016aad92>
- (not yet updated) Linking Google Scholar to your university account:
<https://arizona.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=5c4d4c5f-4f55-4365-81e6-ae230129cde4>
- Keyword Searching:
<https://arizona.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e6789a0a-58b2-4d11-843d-b25f017376e6>

Partner with library experts

- Our new [campus-wide library liaison cohort program](#) continues to connect you with library experts to implement and support research assignments in your courses.
- [Learn about our disciplinary cohorts](#), which include STEM, Social Sciences, Humanities & Fine Arts, and Health Sciences.
- [Integrate interactive tutorials](#) to help students learn research skills and navigate library search tools, and [request instructional support](#), [request a one-on-one meeting with your librarian](#), or [reserve one of our instructional spaces](#).

Find materials and resources

- With our new [online library search and interlibrary loan tools](#), finding and requesting materials is easier and faster, while all your interlibrary loan information is available in your library account.
- [Review our guide](#) on how to use the new interlibrary loan tool and contact us at dda@lib.arizona.edu if you have questions.
- Your course site permalinks should be updated. You can [update your permalinks](#) with the new link you'll find in library search.
- Check out our [Teaching Tools Hub](#) to find instructional resources for teaching research skills and related literacies.

Get support for your course materials needs

- Take a look at the [one-stop course materials guide](#) we created in collaboration with the [Campus Store](#) to help you select and adopt your course materials at the University of Arizona.
- Get the information you should know about and consider, even if textbooks aren't required in your course.

Submit your course materials adoptions at the Campus Store

- [Submit your adoptions](#) for your courses as soon as possible.



- Print titles will likely not be available to add to the [Pay One Price](#) program due to the limited timeframe before classes begin on August 25.
- Note the Campus Store's deadlines.

Visit Special Collections by appointment only and advance scheduling for class sessions

- Instructors should contact Special Collections as early as possible through our [course instruction & support form](#) to request holding class sessions in Special Collections.
- Visitors and researchers can [plan their visit](#) and [schedule a research appointment](#).
- Special Collections is scheduled to fully reopen on **September 29**. One phase of renovations on the building's environmental control systems will be completed to ensure the long-term preservation of our unique collections.

We're here to help. [Contact us](#) if you have any questions.

Online Courses

- **ENGL 101/102 PDCs:** please use the new, revised PDCs for English 101, 101A, 102, and 109H linked below. More information about the courses is available in their corresponding Instructor Manuals on the [new OWP website](#). *Please note: the old PDCs are now retired and will no longer be updated or maintained (do not use them).*
 - Links to the new PDCs: [English 101](#), [English 101A](#), [English 102](#), [English 109H](#)
 - Links to the new Instructor Manuals: [English 101](#), [English 101A](#), [English 102](#), [English 109H](#)
- **ENGL 307 & 308 PDCs:** we are using the same PDCs for the PTW courses. You can consult the Instructor Manuals for more details on them, and feel free to reach out to Mariya and/or Sharon Christian (schristian1@arizona.edu).
 - Links to the PDCs: [English 307](#), [English 308](#)
 - Links to the Instructor Manuals: [English 307](#), [English 308](#)
- Please **use the new semester checklist** located in Part 3 of the new Instructor Manuals for the course you are teaching (all 100-level courses) to guide you through your course setup. You can find more how-to guides and FAQs on the new [OWP Website](#).
 - **Schedules:** all course schedules are located in [this folder](#). Please find the file for the course you are teaching and find the correct tab based on the term you need (7-week-1, 7-week-2, or 16-week).



- **Syllabus:** make sure to modify the new syllabus template to include the [online policies](#); feel free to expand instructor policies on communication and/or online attendance.
- **Peer review via Feedback Fruits:** all peer review activities in our 100-level ENGL courses use Feedback Fruits. Starting this Fall, Feedback Fruits should be available in all UA courses in D2L by default. If there are any issues with the peer review activities, please reach out to Mariya right away. For help navigating this tool, check out [these video resources](#) and/or contact Mariya at mtseptsura@arizona.edu
- **Fall 2025 OWI Instructor Meeting:** all online instructors teaching English 101, 102, and 109H are required to stop by the OWI Fall 2025 Meeting on **Tuesday, August 19, from 10 am to 11 am** in [this zoom room](#) (<https://arizona.zoom.us/j/84828989650>). If you are unable to attend, please reach out to Mariya (mtseptsura@arizona.edu) to arrange an alternative meeting time. Prior to the meeting, please watch the video overview of the revised PDC for the course you'll be teaching (find the correct [course page on our website](#)).
- **Instructor Support:** For more hands-on help setting up your courses and any last minute questions or technical bugs, feel free to drop into [this zoom room](#) (<https://arizona.zoom.us/j/84828989650>) any time on:
 - Wed 8/20, 1 pm - 3 pm
 - Fri 8/22, 10 am - 12 pm
 - Mon 8/25, 11 am - 1 pm
 Or reach out to Mariya at mtseptsura@arizona.edu to arrange a different meeting time or ask a question.
- **Professional Development:** there will be synchronous and asynchronous opportunities for professional development throughout the semester (more information forthcoming). Keep in mind that you are required to participate in at least one professional development activity each semester in order to stay eligible to teach for the Online Program. To report a professional development activity you've completed, please submit your responses to this form: <https://goo.gl/forms/YLSNoFFJvXh1cyc23>.
- **Starting to Teach Online:** if you are interested in teaching for the Online Program and do not have prior online teaching training, please sign up for the Online Writing Instruction Bootcamp, a 2-week asynchronous online course that will take place **September 15-28**. If you have substantial previous training in online pedagogy, please reach out to Mariya (mtseptsura@arizona.edu) to verify your eligibility to teach in the program.

Portfolio Requirement

The Writing Program has required students to produce portfolios in all of the Foundations Writing sections (101A/101/107, 102/108, and 109H) since Fall 2018 (Note: ENGL 106 has unique requirements for the portfolio). As you begin designing your courses, additional



resources may be useful for thinking about portfolio-based course design. **To support you in this process, you have access to a [D2L-based Handbook](#).**

The D2L Portfolio Teacher's Handbook contains **5 modules** that are designed to support your course design from pre-semester to the end of the semester:

1. Introducing portfolios to students
2. Portfolio activities for early semester
3. Checking in at midterm
4. Portfolio activities for late semester
5. Guidelines for completion and submission

Each module contains content, sample activities, and discussion opportunities for you to share your ideas with colleagues.

Questions?

If you have questions regarding portfolios (logistics, design, incorporating reflection into class, etc), please contact:

Micah Stack, Assistant Director for WP Assessment, micahstack@arizona.edu

Final Grades

Please be sure to consult with someone from the Writing Program Admin Team:

- When you are considering assigning an Incomplete grade
- When you need to make a Grade Change
- When you are dealing with Grade Appeals

Incompletes now require information in your grade roster, and so please review this page to understand the new process: **[Instructor Center Resource Guide: Incomplete Grades](#)**.

If you have any questions about UofA grading policies, please see here:

<https://registrar.arizona.edu/faculty-staff-resources/grading/assigning-grades-faqs>

Academic Integrity

The WP has developed [a flowchart](#) to provide an overview of the process of investigating and reacting to a possible academic integrity violation by a student. Please refer to this document to help guide you in these situations.

AI & Writing

The university is suggesting that all instructors add a statement about the use of generative AI and large language models in their courses. Except for [IFW courses](#), the Writing Program does not require that you include a statement; however, we suggest that you do so. Please review the institution's [AI Syllabus Guidelines](#) and check out the [UCATT website about AI and teaching](#).

For a sample syllabus statement on allowing students to use AI tools under certain circumstances, see the [AI Policy part](#) of the OWI syllabus addendum. Our library also has resources for students; [check out their page](#) for sample language and ideas.



Disability Access Guidelines

Review the list of disabled students enrolled in your course, and their requested accommodations, by using DRC's [Instructor Login](#) or visiting our [homepage](#) and accessing the link in the upper right corner. We encourage you to check this list throughout the semester.

DRC is designated by the institution to ensure access for disabled students and employees. As such, all disability documentation and requests for accommodations must be handled by DRC.

- Students can [affiliate with DRC through an online process](#). Our Access Consultants work with students and collaborate with instructors and colleges regarding reasonable accommodations and DRC's processes.

The DRC values relationships with faculty and are happy to collaborate with you to promote curricular access. Our website includes [resources to support you as faculty and instructors](#). Please contact us for consultation, clarification, or to have representatives from the DRC attend a department meeting.

Administrative Resources

Anonymous Feedback Survey

If you have feedback you want to provide to the administrative team, please feel free to leave it here. The survey results are checked weekly during the academic year.

<https://forms.gle/SdQzVi3AwdX1gjpZ6>

Admin & Staff Contact info

[Writing Program Team](#) (all admin, staff, etc!)

Fall 2025 Office Hours

Shelley, Sr. Director – Admin Research Leave/Sabbatical

Mariya, Acting Director

- Mariya's office hours: Tuesdays 2-4 pm in ML445 and Mondays 9-11 am [via zoom](#). Schedule an appointment: <https://calendly.com/mtseptsura>

Second Language Writing

- Lauren's Office Hours: Tuesdays and Thursdays 11am-12pm (ML 462) or email to make an appointment

Microcampuses (Chris & Emily)

- Chris's office hours: Fridays 10:00-11:30 am (through September 19; may change after that time) and by appointment. Held in person or via Zoom
 - <https://calendly.com/ctardy-1/officehours>



- Emily's office hours: Thursdays, 12-1pm, in person or on zoom (<https://arizona.zoom.us/my/epalese>). For other times, please email to set up a meeting (epalese@arizona.edu).

Online Writing Program

- Mariya's office hours: 9-11 am on Mondays [on zoom](#); schedule appointment: <https://calendly.com/mtseptsura>
- Sharon's office hours: Mondays 12:30- 2:30PM via [Zoom](#) and Wednesdays 10-11 am in ML 470
Link to schedule: [Book time with Christian, Sharon - \(schristian1\): Office Hours](#)
- Amanda's office hours: Monday and Wednesday 10:00-11:00 am in ML 340 or by appointment on Zoom (<https://arizona.zoom.us/j/4452598181>)

TOPIC	CONTACT(S)
ENGL 101A	Nicole Walls (nwalls@arizona.edu)
ENGL 101	Your Team Lead
ENGL 102	Your Team Lead
ENGL 109H	Sylvia Chan (sylchan@arizona.edu)
ENGL 106/107/108 (Main Campus)	Lauren Harvey (lnharvey@arizona.edu)
BTW ENGL307/308 (Business and Technical Writing)	Tiffany Portewig (tcportewig@arizona.edu)
Online	Mariya Tseptsura (mtseptsura@arizona.edu) Sharon Christian (schristian1@arizona.edu) Amanda Shufflebarger (amandasnell@arizona.edu)
Microcampuses	Chris Tardy (ctardy@arizona.edu); Emily Palese (epalese@arizoan.edu) Kevin Fedewa (kfedewa@arizona.edu) Zeeda Anderson (zeedaanderson@arizona.edu)
Scheduling	Chris Fuller (cgf@arizona.edu) Sara Vickery (sev@arizona.edu)
Contract/HR	Izzy Madril & TBD (sbs-englishbiz@arizona.edu)



Grad student information	Stephanie Mao (smao@arizona.edu)
Not sure...or anything else	Start with Your Team Lead

Committees, Collaboratives, and Other Groups

2025-26 WP Groups & Meetings

English Department English HUB: Faculty, Student and Staff Support Portal

The Department has an online portal called [English HUB](#) that allows instructors to request assistance with various tasks. Some include requesting a room for a meeting, reporting an absence from your class, requesting facilities management services for your classroom or office space and for updating your profile on the Department website. In addition, students can request assistance with their Foundation's Writing courses as well as English Undergraduate and Graduate courses. The link for English HUB can be found on the bottom of the Department home page under Faculty and Staff Resources. Typical turn-around time is 24 to 48 hours. Contact Anne Shepherd with any questions.

WP Guide Harassment & Discrimination

[The Writing Program's Guide to Harassment & Discrimination](#) was drafted by the Writing Program Harassment and Discrimination Task Force: chaired by Sylvia Chan, the task force comprised of Cheryl Kutcher, Joey Nardinelli, Marisa Pesa, and Jazzie Terrell. Finalized on April 22, 2022.

New Lecturer Guide

[New Lecturer Guide](#) (updated for Fall 2025)

Strategic Framework

[Strategic Framework](#)

Administrative Information & Deadlines

WP Admin Observations

If you would like to be observed by one of the WPAs, please complete the observation request survey: https://uarizona.co1.qualtrics.com/jfe/form/SV_eIMdkrMwIOOI2F0

- If you would like to be observed in **Fall 2025**, please submit the form no later than **Friday September 12, 2025** for a Fall 2025 observation.
- If you would like to be observed in Spring 2026 (with no guarantee of making the APR or annual portfolio deadlines), please submit the form no later than Friday January 23, 2026 for a Spring 2026 observation.

CT Lecturer Service Requirements

[AY25-26 WP CT Lecturer Faculty Service Statement](#) (not available until 8/21 meeting)



GAT Yearly Review

Due in Spring 2026

GATs are only required to fill out only one TA Conversations form in the 2025-26 Academic Year for any departmental program, including the Writing Program. If you're teaching in the Undergraduate Program and do a TA conversations form, you don't need to do one for the Writing Program. If you do one in the fall for Undergrad, you don't need to do it in spring for either Undergrad or the WP. If you did one in 7-week-1, you don't need to do one for 7-week-2. We think these reflections are useful in some respects, but that there's no good reason to require more than one per year.

If you will be submitting your yearly review with the Writing Program:

1. You will receive an email prompting you to submit your materials by **Friday March 20th, 2026** (the first Friday after spring break).
2. You will need to submit a [TA conversations form](#)
 - a. At least 3 of my notable accomplishments or examples of professional development during this reflection period in my work as a TA (at least 1 PD activity should be pedagogically focused)
 - b. At least 3 key strengths that make me effective in my role as a TA and examples of how I have applied them
 - c. At least 3 goals I would like to work toward in my next position as a GA or TA
 - d. 3 things I want to do more, do less, start, stop, or change to be even more effective in my role the next time I am a TA
3. You will also need to subject a additional information that includes:
 - a. Observation Report & Reflection (peer or other)--making sure to discuss your strengths and what changes you have/will make.
 - b. A 2-3 sentence Reflection on SCSs and how you used them for your TA conversations (do not need to submit actual SCSs)--again, discussing your strengths and what changes you have/will make.

You will submit this material via a Google Form where you will upload your TA Conversations document, your observation report & reflection, and then type in 2-3 sentences on SCSs.

Lecturer APR

1. You have access here to the most recent [APR UAVitae Instructions](#) (also available in WIRE under Your Employment>Faculty). They will be updated.
2. During Fall 2024 and at the Spring 2025 General Meeting, we'll be going over the updated APR criteria. The APR committee co-chairs will go over the nuts and bolts of APR instructions and guidelines. For all instructors with questions about the process, the committee will host fall workshops (dates to be announced).
3. **APR Packets will be due in late January 2026**

Sharing Good News

The WP wants to use our social media channels to highlight all of the amazing things happening in the Writing Program. If you have any recent or upcoming publications, awards, or other



professionally related good news, please send details to Katie Johnson (kjohnson4@arizona.edu). Announcements will be featured on our [Instagram](#), [Facebook](#) and [Twitter/X](#) accounts.

Other Useful Resources

Mental & Emotional Health

[Mental and emotional health](#) resources are available through Life & Work Connections, including:

- [Employee Assistance Counseling](#): Free, confidential, short-term counseling through ComPsych.
- [CredibleMind](#): Free digital platform of expert-curated and scientifically backed mental health self-care content.

Backup Care Program

A Life & Work Connections partnership with Bright Horizons for each benefit-eligible employee for up to 80 hours each year for family members who need care, children, adults, such as spouses and dependent adults ([see IRS publication 501](#)), for care required due to regular care plans falling through. Enroll today to simplify getting started for when care is needed. Learn more here: [Backup Care Program](#). **Students click here:** [Backup Care for Students](#).

How to Get Started

1. **Enroll with U of A** Backup Care Program.
2. **Register with Bright Horizons** and **Complete your profile** (takes 5-15 minutes).