Resource Guide for

# Adjunct Faculty

2022-2023

**UAF**
UNIVERSITY OF
**ALASKA**
FAIRBANKS

College of Rural and
Community Development
Chukchi Campus

## Iñuunaiyułiksraŋat Piqutigiplugu
*For the Purpose of a Good Life*

# 2022-2023 Academic Calendar

## FALL SEMESTER 2022

Fall 2022 course list available at UAOnline.................................................................................Monday, March 21
Financial aid is disbursed ........................................................................................................Friday, Aug. 19
First day of instruction; late registration begins ...................................................................Monday, Aug. 29
Deadline for adding classes and late registration; 5 p.m. in person, midnight at UAOnline ..........................Friday, Sept. 9
Last day for student- and faculty-initiated drops with refund (course does not appear on academic record)..Friday, Sept. 9
Deadline for tuition and fee payment; 5 p.m. in person, midnight at UAOnline ............................................Friday, Sept. 9
Labor Day (offices closed — no classes, registration or fee payment) ........................................................Monday, Sept. 5
Early progress reports due ..........................................................................................................Monday, Oct.10
Deadline to apply for fall 2022 graduation ...............................................................................Saturday, Oct. 15
Spring 2023 course list available at UAOnline ...........................................................................Monday, Oct. 31
Last day for student and faculty initiated withdrawals (W grade appears on academic transcript)................. Friday, Nov. 4
Spring 2023 priority registration begins (UAF degree students) ...............................................Monday, Nov 14
Spring 2023 open registration begins (all UAF, UAA and UAS students, including nondegree students)..Monday, Nov. 22
Thanksgiving break (no classes, most offices closed) ........................................................Wednesday-Sunday, Nov. 23-27
Last day of instruction ...............................................................................................................Saturday, Dec.10
Final examinations ................................................................................................ Monday-Saturday, Dec.12-17
Deadline for faculty to post grades, noon ................................................................................ Wednesday, Dec. 21
Winter break (no classes, most offices closed; reopen Tuesday, Jan. 3, at 8 a.m.) ...............Friday, Dec. 23-Monday, Jan. 2

## SPRING SEMESTER 2023

Deadline to apply for admission for spring semester (international students) ...........................................Thursday, Sept. 1
Deadline to apply for admission for spring semester
(most graduate students; some programs have different deadlines) ........................................................Saturday, Oct. 15
Spring 2023 course list available at UAOnline ...........................................................................Monday, Oct. 31
Deadline to apply for admission for spring semester (undergraduate students) ...........................................Tuesday, Nov. 1
Spring 2023 priority registration begins (UAF degree students) ...............................................Monday, Nov. 14
Spring 2023 open registration begins (all UAF, UAA and UAS students, including nondegree students)..Monday, Nov. 28
Financial aid is disbursed ........................................................................................................Saturday, Jan. 7
First day of instruction; late registration begins ...................................................................Tuesday, Jan. 17
Alaska Civil Rights Day (no classes, most offices closed) ........................................................Monday, Jan. 16
Deadline for adding classes and late registration; 5 p.m. in person, midnight at UAOnline ..........................Friday, Jan. 27
Last day for student and faculty initiated drops with refund (course does not appear on academic record) ....Friday, Jan. 27
Deadline for tuition and fee payment; 5 p.m. in person, midnight at UAOnline ............................................ Friday, Jan. 27
Deadline to apply for spring 2023 graduation ...........................................................................Wednesday, Feb. 1
Deadline for UA Foundation and privately funded scholarship applications .........................................Wednesday, Feb. 15
Early progress reports due ..........................................................................................................Monday, Feb. 20
Spring break (no classes) ................................................................................................ Monday-Friday, March 13-17
University holiday (most offices closed for spring break).............................................................Friday, March 17
Fall 2023 course list available at UAOnline.............................................................................. Monday, March 20
Last day for student- and faculty-initiated withdrawals (W grade appears on academic transcript) ............Friday, March 31
Last day of instruction .................................................................................................................Monday, May 1
Final examinations ......................................................................................................Tuesday-Saturday, May 2-5
UAF Chukchi Commencement............................................................................................... Saturday, May 6
Deadline for faculty to post grades, noon................................................................................... Wednesday, May 10

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# CHUKCHI CAMPUS DIRECTORY

**PO Box 297**
**Kotzebue, AK 99752**
**Phone: 907-442-3400 Fax 907-442-2322**
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**Toll free: 1-800-478-3402**
**Find us on Facebook and Instagram**

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# ROLE OF THE ADJUNCT FACULTY MEMBER

Adjunct faculty members bring a wealth of expertise to Chukchi Campus. At the same time, we recognize that many adjuncts have commitments off campus such as a full-time job, organizational commitments, or childcare arrangements. As a result, adjuncts are often only on campus during their class periods or if teaching at a distance, not at all. Adjuncts are a vital part of the faculty. Participation in Campus activities is encouraged and required in some cases.

According to the adjunct faculty contract, adjuncts are responsible for course preparation, instruction, and attendance at department meetings, among other duties. Adjuncts are expected to be available to students outside the classroom either by office hours (which are not mandatory for adjunct faculty as these are not paid hours) or email communication.

University email addresses are available to adjuncts at the time of hire and accessible with your assigned UAusername and password.

Adjuncts are contracted on a semester-to-semester basis. Employment in a given semester does not guarantee employment on a continual basis. Courses may be canceled due to insufficient enrollment. The University makes every attempt to notify adjuncts of canceled courses five (5) days prior to the start of the semester. Prior to the start of the semester, adjuncts should closely monitor enrollment as indicated in the course rosters found on the Banner registration page.

At the end of the semester or term, adjuncts are responsible for the following submissions:

☞ Posting final grades on or before the deadline;
☞ Return of course materials if the adjunct is not teaching the same course the following semester
☞ Return of office keys to the campus director.

Questions should be directed to your campus director or instructional contact.

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# FACULTY INFORMATION AND ACADEMIC CALENDARS

**The Academic Calendar**

The Academic Calendar represents the framework of the academic year. Specific courses or programs may start or end on different dates. Please consult a current UAF class schedule for more specific information.

The academic calendar starts with Fall Semester and ends with Summer Semester.

**Finals Schedule**

Finals week is scheduled during the last week of the semester. A two-hour block is scheduled for each local course. Distance courses continue to meet at regularly scheduled times throughout finals week.

You must meet your class during finals week even if you do not give an exam.

**Faculty Development**

There are a variety of faculty development opportunities offered by UAF, many of them can be accessed remotely and can be found at: **https://facdev.uaf.edu/**

The Provost's office website is a good source of information for all faculty.
**https://uaf.edu/provost/resources/faculty.php**



# HIGH SCHOOL/DUAL ENROLLMENT

Chukchi Campus welcomes the enrollment of secondary school students who are prepared for college-level work, subject to the policies described below. These policies are designed to allow access to courses in a manner that supports student success. The University of Alaska system has an open enrollment policy allowing students to register for courses for which they have an adequate background (University of Alaska Regents policy P10.05.010). Registering in courses establishes a permanent academic record that reflects academic performance in all courses attempted.

**Types of Secondary School Student Enrollment:**

**Dual Enrollment Students**

Dual enrollment refers to enrollment at the University by a student who is simultaneously enrolled in a K-12 (or homeschool) for which the student may receive credit at both the K-12 and postsecondary levels. The university encourages dual enrollment. No additional restrictions on dual enrollment beyond those applicable to all students, or to avoid violations of law or ensure informed consent by a parent or legal guardian (including financial obligations), shall be allowed (BOR P10.05.015).

**Dual Credit by School District and/or Agency Agreement**

K-12 students may take a dual enrollment course that is sponsored by an outside entity including a school district. The agreement must identify roles and responsibilities of the parties. The university approves the instructor and the course syllabus. Other materials may be mandated, including assignments and assessments; instructor collaboration with university faculty;and documents for program review and/or assessment of student learning outcomes as requested.

**Other Secondary School Students**

These may be students who are enrolled in high school and are taking Chukchi/UAF classes, but do not intend to use the Chukchi/UAF classes for academic credit at their high school. This may also include home school students or those who have withdrawn from high school prior to graduation and have not completed a GED. An individual who has dropped out or terminated enrollment at the secondary level is not considered to be a K-12 student.

Visit the UAF Chukchi Campus website: www.uaf.edu/chukchi

# CLASS ROSTERS

Class rosters for courses are available on UAOnline. Please check your class list on UAOnline regularly throughout the semester. Your class roster on the web is updated as students make changes. These lists should be checked for accuracy, and the Registrar should be contacted if you notice errors. Make sure to check your class list on UAOnline early and often to see if students are missing from your list or if there are students who have never attended class. The class roster on the web is updated immediately after a student's registration status changes.

If you are unsure about any of the students on your list, please contact the Student Services Office at 442-5053. Please notice the "status" section. If a student has withdrawn from your course, it will appear here. It is the student's responsibility to drop or withdraw from courses if he or she is not attending. However, if the student has not done so, the instructor can initiate the withdrawal. (Please refer to the important dates on the inside cover) If a student's name does not appear on the class list, please direct that student to Student Services to register for the course.

A student should not be allowed to attend class if his/her name does not appear on the list by the end of the second week of class. Also, if there are names on the list and those persons have never shown up or attended class by the end of the second week, you should initiate a faculty drop so these names can be removed from the grade roster. Being properly registered is the student's responsibility, but errors occur and instructor attention to their rosters is very important in catching and correcting those errors as quickly as possible. Each class list should be checked carefully to verify the accuracy of the class meeting information (course number, meeting time, room location). If any of this information is incorrect, email the Registrar, or call at 443-5053 to have it corrected.

Under no circumstances should copies of class lists be given to students. These lists/rosters are confidential documents covered by the Family Education Rights and Privacy Act (FERPA). FERPA provides for access to student records and confidentiality of those records on a need-to-know basis providing no information is released to a third party. All requests for access to students' records must be made to Student Services.

To check your roster, login to **uaonline.alaska.edu** with your UAusername and password and choose the faculty services tab.

# CLASS ATMOSPHERE & SAFETY

**Class Atmosphere and Safety**
Students want to feel safe in order to express opinions and not to have other students either take over the class or be rude to you or them. Specific class practices and policies save you time and grief.

☞ State your minimum expectations of student manners and how you will deal with problems.
☞ Delineate etiquette for all regular class situations, such as in-class discussions, science labs, or online discussions. Refer to "Student Code of Conduct" in the current UAF Student Handbook for further information.
☞ State the Campus policies on the presence of children, animals, food, cell phones, and other possible deterrents for student learning.
☞ List any safety issues and how students should behave. Examples are lab experiments, earthquakes, and fire.
☞ Your teaching methods--Explain how you conduct the course. Examples are lecture, small groups, in-class discussion, online discussion, and labs.
☞ State emergency evacuation procedures and gathering location in the event of an emergency.

# 10 BEST PRACTICES FOR ONLINE TEACHING

## TOP 10 BEST PRACTICES

1. Make adequate preparations so that you feel comfortable using and navigating your way around Chukchi Campus's learning management system (LMS), Blackboard.
2. Ensure that your course design takes into account the differing abilities of students in the class and conforms to the Americans with Disabilities Act (ADA) guidelines in the "Accessibility Design For Online Content" section of the Best Practices.
3. Be sure that your online class is ready for student access with content and clear instructions one week prior to its start date.
4. Communicate with your students within twenty-four (24) hours of the start of a course with introductions, course expectations, and guidelines.
5. Log into your course daily during the week and at least once on weekends to respond to all course mail and threaded discussion postings.
6. Provide at least 12 ½ hours of active class instruction for each credit hour for the course. Active instruction is defined as dynamic interaction with students through the course shell as well as other technologies.
7. Provide a twenty-four (24) to forty-eight (48) hour response time to all emailed communications from your students.
8. Grade and return all student work within one week after assignment and exam submission due dates.
9. Inform students, in advance when possible, if you will be away or unavailable for any period of time.
10. Ensure that you make a back-up of your course and regularly save important course data.

**Reminder:** As an online faculty member you are the face of Chukchi Campus to your online students. They are looking for your active presence in the course, timely feedback to their assignments, discussion postings, and emailed communications, and for guidance in defining and creating an online environment that nurtures teaching and learning.

### Accessibility Design for Online Content Resources:

**Web Accessibility Initiative:** https://www.w3.org/WAI/standards-guidelines/wcag/

**Web Accessibility in Mind:** https://webaim.org/

**Improving the User Experience:**
https://www.usability.gov/

# CLASS CANCELLATIONS AND CAMPUS CLOSURES

## Closing due to Inclement Weather
Chukchi Campus rarely cancels classes or closes offices, but any cancellations, closings, or delays at the start of the day can be obtained by calling the Campus at 907-442-3400. Announcements will be made using the campus alert system, phone tree, and will also be made on local radio. The campus director will email all staff once a decision has been made on any closure.

## Class Cancellation
All faculty members are required to meet their classes for all scheduled meetings. Faculty members who are unable to make a class meeting may, with the prior approval of the Director, either arrange for a qualified substitute (at the faculty member's expense) or arrange to make up the missed class meeting. To inconvenience as few people as possible, if a class must be canceled, please follow the procedures outlined below:

1. Notify the appropriate campus office and your students of the cancellation as soon as possible. You can email your entire class by using Blackboard or Banner Web. Many students travel some distance to class, or may be in a different timezone if you are teaching at a distance. Notice should be given at least six hours in advance.
2. Discuss with the class the most convenient time to have the class made up. Although it may not be possible to accommodate all students, faculty members should endeavor to accommodate as many as possible.
3. Clear all potential make-up dates and times with the appropriate school office to determine room availability before finalizing the date and time with the class.

# CREATING A SYLLABUS--WHAT'S THAT?

## Course Requirements

A syllabus is both a document about the course content, goals, and elements and a guide for students to the kind of teaching and learning they can expect in your class. This resource can help you create a well-structured syllabus that also invites students to take responsibility for their own learning.

Faculty members are required to give students written notification of course requirements and review the requirements in class. These are normally contained within the course syllabus. It is important to clarify at the beginning of the term all course objectives and requirements—for example, the number of quizzes, exams, papers, reading assignments, projects, etc., and how they relate to the final grade—by providing a course outline. A copy of your syllabus for each semester must be on file with the Campus. The Program Development Specialist will work with you in the approval process and can provide sample syllabi. Contact:

Angela Nanouk
Program Development Specialist
alnanouk@alaska.edu          907-442-5059

## Syllabus Requirements

A syllabus is an outline of the work of the class. The purpose of the syllabus is to give students an outline of the course they are taking.

**The syllabus must have:**
- The course number and title.
- The semester and year.
- The name, contact information, and office hours for the faculty member.
- Course description.
- Course learning goals.
- A course outline showing:
  - When graded assignments will be due,
  - What topics will be dealt with when, and
  - When any required field trips or off-campus experiences will take place.
- A list of the graded components of the course.
- A breakdown of what percent of the final grade is allocated to each component.
- A translation table between number grades and percent grades.
- If the course is to be taught online, a statement about how class participation and course security will be managed.

**Other desirable elements for a syllabus:**
- Due dates for all assignments, including readings, lab work, and ungraded work.
- A statement about intellectual honesty.
- A statement about accommodations for learning disabilities and differences.

A Sample Syllabus and Syllabus Template are located at the end of this guide.

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# TEXTBOOKS & CLASS MATERIALS

**Course Adoptions:**

By federal law (HEOA), all book orders need to be submitted prior to when the school publishes the course list. Placing your book order early not only satisfies this requirement, but it allows the store adequate time to order the required materials and to address any issues that may arise (ex. backorder, new editions, out-of-print, etc.).

Instructors can place their orders through Follett Faculty Discover or via email at the UAF Bookstore.

**To access Follett Discover follow these steps:**

1. Sign in to https://www.bkstr.com/alaskafairbankss-store/shop/textbooks-and-course-materials

2. At the top of the page click on Site Resources and in the drop down box select "View/Order Textbooks". NOTE: The first time you will need to enable pop ups and allow cookies if you don't currently.

3. Make sure you are in the desired term. Click at the top of the course (you can ignore the Select discipline drop down unless you are unsure of your book). If you have previously taught this course you can scroll to the bottom of the page and click "My library" this will bring up titles that you have previously adopted in all of your courses.

4. Select a title and then select the adopt button. You then choose all the courses that you want this text for. If you have multiple sections you only need to place one order per course! Be sure to also choose if the title is required, recommended, or choice.

5. From there you can add more texts from your library, search for texts, add a title, or put in information to find a book. We recommend searching the ISBN using the magnifying glass if you have that information available. As always, feel free to email uaf@bkstr.com. with any questions or special course materials needs. You must also notify the bookstore if you do not plan to use any course materials.

## Bookstore Contacts

Phone: 907-474-7348

eMail: uaf@bkstr.com

**Desk Copies**

Instructors requiring desk copies must make their requests directly with the publisher. The bookstore will gladly provide the necessary contact information but does not request desk copies.

The administrative assistant for your respective department will alert you when textbook orders are due. Be sure to respond promptly.

**Regent's Policy 10.10.01 – Textbooks and Educational Materials**

*"Nondiscrimination in Textbooks and Educational Materials. In recognition of the University of Alaska's commitment to providing equal educational opportunity, all members of the university community responsible for the selection of textbooks and educational materials are expected, in the absence of an explicit educational objective to the contrary, to avoid the use of textbooks and educational materials which reflect bias toward or against any person or group of persons based on their sex or minority status. Should you have any questions concerning textbook selection, please contact your Department Chair. "*
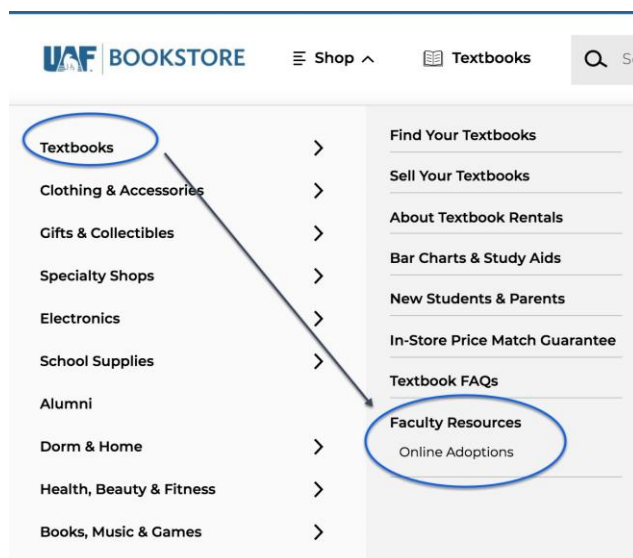
# COPYRIGHT AND INTELLECTUAL PROPERTY

It is the instructor's responsibility to ensure that supported courses and associated materials are produced in accordance with copyright law and the tenets of Fair Use.

## What Is Fair Use?

In its most general sense, a fair use is any copying of copyrighted material done for a limited and "transformative" purpose, such as to comment upon, criticize, or parody a copyrighted work. Such uses can be done without permission from the copyright owner. In other words, fair use is a defense against a claim of copyright infringement. If your use qualifies as a fair use, then it would not be considered an infringement.

## How do I make sure my use is fair?

To qualify as Fair Use, your use of the copyrighted material should be in line with four basic guidelines, known as the Four Factors:

## 1. The purpose and character of the use

Purpose: are you using the copyrighted work for profit (whether as part of work you profit from or by selling directly) or for non-commercial purposes (school work, non-profit use)? If you are using the work for non-commercial purposes, this counts in your favor.
Character: are you transforming the work or replicating it? For instance, are you creating an original painting incorporating elements of an existing photograph or painting? Transforming the work to create something new (known as a "derivative") counts in your favor.

## 2. The nature of the work being used

It counts more in your favor if the work you are using is a factual work: a nonfiction book, article, encyclopedia entry, etc. than if it is a creative one: a story, poem, song, painting, etc.

## 3. The amount and substance of the work being used

The less you can use of a work to achieve your goal, the better. Using a snippet or quote is more likely to be considered fair use than using an entire work– or a significant proportion of it. Also, consider if you are copying "the heart" of the work… Vanilla Ice paid for infringing by copying a very short (1 second or so) bass line from a Queen song because it was so recognizable and clearly the "heart" of the original song.
Sample: Under Pressure
Compare to: Ice, Ice Baby

## The effect of the use on real or potential market value

Does your use negatively effect real or potential sale of the original work or a work that the original is part of?

## For more information visit:

- https://www.alaska.edu/alaska/uasystem/about/copyright.php
- http://iteachu.uaf.edu/copyright-fair-use/

## Copyrighted Material Guidelines

### You May

1. Make a single copy of the following:
   - A chapter from a book
   - An article from a periodical or newspaper
   - A short story, short essay, or short poem
   - chart, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper
   - short excerpt (no more than 10%) from a performable unit of music (song, movement, section) for study purposes.

2. Make multiple copies (not to exceed one per student) for classroom use of the following:
   - A complete poem if less than 250 words
   - A poetic excerpt if less than 250 words
   - A story, essay, or article if less than 2,500 words
   - One illustration (chart, diagram, drawing, cartoon, or picture) per book or issue
   - An excerpt of up to two pages of "special works" containing words or pictures
   - No more than 10% of a performable unit of music (song, movement) for academic purposes other than performance.

3. Make a single recording of student performance for evaluation, rehearsal, or archival purposes.

4. Make a single recording of oral exercises or examination questions using excerpts from recorded copyrighted materials.

5. Make an emergency replacement copy for a purchased copy that is not available for an imminent musical performance.

6. You may also display a school-owned (or personal) copy of a copyrighted work to those in the presence of the copy. The law does not allow a teacher to make a

transparency (beyond the fair use limitations) because this involves making a copy, which is exclusive right of the proprietor.

In General,if you are making copies for instructional purposes in order to avoid purchasing, a textbook, workbook, artwork, song, poem, software, paper, etc. you are violating copyright.

### *You May Not:*

1. Copy to make anthologies or compilations or to replace or substitute for them.
2. Copy from works intended to be consumable (workbooks, exercises, standardized test booklets, and answer sheets).
3. Copy to substitute for purchase of books, periodicals, music, or recordings.
4. Copy on direction from higher authority (supervisor, coordinating teacher, or administrator).
5. Copy the same item from term-to-term without securing permission.
6. Utilize more than nine instances of multiple copying per course, per term.
7. Copy more than one short work or two excerpts from one author's work in any one term.
8. Employ a successful use of multiple copying developed by another teacher without securing permission from the copyright owner.
9. Copy protected materials without inclusion of a notice of copyright.
10. Charge students more than the actual cost of the authorized copies.

### How to Request Copyright Permissions

A federal court ruling reaffirmed the need to obtain permission to use copyrighted materials in college course anthologies. Publishers want to make these materials available to you quickly and inexpensively but they need your cooperation. Whether you request permissions yourself or through a college store or copy service, these suggestions will speed the process.

1. Request permission at the same time you order textbooks, the earlier the better in the event your request cannot be granted and you need to substitute other materials. Publishers do not always control rights and need time to research the extent to which permission may be granted.

2. Direct your request to the publisher's Copyrights and Permissions Dept., not the author. If publishers do

not control the rights, they will inform you who or to whom a contact must be made.
3. Be prepared to give the following information in your request:
   a. author's, editor's, translator's full name(s)
   b. title, edition and volume number of book or journal copyright date
   c. ISBN for books, ISSN for magazines and journals
   d. numbers of the exact pages, figures and illustrations
   e. if you are requesting a chapter or more: both exact chapter(s) and exact page numbers
   f. number of copies to be made
   g. whether material will be used alone or combined with other photocopies materials
   h. name of college or university
   i. course name and number
   j. semester and year in which material will be used
   k. instructor's full name



Intellectual property rights to materials created by UAF faculty members are addressed in Board of Regents' Policy section 10.07, which specifies that rights are governed by:

1. The specific sponsored contract, if any, or
2. The relevant union contract.

COPYRIGHT

# FERPA 101

The **Family Educational Rights and Privacy Act (FERPA)** was passed in 1974 and it applies to all educational agencies or institutions, including the University of Alaska (UA), that receive any funds administered by the U.S. Department of Education. It grants specific rights to students and it protects the privacy of their educational records.

Students' rights under FERPA:

☞ To see the records that UA maintains on them.
☞ To seek a correction of records and/or append a statement to them.
☞ To withhold the release of the portion of their record that is defined as directory information.
☞ To file a complaint with the Family Policy Compliance Office.

UA defines directory information as name; email address; hometown (city and state); dates of attendance; major field of study; degrees and certificates received; participation in officially recognized university activities; academic and co-curricular awards; and weight and height of students on athletic teams.

An educational record is any information related to a student and maintained by the institution or a party acting on behalf of the institution. If it contains the student's name or other identifying information, then it's an educational record. The only exception is "sole possession records" which an individual keeps, as a memory aid, which are not available to other faculty or staff. Such records are potentially discoverable with a legal subpoena, but they are not subject to review under FERPA.

If the student has a confidentiality or privacy flag in Banner or UAOnline, they have requested that UA withhold directory information. This means that no information – directory or otherwise – can be released without their written permission.

At the postsecondary level, parents have no inherent rights to their child's records. The student must provide written consent before anyone at UA can release any non-directory information to parents, spouses, or other family members. The student may elect to release certain kinds of information (e.g. financial) without releasing others (e.g. academic).

It is acceptable to write to the email marked as "preferred" in Banner and UAOnline. However, students are told that it is their responsibility to check (or set up a forward) from their @alaska.edu account. Some of our systems are only able to utilize the @alaska.edu accounts and students who ignore them may miss critical information. Faculty and staff may only use their @alaska.edu accounts when communicating to or about students.

UA requires that all faculty and staff with access to student records renew their FERPA training each year. Training is available within the employee services tab of UAOnline.

Questions about FERPA? Contact Registrar Mike Earnest by email at wmearnest@alaska.edu or by phone at 907-474-5879

FERPA

# GENERAL GRADING INFORMATION- GRADING 101

## THINGS TO KNOW AND BEST PRACTICES WHEN IT'S TIME TO GRADE

The types of grades that can be awarded in a course depend on the grade mode: letter grade, pass/fail, non-graded or audit. Not all courses can be audited or be pass/fail. Information about grade modes and when it is appropriate to use particular grades can be found in the Academics and Regulations section of the catalog.

Grades are due at noon on the third business day after the last day of finals each semester. Grading in UAOnline is turned off promptly to allow end of term processes to be run. This must be completed right away to allow the Office of the Registrar to comply with timelines required for the disbursement of financial aid and other critical processes. Missing grades can negatively impact a student's financial aid, academic standing, and registration in future courses.

A Last Date of Attendance is required for all "F", "NB", and "W" grades for all parts of term, for both graduate and undergraduate courses. If a student never attended, use the first day of the course as the last date of attendance.

Assign an "I" Incomplete grade if you are allowing your student to turn in assignments beyond the last day of class.

Use the Notice of Incomplete Grade Form, found on the Office of the Registrar website, to specify what the student must do to complete the course. Students must have satisfactorily completed a majority of the work in the course with a grade of C or higher to be assigned an incomplete grade. To change an "I" Incomplete grade after a student has completed the additional coursework, use the Change of Grade form. All incomplete grades will roll to an "F" if not changed after one year.

Use "DF" Deferred grades for courses that require more than one semester to complete, such as thesis or special projects. "DF" grades cannot be entered in UAOnline, so you must request a roster for any courses you wish

to assign them in, however F698 and F699 courses will automatically receive a "DF" at the end of the semester.

"DF" grades are temporary, so once the coursework has been completed, be sure to turn in the student's permanent final grade. If a "DF" has been assigned by the Office of the Registrar because a course is scheduled to end after the last date of the normal semester, request a final grade roster to submit your final grades. "DF" grades can be assigned in both graduate and undergraduate courses, however a "DF" grade assigned in an undergraduate course will be rolled to a "W" after two years.

"NB" No Basis and "W" Withdrawn grades are final grades and cannot be changed. If you expect a student to complete coursework past the grading deadline, assign an "I" grade.

If a grade was posted in error, use a Change of Grade form to correct it. You may be asked to provide additional documentation. Department chair and dean signatures are required for any grade changes other than incomplete or deferred. Change of Grade forms are available by request through the Office of the Registrar.

The grade appeal policy and process are listed in the Academics and Regulations section of the catalog and also at www.uaf.edu/reg/forms. Students have 30 days after the beginning of the following semester to initiate an appeal.

**Academics and Regulations:**
https://catalog.uaf.edu/academics-regulations/

**Faculty Resources:**
https://uaf.edu/reg/faculty/

**Faculty Forms:**
https://uaf.edu/reg/faculty/faculty-forms.php

# HOW DO I SUBMIT MY GRADES?

Faculty web grading has been enabled in UAOnline for all active class sections. Additionally, many forms (e.g., Notice of Incomplete Grade) can be found online on the Faculty and Advising Resources Google site at uaf.edu/reg/faculty/faculty-forms.php. You must be logged into your UA webmail in order to access the forms. If you have difficulties accessing the Google site contact our Office and we will be happy to help.

**Please note:**
• Final Grades are due by 12pm the Wednesday after the last day of finals. This date will always be published in the academic calendar.
• NS (Not Submitted) grades will be posted for all missing or late grades.
• NS grades can have a negative impact on students. Graduating students may not be able to receive their diplomas. Late grades can impact scholastic action (i.e., honors, probation or disqualification), and a student's future financial aid. Transcripts will be sent with the NS grades.

**Web Grading Instructions**
(also available at: uaf.edu/reg/faculty/how-to-docs.php)
Follow these instructions for posting grades:

**Getting Started**
☞ Login to UAOnline with your UAusername and password
☞ Select Faculty Services
☞ Select Enter Grades
☞ Your courses will then be listed at the top. Select a course by clicking anywhere on that course line.
☞ After selecting a course, the class roster will appear below. If you are using a small monitor or a tablet, use the vertical and horizontal scroll bars to view all row and column information.
☞ Click on each student line under Final Grade column to assign grades from a drop-down grade box.
☞ Select Save to save the grades.

A Notice of Incomplete Grade must be submitted to the Office of Admissions and the Registrar for each Incomplete posted on the web. Use the online forms on the Faculty and Advising Resources Google site (uaf.edu/reg/faculty/faculty-forms.php).

Go to http://www.uaf.edu/reg/faculty for tutorial videos and instructions on how to report your grades. Online submission via UAOnline is the easiest and quickest method to post grades.

# DROP/WITHDRAW A STUDENT

To drop or withdraw a student from your course, please complete the Faculty Initiated Drop or Withdrawal form located at uaf.edu/reg/faculty/faculty-forms.php. The form will require the following information: course, section number, student's name, UAID, and the last date the student participated (if ever) in the course. Once you click Submit, the information automatically goes to the Registrar's Office.

**Attendance**
While it is not required that faculty members have an attendance policy, it is required that an attendance record be maintained in some manner. Students who stop attending class may be eligible for tuition reimbursement dependent on their last day of attendance. When submitting mid-semester and final grades, faculty members will be asked to indicate the last date of attendance for those students who have stopped attending.

Instructors establish the attendance requirements for each of the courses they teach. Instructor expectations regarding absences (for any reason) and parameters for making up late or missed work may differ, and are usually outlined in the syllabus for each class. If a student incurs excessive absences in a course, his or her grade may be lowered or he or she may receive an F for the course. Only the instructor can excuse a student from class.

We encourage faculty to reach out to students who may stop attending, discuss their concerns, and stress the importance of their participation.

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

The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www. alaska.edu/nondiscrimination.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

**University of Alaska Fairbanks**
**Director, ADA/504 Coordinator,**
**Department of Equity and Compliance**
**355 Duckering Building, 1760 Tanana Loop**
**PO Box 756910**
**Fairbanks, AK 99775-6910**
**Phone: 907-474-7300**
**E-mail: uaf-deo@alaska.edu**
**Website: http://www.uaf.edu/equity**

# TITLE IX: KNOW YOUR RIGHTS & RESPONSIBILITIES

*"No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."* — Title IX of the Education Amendments of 1972

The University of Alaska Board of Regents has clearly stated in policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska.

If you report discrimination, harassment or violence to any University of Alaska employee, they must notify the university Title IX coordinator about basic facts of the incident.

Your choices for reporting include:
- You may access confidential counseling by contacting the Campus Health & Counseling Center;
- You may access support and file a Title IX report by contacting the UA Title IX Coordinator at (907) 474-6600;
- You may file a criminal complaint with the University Police Department at (907) 474-7721.

Even if the incident occurred off campus and the accused is not affiliated with UAF, the university must stop, remedy, investigate and prevent incidents by:

- Having an established procedure for handling complaints of sex discrimination.
- Offering remedies to the victim.
- Taking immediate action to ensure a victim can continue their education free of ongoing harassment or retaliation.
- If requested, a no-contact order can be enacted before a formal hearing (vs the legal process).

## PUSH BACK against SEXUAL MISCONDUCT

**It's everyone's job to stop discrimination and assault!**

# STUDENT RIGHTS & RESPONSIBILITIES

The Center for Student Rights and Responsibilities (CSRR) supports student-centered programs and services designed to assist students in achieving their personal, educational, and social goals. For more information, visit: https://uaf.edu/csrr/

# PROTECTION OF MINORS

The University of Alaska Fairbanks (UAF), as part of its mission, promotes and engages in many programs, events and activities that involve Minors throughout all of its campuses. Minors' protection and safety is of the highest priority for UAF and its departments. The purpose of this policy is to protect Minors engaged in programs, events and activities provided or endorsed by UAF.

**For more information visit:**
**https://www.uaf.edu/safety/minors/**

# WHAT IS SEXUAL MISCONDUCT?

Sexual Harassment is unwelcome, gender based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of unreasonably interfering with, denying or limiting someone's ability to participate in or benefit from the university's educational program/s and or activities, and is based on power differentials (quid pro quo), the creation of a hostile environment or retaliation.

Sexual Misconduct offenses include, but are not limited to:
- ☞ Sexual Harassment
- ☞ Non-Consensual Sexual Contact
  (or attempt/s to commit same)
- ☞ Non-Consensual Sexual Intercourse
  (or attempt/s to commit same)
- ☞ Sexual Exploitation

Non-Consensual Sexual Contact is any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or a woman that is without consent and / or by force.

Non-Consensual Intercourse is any sexual intercourse, however slight, with an object, by a man or a woman upon a man or a woman that is without consent and or by force.

Sexual Exploitation occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage

anyone other than the one being exploited, and that the behavior does not otherwise constitute one of other sexual misconduct offenses. Here are some examples:

- ☞ Invasion of sexual privacy
- ☞ Prostituting another student
- ☞ Non-consensual video or audio-recording of sexual activity
- ☞ Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual or non-consensual sex
- ☞ Engaging in voyeurism
- ☞ Knowingly transmitting an STI of HIV to another student
- ☞ Exposing one's genitals in non-consensual circumstances; including getting another to expose their genitals
- ☞ Sexually based stalking and/or bullying may also be forms of sexual exploitation

Information from the Association of Title IX Administrators (ATIXA)

**For more information visit:**
https://atixa.org/

## Duplicating
Faculty members are encouraged to use the faculty/staff copier located in the vicinity of the mail room for up to 50 copies. Copy supplies are limited and costly to ship to rural areas. Please distribute materials to students electronically when possible.

## Keys
Some faculty members may be teaching in classrooms or labs that are kept locked. If that is the case, these faculty members may receive a key to the building and/or classroom where they teach. The key must be signed-out and then signed-in upon the conclusion of the course.

If a classroom is locked for no apparent reason, contact the receptionist or director for access.

## Mailboxes
Mailboxes are located in the copier room. Faculty members teaching on the main campus receive a mailbox prior to the beginning of classes from their campus administrative assistant. Faculty members should check their mailboxes before the start of each class. If no mailbox has been assigned, see the receptionist. Off-site faculty members' mail will be delivered to the appropriate office and routed to the individual as needed.

## Classroom/Teaching Supplies
The campus maintains a limited supply of pens, pencils, markers, dry erase markers, notepads, etc. Please discuss with the instructional services coordinator or Director if you will need additional supplies for your course. Together you will make a determination if those should be campus or student supplied.

# FACULTY GUIDANCE ON USE OF E-MAIL

In terms of email, *only use your university email account* for communicating about (or with) students.

Several years ago, the University put into UAOnline the ability for students to enter their "preferred" email address. Most (but not all) official university communications go to whichever address a student has indicated in UAOnline.

Faculty and instructors sometimes enter a preferred email address as well, thinking that this will allow them to use it for official university business. ***That is not the case.*** Using an email account not controlled by the university introduces an unknown risk to student information, which could result in a violation of student's rights to privacy under both FERPA and the GDPR. Students can choose to take that risk for themselves if they want to use something other their assigned **@alaska.edu** email account.

It's their right to privacy, so they assume that responsibility when they designate a preferred email. As employees of the university, you are expected to exercise caution with student data. In terms of email, this means that you can *only use your university email account* for communicating about (or with) students.

# INFORMATION TECHNOLOGY SERVICES

**The University of Alaska Office of Information Technology (OIT)**

The OIT Support Center provides computing support seven days a week. Their services include email, computer labs access, software resources, desktop support, wireless access, networking services and much more. For more information, please visit OIT's website: **alaska.edu/oit**.

**UAOnline**

UAOnline is the University of Alaska's staff, faculty and student management system. Here you can find employment information such as your time sheet, access to registration, class lists, grades and so on. To access UAOnline visit: uaonline.alaska.edu and login with your UAUsername and password.

**Accounts & Access**

Most University of Alaska services are accessed using your UAUsername and password that is created automatically once you are affiliated with the University. If you need help with an existing account, you may submit a service request by emailing helpdesk@alaska.edu. If you forget your username or password, you can retrieve or reset this information by visiting the Easy Login Maintenance Option (ELMO): **elmo.alaska.edu/**.

**Blackboard Support**

Blackboard support can be found linked from the main Blackboard page or directly at **http://www.alaska.edu/oit/servicecatalog/#id=161**.

**Computer Support**

OIT offers computer support to all UAF faculty who are teaching during the current academic year. Services include software downloads, configuring hardware or troubleshooting problems. To submit a request, view hours of operation and locate a service desk on campus visit the OIT Service Desk help page at **alaska.edu/oit/get-help/**.

**UA Licensed Software Downloads**

The University of Alaska licenses common software which UAF staff and faculty may use for free. Available software (**alaska.edu/oit/software/**) includes Microsoft Office and many Adobe Creative Suite applications.

Contact UAF OIT support Office at 907-450-8300, or toll free at 800-478-8226, to determine what software is available.

**Helpdesk and Technology Support**

The OIT Service Desk provides technology support to staff and students over the phone, by email, and through remote access. If you need assistance contact the helpdesk at: 907-450-8300 or toll free at 800-478-8226 or email them at helpdesk@alaska.edu.

# UAF DISABILITY SERVICES

UAF Disability Services provides accommodations to all UAF students, including Chukchi and eCampus students. Once approved, students are entitled to receive a variety of resources such as screen-reader software, recording of lectures, extra time on assignments and exams, and access to listening devices.

**How does one enroll for services?**

To be considered for UAF Disability Services accommodations, students should be enrolled for at least one credit. Students must identify themselves to UAF Disability Services, provide documentation, deliver the letter of accommodation to the faculty at the start of each semester, and alert the Disability Services office of difficulties or problems with accommodations.

## UAF DISABILITY SERVICES

Office located at UAF in Fairbanks
Website: https://uaf.edu/disabilityservices/
Email: uaf-disability-services@alaska.edu
Phone: 907-474-5655 Fax: 907-474-5688

Like UAF Chukchi Campus on Facebook: facebook.com/chukchicampus

# MEDIA SERVICES

Chukchi Campus lends media equipment to UAF students, staff and faculty for academic use only. Borrowed items may not be taken out of town without prior approval of the Director. Equipment, such as laptops, digital cameras, digital video recorders and more, is available on a first-come, first-served basis and instructional use takes priority over all other requests.

Chukchi has a limited supply of media items, but will work with you to help find the right equipment for your academic needs. You may reserve media equipment ahead of time in person or over the phone.

Please return equipment on time. Equipment returned late may result in a temporary block on equipment usage. Lost, damaged, or habitually late equipment may result in permanent loss of media checkout privileges.

# LIBRARY SERVICES

**Chukchi Consortium Library**

Chukchi Consortium Library is funded by the University of Alaska and the Northwest Arctic Borough making it available to all people in the region. It has a great collection of books, periodicals and videos across a variety of ages and genres.

The library offers inter-library loan, computer access and research assistance and should be your first stop for your research needs.

**UAF Rasmuson Library Off-Campus Services**

Off-Campus Library Services is a unit set up to serve all UAF students and faculty who do not live in Fairbanks, Alaska.

**For Your Students**

Rasmuson Off-Campus Services can supply your students with information needs for the courses they are taking. For example, if a research paper is required in an online, audio or other distance course that they are taking, your students can contact Off-Campus Services, explain their information need, and the staff will send library materials to them so they can write their paper.

**For Faculty**

Off-Campus Services supports faculty teaching and research needs. They assist by providing research services and materials that will help in course preparation and faculty-related research, and to provide library instruction via audio conference.

**Resources**

Off-Campus Services has a new, online way to find books, journal articles and many other information sources. *QuickSearch*, puts results from the Library Catalog and 95% of our 150+ databases in one place.

To access *QuickSearch*, visit the main library website at library.uaf.edu. On the main page of the Library website look for the *QuickSearch* box or click the link to the Advanced Search page. *QuickSearch* does not search ProQuest or Westlaw databases. If you are using *Quick-Search* from off-campus, you will need to log in using your UAusername and password.

For more information on off-campus services visit:
 **http://library.uaf.edu/offcampus**

# CLASSROOMS & REGIONAL EQUIPMENT

Classrooms at Chukchi Campus are equipped with a white board and markers, desks or tables, wireless access, and a projection wall or screen. Specialty rooms include videoconference equipment, large screen televisions and audioconference capability. The multi-purpose science room contains additional space, running water and a fume hood. Chukchi Campus has two small computer rooms with six and eight computers respectively.

LIBRARY/MEDIA

# GETTING STARTED WITH BLACKBOARD

Blackboard Learn is UA's web-based learning management system (LMS) that allows instructors to develop and deliver course materials online.

Instructors use Blackboard to post documents, assignments, quizzes and exams and to moderate discussion groups, provide virtual office hours, among other functions. Students using Blackboard as an LMS are able to check their grades, submit assignments, and interact with each other and the instructor.

Blackboard is used for distance education classes that are taught entirely online, and also to complement traditional face-to-face classes. Every UA course is automatically provisioned a course shell in Blackboard with automatic management of users, at no extra cost to end users.

## HOW DO I USE BLACKBOARD LEARN TO DESIGN MY ONLINE COURSE?

There are many ways to use Blackboard Learn for face-to-face, hybrid, and online courses. Think of the Blackboard course shell as your online course environment. This space can hold your syllabus and other course materials; text, video, and audio content; assignments, discussion boards, links, learning outcomes, tests; and anything else that you would like to share with students to help them successfully complete your course. Your Blackboard course can be continually updated throughout the semester.

## WHAT ARE MY FIRST STEPS IN GETTING STARTED?

The first things to post into your Blackboard course should be:

- ☞ Syllabus
- ☞ Course Schedule
- ☞ Contact Information

Once these items are posted you will want to open the course for students to access and send a "welcome" announcement.

## Login to Blackboard

You will need an active UA Username and Password to log in to UA Blackboard Learn.

If you are new, have forgotten, or need to reset your password go to **elmo.alaska.edu** to claim your account or reset it.
For further log in & password assistance contact the OIT

Helpdesk at 907-450-8300 or toll free at 800-478-8226.

Once you log in to Blackboard Learn, click the course you want to work on and be sure edit mode is ON (top right). Each course must be worked on individually. Be sure you are working in a course with the current semester date in the name (e.g. 202003 is fall semester (03) of 2020).

## Add your Syllabus

There are several ways to add a syllabus to your course. Tip: Save your word processing document in PDF format to post online for accessibility purposes.

1. Add a File
   - ☞ Navigate to the Syllabus content area on the left
   - ☞ Select Build Content, File, and add a name
   - ☞ Follow the instructions to browse computer and attach your completed syllabus document

2. Create a Learning Module
   - ☞ Navigate to the Syllabus Content area on the left
   - ☞ Select Build Content, Learning Module, and add a name
   - ☞ This tool allows you to create "pages" or sections in an online booklet format. Type or copy and paste each section as an Item to create a syllabus that is read on-screen.

3. Add an Item
   - ☞ Navigate to the Syllabus content area on the left
   - ☞ Select Build Content, Item, and add a name
   - ☞ Copy and paste syllabus content to be read on screen or browse to attach your file.

## Add your contact information

This template button allows you to add instructor contact information and notes for students enrolled in the course.

- ☞ Navigate to the Contact Instructor content area on the left
- ☞ Select Create Contact
- ☞ Complete the form making sure to select yes to Make the Profile Available
- ☞ Submit

## Make Course Available to Students

Instructors are responsible for activating each Blackboard course making them "available" for student access.
Please make your courses available on the first day of the semester.

Like UAF Chukchi Campus on Facebook: facebook.com/chukchicampus

☞ In the Control Panel section on the bottom left, go to Customization, Properties
☞ Scroll to Set Availability and select YES
☞ Click SUBMIT

**Note:** The (not currently available) tag will no longer show on your course list.

## Send Welcome Message to Students

Students benefit from a welcome message from their instructor which may include a short biography, textbook information, class meeting information, how to get started, and course expectations.

☞ Select the Announcements course area on the left
☞ Select Create Announcement
☞ Add a subject and type or paste your message
☞ Under Web Announcement Options choose from:
☞ Not Date Restricted, this will leave message up for students
☞ Date Restricted, choose a Display After/Display Until day and time
☞ Email Announcement: If "Send a copy of this announcement immediately" is selected, the announcement will be sent to each student enrolled in the course via email.

# GETTING STARTED WITH ZOOM

## Setting Up a Zoom Meeting

Setting up a ZOOM meeting is easy. There are really only 4 steps to remember:

1. Go to ZOOM to claim your account
2. Sign in and create a meeting.
3. Send students your meeting link
4. At the start of class, invite the large TV and camera to your meeting (if applicable)
5. Oh, and #5, end the meeting after class

## Claim Your University of Alaska ZOOM Account

1. Open any Internet browser such as Chrome, Firefox, Safari, etc. Go to **http://alaska.zoom.us**
2. Click the SIGN IN button and enter your UAUsername and Password. Click LOGIN
3. Logging-in opens up your profile information. ZOOM automatically creates some basic features to make your life easier, such as a personal meeting ID for instant meetings.

## Creating a ZOOM meeting

1. To create a scheduled meeting, click on the Meetings link on the left side.
2. The meeting window opens and displays any upcoming meetings you have, previous meetings you held, your personal meeting room and Meeting templates.
3. Make sure you are on the UPCOMING MEETINGS TAB
4. Click the SCHEDULE A NEW MEETING button.
5. Now, work through each of pieces of information asked for in order to create our meeting:

• Enter a Class Name, Topic or Title for your meeting
• Enter a brief description
• Select the date and time of your meeting. We recommend starting 10 min before your scheduled class time
• Select how long your meeting will go. We suggest 10 min past your scheduled class time.
• BE SURE TO SELECT THE CORRECT TIME ZONE

## Creating a Recurring ZOOM Meeting

1. For meetings that are recurring, check the recurring box and more options will open.
2. Choose WEEKLY from the drop down and days of the week will display.
3. Check the days of the week for which your class reoccurs.
4. Select the date on which your class will end. This is typically the end of the semester.
5. Under Video, select ON for host and Participant
6. Audio options, select BOTH
7. Under Meeting options, you have the option to allow students to join the meeting before you arrive. If you do not want to do this, students will receive a message that says "The host has not yet started the meeting." Once you login, everyone will be connected.
8. Click SAVE

**TECHNOLOGY**

# UAF eCampus Resources

The UAF eCampus offers a variety of resources for UAF faculty and adjuncts in developing and delivery online learning experiences.

## Course Development
The Instructional Design Team collaborates with faculty in the creation of rich online courses. As part of the normal course development and revision process, faculty members will have access to instructional design assistance from the instructional design team. UAF eCampus recognizes that faculty members are experts within their subject area. Instructional Designers provide weekly open lab sessions, individual consultation and training on educational methodologies as well as applicable technologies.

The Instructional Design Team remains available before and during the semester to assist with the development and delivery of ongoing courses, and after the semester for evaluation and revision.

Faculty members engaged in this challenging and demanding form of teaching will be fully supported from the beginning of course development to the successful completion of their students.

## Faculty Development
UAF eCampus is committed to providing training and development for its faculty members and advocating for their inclusion in training and development offered by UAF in order to:
•Implement sound pedagogy using current technology.
•Efficiently manage their classroom.
•Deliver their curriculum using a rich framework.
•Assess learning actively and authentically.

When feasible, any time UAF eCampus provides or participates in other training activities, the training material or information derived will be explicitly shared with UAF eCampus-supported faculty members. This information can be found easily on iTeachU. If faculty would like to take part in learning communities, please contact the Faculty Services Coordinator.

## iTeachU
iTeachU is an online resource centered on developing and delivering e-learning courses. To learn about course development, technology information and classroom management strategies, please visit iteachu.uaf.edu.

## Teaching Tips
The Instructional Design Team publishes a series of weekly teaching tips available at: **iteachu.uaf.edu/teaching-tips/**.

Please contact the Faculty Services Coordinator, if you want to subscribe to the mailing list or are interested in writing a Teaching Tip.

Karina Gonzales-Smith, Faculty Services Coordinator, ksgonzales@alaska.edu
907-455-2064

## #facdev
#facdev events help faculty enhance or change their approach to the face-to-face or online classroom. These 1- to 2-hour workshops are available to learn and share pedagogical practice, new software applications or course-building approaches. For a full schedule of events please visit **iteachu.uaf.edu/events/**.

## iTeach Online
iTeach Online is a 6-week series of activities meant to help faculty get started building a solid online course founded in current research, relevant learning experiences, and with an eye towards participating in a formal Quality Matters peer review. Participants can expect to spend each week learning best practices, planning for course objectives alignment, and crafting at least one replicable course module.

## iTeach
iTeach is a 4- to 5-day hands-on workshop tailored to help faculty, instructors, lecturers and TAs improve upon everything from how to gather and manage research, to creating course schedules that work, to building and managing online learning communities, and everything in between. For more information about hosting a department-specific iTeach, contact the Faculty Services Coordinator.

## iTeach2
iTeach2 is an extension of our original iTeach intensive, which has been a highly successful endeavor with more than 400 faculty having attended over its lifetime. At iTeach2, faculty who are familiar with online classes and comfortable with technology can spend 5 days in intensive workshops with their peers as our Instructional Designers lead them through a series of hands-on activities, in-depth discussions, and creative course development strategies.

# HUMAN RESOURCES

Your first point of contact for issues related to your pay or other human resources issues is your administrative services contact at Chukchi Campus. They can help you find the right person to talk to about any issues you are having.

All employees are bound by The Alaska Executive Branch Ethics Act to ensure there is no conflict of interest between an employees work role and interests, financial or otherwise, outside of the University. Detailed information on what constitutes an ethics violation can be found here:

**https://www.alaska.edu/hr/forms/hr_ethicsforms/**

## COLLECTIVE BARGAINING AGREEMENT—UNITED ACADEMICS – ADJUNCTS AAUP-AT/AFL-CIO

This important document spells out your rights and responsibilities as an adjunct faculty member. For the complete Collective Bargaining Agreement, please visit the University of Alaska Statewide Labor & Employee relations website at:

**http://www.alaska.edu/labor/adjuncts-info/**

# REQUIRED TRAINING

**University-wide Required Training**

The University of Alaska is committed to making our campuses safe and positive work environments for our faculty and staff with students. As part of that commitment all employees are required to complete a core set of training. All training can be found in the Employee Learning Library Tier 1 at MyUA Dashboard: **https://myua.pageuppeople.com**

This learning portal contains the required training courses all UA employees must complete:

1. Workplace Harassment Prevention
2. Behavior Based Safety (One time)
3. Title IX Training (Annually by October 1st)

Other available training on MyUA is found in Tier 2 (position required training), Tier 3 (professional development) and Tier 4 (personal learning). Position required training is determined by your job duties and your supervisor. Professional development and personal learning may be assigned by your supervisor, but is available to you to take if you are interested.

**UAF Required Training**

UAF's required safety training is found on the required training page at **uaf.edu/safety/training.** UAF requires all 4 safety trainings, your Department's Emergency Action Plan (DEAP) training, and protection of minors training for all employees within 30 days of hire or before undertaking specific activities identified as safety concerns by the supervisor or employee (UAF Required Training Policy 04.07.010)

**Safety Training**

All employees regardless of their employment status (staff, faculty, student employee, temporary) are required to complete the basic five trainings listed on the UAF Environmental, Health, Safety and Risk Management website: **uaf.edu/safety/training**.

1. Employee Safety Orientation
2. Hazard Communication
3. Office Safety (general)
4. Slips, Trips and Falls
5. Department Emergency Action Plan (DEAP) Department specific, talk to your supervisor

TRAINING

**Protection of Minors Training**

All UAF employees must take training under the Protection of Minors Policy (Section 5.4). More details are available on the Required Training page. Please note that anyone working directly with children must take their required Protection of Minors training annually per University of Alaska regulations (09.12). The Protection of Minors' training for all University employees can be found here:

Protection of Minors: Shine a Light. https://www.uaf.edu/safety/files/protection-minors/2017-Directions-for-POM-Shine-a-Light-Final.pdf

**Adults Working Directly with Minors**

Protection of Minors' training for University Employees who will be working directly with minors is now found on myUA. All authorized adults are required to take two trainings annually: Protection of Minors-Duty to Report, Mandated Reporter, and one additional training chosen from the spreadsheet. These trainings can be found in the Learning Library under Tier II; search for Protection of Minors. Training is required annually.

**FERPA Training**

The Family Educational Rights and Privacy Act (FERPA) deals specifically with the education records of students, affording them certain rights with respect to those records. For purposes of definition, education records are those records that are 1) directly related to a student and 2) maintained by the institution or a party acting for the institution.

FERPA gives students who attend a postsecondary institution, the right to inspect and review their own education records. Furthermore, students have other rights including the right to request the amendment of their education records and to have some control over the disclosure of personally identifiable information from these records. Releasing personally identifiable information without written consent is one of the most frequent violations of FERPA. If you are unsure whether you can release information on a student, contact the Director or the Registrar's Office. A good motto is: When in doubt, don't give it out!

UAF provides FERPA training through UAOnline (uaonline.alaska.edu). All faculty and staff must complete FERPA training on annual basis

**Title IX Training**

Title IX of the Education Amendments of 1972 is a federal law set to end sex discrimination and provide guidance regarding equity and sexual discrimination in all federally funded educational institutions. This law forbids sex discrimination in all student services and academic programs such as, but not limited to: admissions, financial aid, career services, residence life, classrooms, health and counseling services.

Title IX also forbids discrimination during employment and in hiring. The goal of Title IX is to protect people and ensure that their right to be in a safe environment, free of sexual violence and unequal treatment, is instituted and enforced. Title IX has been traditionally known as a law that protects women in athletics. However, this law encompasses much more than just women in sports.

For more information, reporting an incident and training opportunities, please visit the Office of Diversity & Equal Opportunity's website at **uaf.edu/oeo/title-ix/**.

### Accessing myUA Employee Training System for Required Training

To access the library follow these steps:
1. Log in to myUA at https://www.alaska.edu/myua/ using your UAUsername and password.
2. Click on "myUA Employee Services Dashboard."
3. Click on "My Community" then "Learning Library."
4. Select Tier 1, UA Employee Required Training.

TRAINING

## Course Syllabus

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**Course Information:**

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**Course Title:**

**Course Number:**

**Number of Credits:**

**Prerequisites:**
Students should have developed the knowledge and skills covered in the following courses prior to starting this course:

- 
- 
- 

In some cases, it may be possible for a student to acquire this knowledge and these skills through additional study during the course.

**Location:**

**Meeting Days & Time:**

**Blackboard Web Site:** http://classes.uaf.edu/

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**Instructor Information:**

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**Instructor Name:**

**Contact Information:**

*Comments/Suggestions: Provide information for students to contact you outside of class time, i.e. e-mail, phone number, and other ways to contact you.*

**Office Hours:**

*Comments/Suggestions: As an adjunct instructor you are required to provide some form of out of class assistance. You are not required to hold specific office hours, but you should provide the option for students to schedule an appointment outside of class time to meet with you. You may decide to only use e-mail as your means of offering out of class assistance. However you decide to handle this it must be clearly stated and you need to honor whatever commitments you make to your students.*

*Inform students when they should expect to receive a response to e-mail messages. For example, either let students know they can expect a response within a certain amount of time of the e-mail being sent, say 48 hours; or let them know that you have reserved a certain day to respond to e-mail messages, say Friday afternoons. It doesn't really matter how you choose to address this (within reason), what is most important is that you clearly state your policy and stick to it.*

## Course Text Book(s), Materials, and Resources:

*Comments/Suggestions: List any required text book, materials, websites, or other class resources that are required or recommended.*

**Required Text Book(s):** *Provide Title, author, edition, publisher, ISBN*

**Recommended Text Book(s):** *Provide Title, author, edition, publisher, ISBN*

**Websites and Other Class Resources:**

**Materials or supplies required:**

## Course Description:

□ Content of the course and how it fits into the broader curriculum.
□ Expected proficiencies required to undertake the course, if applicable.
□ Inclusion of catalog description is STRONGLY recommended, and
□ Description in syllabus MUST be consistent with catalog course description.

## Course Goals and Student Learning Outcomes:

*Provide Course Goals (General) and Provide Student Learning Outcomes for this course (More specific)*

## Instructional Methods:

*Describe the teaching techniques (e.g.: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).*

## Class Calendar:

| Week No | Class Date | Topic Covered | Assignments Due Dates and Test Dates |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

| | | | |
|---|---|---|---|
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |

**Course Policies:**

**Attendance**
*(The text below is from the UAF catalog. It is provided as an example. You can modify this as appropriate to your class and expectations).*

You are expected to attend classes regularly; unexcused absences may result in a failing grade. You are responsible for coordinating absences and the possibility of arranging to make up missed work with the instructor prior to the absence.

If an unforeseen circumstance prevents you from attending class you are expected to contact the instructor via email or phone prior to the start of class.

If you are required to participate in either (a) military or (b) UAF-sponsored activities that will cause you to miss class, you must notify your instructor as soon as possible of your absence. You must notify your instructor of all scheduled UAF-required absences for the semester (e.g., travel to athletic events) during the first week of classes.

**Late Assignments**

**Missed exams**

**Important Dates**
*(The text below is provided as an example. You can modify this as appropriate to your class and expectations).*

Check the UAF Academic Calendar for important dates related to fee payment, class registration and last day to drop courses. The calendar can be viewed online at:
    http://www.uaf.edu/catalog/current/acad_calendar.html

**Plagiarism/Academic Integrity**
*(The text below is provided as an example. You can modify this as appropriate to your class and expectations.)*

Plagiarism and cheating are serious offenses and may result in failure on exams, papers, projects, or courses. The entire purpose of this class is to acquire useful skills. To cheat is to lose the opportunity to acquire skills.

**Evaluation:**

*Comments/Suggestions: Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)*

*You must be clear here. This section should be detailed enough to answer the question, "What do I have to do to get an A in this class?" or a B, or C, etc.*

*Briefly list assignments, and the points or percentage of final grade associated with each assignment.*

*Include a table similar to the example below. If you are calculating your grades based on points or some other method, you can substitute the point ranges that equate to an A, B, C, D, or RF in place of the percentage ranges. The key is that you have clearly stated to the student what they must do to earn a given grade in your class.*

| A | 100 – 90% |
|---|-----------|
| B | 89 – 80% |
| C | 79 – 70% |
| D | 69 – 60% |
| F | Below 60% |

**Support Services:**

The Chukchi Student Services Coordinator provides services by appointment and on a walk-in basis. Staff at Chukchi Campus understand the unique challenges of rural students and will assist by providing advising services, assessment tests, financial aid information and advising, and assistance with forms and applications if needed. Services are not limited to those listed and other services will be provided if possible. For more information or to make an appointment, contact the Chukchi Campus Village Access Coordinator at (907) 442-3400, ext. 115.

**Disabilities Services:**

UAF has a Disability Services office that operates in conjunction with the College of Rural Alaska's (CRA) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit http://www.uaf.edu/chc/disability.html on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu.

*Comments/Suggestions: As mentioned within the assignments area above, the more detailed and pre-planned you can be the better. Students truly do appreciate and deserve clarity. Taking the time to preplan your semester will provide clarity for your students and will ultimately save you time during the semester.*

*Once you have created your schedule, stick to it. Students are arranging their schedule based on the schedule you outline at the beginning of the semester. There may be times when you need to do this, but it should be done with a considerable of thought and should include input from students prior to making any changes.*

*Remember there is nothing more frustrating as having the "rules" suddenly change in the middle of the game.*

*Please understand that these are only suggestions. As the instructor of your course, you need to have the flexibility to make adjustments to your course (schedule, assignments, etc.) so that you able to meet the needs of your students. The key thing to remember is to work with your students when you find it necessary to make a change or adjust the class schedule – students should not have to be guessing as to what is happening next in your class.*

# SAMPLE SYLLABUS

**Course Syllabus**
ASL F101X- American Sign Language 1
University of Alaska Fairbanks

## Course Information

*Course Number & Title*: ASL F101X American Sign Language 1
*Credits*: 3.0
*Prerequisite*: None
*Location*: Via Distance and Face to Face at the Chukchi Campus
*Meeting Days & Time*:  Monday & Wednesday 5:10PM- 6:40PM
*Start & End Date*: 01/13-04/27

## Course Type

Vis Distance and In- person lecture Face to Face at the Chukchi Campus

## Instructor Information

*Name*:
*Office Location*: Chukchi Campus 604 Third Ave, Kotzebue, Ak 99752
*Student Office Hours*: before and after class or by appointment
*Email*:
*Telephone*:

## Course Description

**UAF Catalog Course Description:**
This course introduces the basics of American Sign Language. It is a course designed for students with no or minimal sign language skills to develop basic skills in use of American Sign Language and knowledge of Deaf culture. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features. American Sign Language will be taught within contents and related to general surroundings and everyday life experiences.

**In-depth Course Description:**
American Sign Language (ASL) employs signs made with hands and other movements, including facial expression and postures of the body. ASL is a complete, complex and naturally existing language used by Deaf people in North America. ASL1 introduces students to a language and the community of people that use it. Students will learn the vocabulary, grammar, and culturally-appropriate uses of ASL though natural, everyday conversational situations. This course will encourage small and large group activities and at least one lab session per week using exercises meaningfully related to the conversational topics.

*Note: Everything that appears in this syllabus from here on is subject to change depending upon the results of our negotiations. What is written here is to merely to get the negotiations underway.*

## Representative Course Readings/Materials

### Required Textbook:

| | |
|---|---|
| *Title*: | Signing Naturally- Units 1-6 Student Set. |
| *Author*: | Cheri Smith, Ella Mae Lentz, & Ken Mikos |
| *Publisher*: | San Diego CA: DawnSignPress. (2008) |
| *ISBN No*: | ISBN: 978-1-58121-210-5. |

### Other Required Materials, Resources or Tools:

All handouts, assignments, policies and updates found on course Blackboard

### Required Textbook:

| | |
|---|---|
| *Title*: | Signing Naturally-Student Workbook Units 7-12 and DVD |
| *Author*: | Cheri Smith, Ella Mae Lentz, & Ken Mikos |
| *Publisher*: | San Diego CA: DawnSignPress. (2008) |
| *ISBN No*: | ISBN: 978-1-58121-215-0. |

### Other Recommended Materials, Resources or Tools:

### Language Resources:

. ASL Group Lab **(will be announce during Introductions Course Overview)**

. Sign Language and fingerspelling practice video are available on YouTube

. Websites: Online Sign Dictionary at- http:// commtechlab.msu.edu/Sites/aslweb/browser.htm

. Other online dictionaries- www.lifeprint.com, www.signingsavvy.com

. Fingerspelling practice- Receptive practice- http:/www.asl.ms/

. Expressive practice-http://www.jal.cc.il.us/ipp/fingspell/

. Gallaudet Font-http://simplythebest.net/fonts/Gallaudet.html(free download)

. Deaf Newspaper- http://www.deafnewspaper.com/( stories in ASL and cultural information)

## Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

**1.**Demonstrate comprehension of simple questions and statement by producing short one to two sentence responses.

**2.**Ask questions within conversational interaction involving introduction of self and exchanging personal information about school, work, family, daily activates, and likes/dislikes.

**3.**Demonstrate ASL-appropriate conversational communication behavior.

**4.**Demonstrate comprehension of classmate's names and other commonly spelled words of three to four letters when finger spelled at a normal rate.

**5.**Fingerspell the names of classmates and commonly finger spelled words of three to four letters at moderate to normal rate of speed within a conversational context.

**6.** Understand and express the numbers 1-60

**7.** Identify the cultural beliefs, values, attitudes and perspectives of Deaf Culture and compare to other cultures as well as to students' own culture.

**8.** Demonstrate in writing and through classroom interaction a basic knowledge of the linguistic structure of ASL, the historical and contemporary issues that impact Deaf culture and the Deaf community.

## Instructional Methods

The majority of the class will be conducted in ASL **ONLY.** No voicing will be used except for specific times put aside by your instructor. This course will teach students through lectures, demonstrations, instructor-led discussion and hand- on learning. During this total immersion language experience students need to pay careful attention to what is being communicated by both instructor and classmates. Do not panic if you do not understand everything immediately. Try to understand the meaning through context. Everything is contextualized, with instruction based on previously learned material. There will also be a great deal of repetition to practice you ASL skills and course material is presented through a variety of techniques and activities to make learning interesting and fun.

## Course Policies

*Attendance and Participation*:

Attendance and participation are essential to success in this class. To receive full attendance points, students are expected to arrive to class and lab on time prepared engage in the class or ASL lab session. To receive full points, students are expected to actively participate in class discussion and stay on task. Note that although class attendance is important, it is not the same as class participation. Your daily class participation grade will be based on the student's daily level of preparedness, engagement in the learning process, participation, spontaneous volunteering, use and quality of target language, and respect for others and for the culture being learned.

*Late Assignments*:

Although this is a face to face and distance course, you must meet the assigned deadline in order to pass the course but there are some flexible if you communicate with me in advance time. It is important that you work is turned in on time so that the class is on pace together. Again, will not be able to earn full credit for late homework unless there are extenuating circumstances **AND you have discussed your circumstances with me**. If for whatever reasons you can't attend class please email me so I can adjust more time allowing you to complete your assignment. You may work ahead if you wish, but remember I generally do not grade submitted work until after its due date. In general, I do all grading on the weekends and will tend to clear out a week's worth of grading in one weekend- long binge, for example, any assignments submitted on a Monday may go ungraded for a few days. However, I do my best not to allow any assignments to go ungraded for longer than a week, especially if a revision is due or if the assignment is a step toward a long-term goal, such as Exit ticket is your thoughts on an ASL video and anything related to your class learning. Deadlines are very important. As previously stated, assignments are due before midnight on the date indicated on Blackboard. **Any assignment turned in late will lose 5% unless otherwise extenuating circumstances is brought to my attention. Reminder: I will not accept assignments more than one week late without extenuating circumstances; this covers for missing exams as well.**

## *Make-up Exams*:

*Policy on Missed Exams:*

Students are expected to take examinations at the assigned time. If you are unable to meet that expectation, contact Instructor Ms. Victorian **before** the exam and obtain her consent, if you wish a make-up exam. There will be no make- ups for any unannounced quizzes.

*Exams and Assignments:*

All students are expected to take the final exam and turn in all other assignments at the announced date and times. **<u>Students who fail to do so will be penalized ½ a letter grade for the assignment late per day.</u>** If you miss a scheduled exam, it is entirely your responsibility to contact your Instructor and arrange to take a make-up exam as soon as possible.

*Communications:*

*Plagiarism/Academic Integrity*: Plagiarism and cheating are serious offenses and may result in failure on exams, papers, projects, or courses. The standards in this class will follow the Student Code of Conduct policy stated in the current UAF Catalog.

## Evaluation

<u>We will cover chapters 1through 6 in this course. Your final grade will be based on the following:</u>

**Attendance/Participation**      **20%**
Attendance and participation are essential to success to success in this class. To receive full attendance points, students are expected to arrive to class and lab on time prepared engage in the class or lab session. To receive full points, students are expected to actively participate in class discussion and stay on task.

**Homework**      **10 %**
Homework will consist of completing end of chapter Study Questions prior to the lecture corresponding with each chapter. Study questions will be discussed during lecture. To receive full points, students are expected to completed and submitted Study Questions prior to the corresponding class.

**Quizzes**      **20%**
Quizzes will include questions related to the material covered during in class, homework assignments, and projects. A given quiz will not include information for which the student has not received instruction. The purpose of each quiz is to help both student and the instructor check your understanding of the material covered. Four quizzers will be given throughout the course.

**Group Labs:**      **30%**
Students are required to meet with their lab groups online or outside of class this will be discuss in depth during the first day of class.These sessions should be no shorter than one hour in duration for each lab assignment. Students may meet on campus, but are not required to do so. The purpose of the lab meetings is to increase student's opportunities to interact with others in sign language, provide an opportunity for additional reinforcement of new principals and vocabulary, provide a safe place for students to use sign language at a level in which they are comfortable among each other, build relationships outside and online with classmates. Students must create their group lab assignment sheets to indicate who engaged in the lab group meetings, what was accomplished, and any questions or concerns that may have arisen. Each student must fill out his/ her own lab sheet and turn in on the designated due date as outlined on the syllabus. The lab sheets are one way the instructor can become aware of and address individual needs. Each lab sheet should include the following information.

- Name/s of all group members who attended lab session
- Lab activities and conversations (What ASL activates the group found and discuss about it)
- Specific questions about signs, grammar, culture, class etc.
- Personal impression of your signing abilities, skill improvement and accomplishments

- Questions concerns or comments that you may have about this lab or class. If you are unable to participate in the group you are ultimately responsible to let your instructor know so we can use an alternative plan for you. There are many potions available to help you to be as successful as you can in this course.

**Final Exam** (subject to change)                                                    **20%**
The final exam will be comprehensive evaluation of all course materials. The final exam will be given on the last class day.

Letter grades for the course will be determined as follows and will reflect the *Grading System and Grade Point Average Computation* policy stated in the current UAF Catalog.

| Letter Grade | Range |
|---|---|
| A | 100–90% |
| B | 89.9–80% |
| C | 79.9–70% |
| D | 69.9–60% |
| F | less than 60% |

**Withdrawal** – Course withdrawals may be either student-initiated or faculty-initiated. A faculty-initiated withdrawal will be initiated if you don't meet prerequisites for a course or if you haven't participated substantially in the course. An attempt will be made to contact students prior to initiating a faculty-initiated withdrawal. It is the responsibility of the student to maintain current contact information (phone number and email address) within UA Online system.

**Incomplete** - An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. An incomplete will only be assigned in a case when the student is current in the class until at least the last three weeks of the course. Negligence or indifference is not acceptable reasons for an "I" grade. If an incomplete assigned, it must be made up within one year or it will automatically be changed to an "F" grade

## Student Protections and Services

Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: https://cms-test.alaska.edu/handbook/

**Disability Services**
UAF Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

If you have specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Disability Services in room 208 of the Whitaker Building and request a letter of accommodation. More information is available online at https://uaf.edu/disability/

**Discrimination, Harassment, Violence:**

The University of Alaska Board of Regents has clearly stated in UA regulations that discrimination, harassment, and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a teacher of a course or university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600
3. You may file a criminal complaint by contacting the University Police Department at 907-474-7721. uaf.edu/oeo/civil-rights/aa-eo/"

Any UAF employee or volunteer who reasonably suspects or observes minor abuse or maltreatment is required to report the incident. Reporting procedures are available on the UAF Protection of Minors website located at: http://uaf.edu/safety/minors/. Violation of this policy by employees shall be reported as well.

**Veteran and Military Services:**

UAF is committed to meeting the unique needs of veterans and military personnel. To support those that have served, or are serving, there is an office of Veterans and Military Services. Please visit their website at http://www.uaf.edu/veterans/ for more information.

## Subject to Change:

Any changes to the course schedule will be announced in class and posted on Blackboard

## Course Calendar:

**Week 1**

| Session Day & Date: | Mon 8/ 24 |
|---|---|
| Major Topics:<br>Pre-Unit- Unit 1-<br>Introducing Oneself<br>Lesson 1:1-12 | Introductions Course Overview<br><ul><li>Intro to ASL & ASL Alphabets</li><li>Intro to American Deaf Culture Awareness</li><li>Why are the 5 Parameters of ASL Important</li><li>Getting to know You</li><li>Group Lab</li><li>What is Exit Ticket??</li><li>Deaf Joke – Motel</li></ul> |
| Reading Assignment: | Review Signing Naturally Workbook Unit 1 Vocabulary- |
| Assignments:<br>Homework 1:1 | Assigned Homework on Due Date 8/31<br><ul><li>Reflect & Share on something you learned first class.</li><li>Give 2 beneficial for Learning American Sign Language</li></ul><br>Quiz on Date 8/24 |

SAMPLE SYLLABUS

| | |
|---|---|
| | Deaf Awareness |

| | |
|---|---|
| *Session Day & Date:* | Wed. 8/26 (Lecture 45-50 minutes/ Practicing Lessons |
| *Major Topics:*<br>*Unit 1*<br>*Lesson 1:1-4* | Getting to Know You<br>• Cardinal Numbers 1-10<br>• Fingerspelling Names<br>In Class Practice Cardinal Numbers and Fingerspelling Names<br>• Fingerspelling to Person next to you<br>• Same or Different 1- Vocabulary<br>• ASL Exit Ticket (Feedback to the Instructor) |
| *Reading Assignment:* | Signing Naturally Workbook Pg. 3- Introduction to American Sign Language |
| *Quiz on Date:* 8/26 | • ASL Alphabets<br>• Share Reading Reflection from pg. 3 Signing Naturally |

**Week 2**

| | |
|---|---|
| *Session Day & Date:* | Mon.8/31 |
| *Major Topics:*<br>*Unit 1Lesson 1:5-7* | Introducing Oneself<br>• Cardinal Numbers 11-15<br>• Same or Different 2<br>Dialogue Practice Asking Who<br>• Specifying What or Where/whq |
| *Reading Assignment:* | None |
| *Assignments* | None |

| | |
|---|---|
| *Session Day & Date:* | Wed. 9/2 |
| *Major Topics: Unit 1*<br>*Lesson 1:10-11* | Giving Commands: Objects in the Classroom<br>• Dialogue Practice 1<br>• Dialogue Practice 2<br>Following Instructions:<br>• Mirror Game<br>• Build Facial Expression |
| *Reading Assignment:* | Read Deaf Joke- Motel |
| *Assignments:9/2* | You will learn how to fully sign Joke- Motel<br>• Practice in class/ Outside of class<br>• ASL Exit Ticket (anything you like to share about class etc. |
| *Quiz:9/2* | • Students will demonstrate the dialogues from pervious lessons |

**Week 3**

| Session Day & Date: | Mon. 9/7 **Legal Holiday- Labor Day** |
|---|---|
| Major Topics: | |
| Reading Assignment: | None |
| Assignments: | None |

| Session Day & Date: | Wed. 9/9 |
|---|---|
| Major Topics: Unit 1 Lesson: 1:12 <br><br> Unit 1:1-12 | Culture: Getting Attention <br> • Getting an attention of another person <br> • Practice using an intermediary |
| | Putting It All Together <br> • Review Vocabulary and Phrases for Greeting, Asking and Giving names, and Expressing pleasure in meeting <br> • Vocabulary Previously learned |
| Reading Assignment: | Cont: Practice Signing Deaf Joke- Motel |
| Assignments <br><br><br><br> Student Self-Assessment | In Class Assignments <br> • Open Unit 2 Exchanging Personal Information <br> • Developing Information about Yourself <br><br> The End of Unit 1 Lesson 1-12 |

**Week 4**

| Session Day & Date: | Mon.9/14 |
|---|---|
| Major Topics: Unit 2 Lesson: 2:1 | Exchanging Personal Information <br> • Giving Information about Yourself <br> • Dialogues Practice (YOU ME LEARN+ER, ME) |
| | Greetings <br> • Introduce Hearing or Deaf <br> • People in a classroom <br> • School Names |
| Reading Assignment: | Instructor will pass out |
| Assignments Due: Wed.9/16 <br><br><br><br> Exams or Quiz & Date | Practice Cardinal Numbers 16-19 for next class <br> • Demonstrate Signing Numbers 16-19 <br> • Activity: How Many Questions? <br> • GALLAUDET UNIVERSITY Video <br> • MiniDialogues Watch Video <br> • ASL Exit Ticket <br><br><br> None |

| *Session Day & Date:* | Wed. 9/16 |
|---|---|
| *Major Topics: Unit 2 Lesson: 2:3* | Identifying Locations Tic-Tac- Toe <br> • Practice Vocabulary Words <br> • Play Sign Language Telephone Game <br> • ASL Exit Ticket |
| *Reading Assignment:* | Homework 2:3 (Student Workbook, Pg. 60) |
| *Assigned Projects Due: Practice in class to be ready to fully sign Deaf Joke- Motel on due date. 9/21* | Deaf Joke- Motel <br> • In- Class Patrice <br> • Pre- Review Lesson 2:4 Narrating Experience with Languages <br> • ASL Exit Ticket |

**Week 5**

| *Session Day & Date:* | Mon. 9/21 |
|---|---|
| *Major Topics: Unit 2 Lesson 2:4* | Narrating Experience with Languages <br> • Students Understand how to Sign Narrative <br> • Project Due! <br> Each Student will fully sign demonstrating Deaf Joke- Motel |
| *Reading Assignment:* | Student Workbook, Pg. 65-68 |
| *Assigned Homework Due Date9/23* | • ASL Exit Ticket |

| *Session Day & Date:* | Wed. 9/23 |
|---|---|
| *Major Topics: Cont. Unit 2* | Topic Practice: Telling Language Background <br> • Language(s) you grew up with (Own language background) <br> • Telling Language Background |
| *Reading Assignment:* | Student Workbook, pg. 376 (class discussion) |
| *Assignments Due Dates:9/23* | Assigned Homework <br> • Prepared a narrative about their language <br> • Show your spelling skills - Up Letter Names |

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**Week 6**

| | |
|---|---|
| *Session Day & Date:* | Mon. 9/28 |
| *Major Topics:*<br>*Lesson 2:6* | Topic Talking about Leisure Activates<br>• Describe their leisure actives and hobbies<br>• Warm Up Demonstrate<br>Topic Introducing the Signs for leisure actives and hobbies<br>• Practice: Starting a Hobby |
| *Reading Assignment:* | Practice What You Learned |
| *Assignments & Quiz*<br> *Due Dates:9/30* | Assigned Homework<br>• Student Workbook pg. 75-76<br>• What you know? (Freely to demonstrate your sign skills) |

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|---|---|
| *Session Day & Date:* | Wed. 9/30 |
| *Major Topics:*<br>*Lesson 2:9*<br><br>*Lesson 2:10* | Topic Identifying People/ Discuss how Deaf Culture Greet<br>• How to greet in ASL<br>• Describing a Person's Appearance<br>Topic Warm Up Finger Spelling Double Letters<br>• Introduce: Three Ways to Fingerspell Double Letters<br>• Activity: sit in circle pill a card and spell double letters from the card someone must guess the right word just spelled. |
| *Reading Assignment:* | None |
| *Assignments &*<br>*Assessment Due Dates:* | None |

**Week 7**

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|---|---|
| *Session Day & Date:* | Mon. 10/5 |
| *Major Topics:*<br>*Lesson: 2:11* | Topic Culture: Negotiating A Signing Environment<br>• Learn about passing through a signed conversation<br>• Passing between groups of deaf people conversing in signs<br>Topic Introduce: Walking Through A Signed Conversation<br>• Demonstrate Practice<br>• Emphasize What People Should not do |
| *Study Notes from*<br>*teacher for Exam on*<br>*10/7* | Study your notes: Covering Unite 1 and 2<br>☺ |
| *Assignments*<br> *Due Dates:10/7*<br><br><br>Exam 10/7 | Assigned Homework<br>• Read pg. 83 Student Workbook<br><br>• Putting It All Together |

SAMPLE SYLLABUS

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|---|---|
| *Session Day & Date:* | Wed. 10/7 |
| *Major Topics: Exam*<br><br>*Lesson: 2:12* | Topic Putting It All Together<br><br>Topic Introduce: Strategies Used to Ask for a Sign<br>&bull;   Practice: Asking for a Sign<br>&bull;   Evaluate by Instructor |
| *Reading Assignment:* | Review over pgs. 84-87 Student Workbook |
| *Assignments Due Date:*<br>*10/14* | Assigned Homework/Projects/Etc.<br>https://www.youtube.com/watch?v=iaJHetU9K0c<br>Deaf Awareness Month 2015: "Deaf King Kong" ASL Story<br>watch different clips write what you can catch |

**Week 8**

| | |
|---|---|
| *Session Day & Date:* | Mon. 10/12 COLUMBUS DAY/ NO CLASS |
| *Major Topics:*<br>*Watch Video without*<br>*vocals* | Sign Language - Level 1: Answering Yes or No<br>https://www.youtube.com/watch?v=A5aCd9GjnCc |
| *Reading Assignment:* | None |
| *Assignments &*<br>*Assessment* | None |

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|---|---|
| *Session Day & Date:* | Wed. 10/14 |
| *Major Topics:*<br>*Ending of Unit 2*<br><br>*Your Life Story*<br>*Start it 10/14-21*<br>*Can work on it in class*<br>*for instructor support* | Topic Changing Statements to Yes/ No Questions<br>&bull;   Share with you learned from Video<br>&bull;   Game: Pass it On<br>Topic Your AUTOBIOGRAPHY! ☺<br>&bull;   Option 1: As Practice (Paper from Instructor)<br>&bull;   Option 2: As a Graded Fluency Quiz (Do video) |
| *Reading Assignment:* | None |
| *Assignments Date:* | None |

**Week 9**

| | |
|---|---|
| *Session Day & Date:* | Mon. 10/26 |
| *Major Topics: Project*<br><br>*Evaluate by Instructor* | Topic Your AUTOBIOGRAPHY Life Story ☺<br>&bull;   Each Student will Present their Project |
| *Reading Assignment:* | Student Workbook, pgs. 110-111 |
| *Assignments Date:10/28* | Topic: Unit 3: Discussing Living Situations |

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|---|---|
| *Started Unit 3 Instructor will cover only importance of Unit 3-* | • Telling Where One Lives<br>• Dialogue/ In Class<br>• Introduce: names and Locations of Cities<br>• Areas within the City<br>• Students practice asking and telling where they live |

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|---|---|
| *Session Day & Date:* | Wed. 10/28 |
| *Major Topics: Unit 3 Lesson 1-16* | Topic Unit 3 Putting It All Together<br>• Discussing One' Residence<br>• Talking about Roommates and Pets<br>• Traveling to School or Work |
| *Reading Assignment:* | None |
| *Assignments Dates* | None |

**Week 10**

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|---|---|
| *Session Day & Date:* | Mon. 11/2 |
| *Major Topics: Unit 4 Lesson 1-4* | Topic Talking About Immediate Family<br>• Student will sign dialogues<br>• Learn Family vocabularies<br><br>Topic Negation 1<br>• Students will reply to a yes- no questions with a negative<br>• Practice: responding Using # No, None<br><br>• Practice: Negatively to Yes/ No Questions |
| *Reading Assignment:* | Student Workbook pages 184-185 |
| *Assignments Due Date: 11/4* | Assigned Homework :Watch Video Rocking Numbers 67-98<br>https://www.youtube.com/watch?v=HAdYHyBvMmk<br>• ASL Numbers 67-98<br>• Class Participation Counting Numbers 67-98 |

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|---|---|
| *Session Day & Date:* | Wed. 11/4 |
| *Major Topics: Unit 4 Lesson 4:4*<br><br><br><br>*Lesson4:5* | Topic: Have, Like, Want, and Need<br>• Answer: *Whq* questions<br>• Introduce: Discriminating Between Signs<br>• Practice: Wh- Word Questions<br>Topic Talking About Siblings<br>• Introduce<br>• Warm Up<br>• Dialogue among Students |
| *Reading Assignment:* | None |
| *Assignments Dates:* | None |

**Week 11**

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|---|---|
| *Session Day & Date:* | Mon. 11/9 |
| *Major Topics: Unit 5*<br>*Lesson 5:1-5:2* | Topic Talking About Activates<br>• Dialogue in Class<br>• Calendar Time Signs<br>• Everyday Activates<br>• Practice: Asking (2h)# D0++ Questions |
| *Reading Assignment:* | Student Workbook, pages 241-243 |
| *Assignments: No Due Date* | Practice Fingerspelling |

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|---|---|
| *Session Day & Date:* | Wed.11/11 |
| *Major Topics: Unit 5*<br><br>*Lesson 5:4, 5:5* | Topic Talking About Chores<br>• Introduce: Household Chores<br>• Students will practice telling household chores<br>Topic Asking If Done<br>• Introduce: Finish and NOT YET<br>• Asking "If Done" Questions<br>• Summarizing Using ASK-TO and TELL-TO |
| *Reading Assignment:* | Study Student Workbook, pgs. 249-250 |
| *Assignments Due Date:* | None |

**Week 12**

| | |
|---|---|
| *Session Day & Date:* | Mon. 11/16 |
| *Major Topics: Unit 5*<br><br>*Lesson 5:6*<br><br><br><br>*Lesson 5:7* | Topic Talking About Errands<br>• Introduce: Errands<br>• Vocabulary<br>• Practice: Using FINISH<br>• Using MUST fs-DO<br>Topic Telling How Often<br>• Introduce: How Often<br>• Practice: Telling How Often<br>• Dialogue |
| *Reading Assignment:* | None |
| *Assignments Due Date:* | None |

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|---|---|
| *Session Day & Date:* | Wed. 11/18 |
| *Major Topics: Unit 5 Lesson 5:8* | Topic Talking About Activates with Others<br>• Introduce: Parts of the Day<br>• Introduce: Plural Pronouns for two or Three People<br>• Introduce: Time Signs and Plural Pronouns<br>• Practice: Sequencing Information<br>Topic<br>• Sub-topic<br>• |
| *Reading Assignment:* | None |
| *Assignments Due Date:* | None |

**Week 13**

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|---|---|
| *Session Day & Date:* | Mon. 11/23 |
| *Major Topics: Unit 5 Lesson 5:9* | Topic Talking About What One Does for A Living<br>• Student will tell what they do, did or want to do for a living<br>• Describing Jobs<br>Topic Putting It ALL Together<br>• Review vocabulary from Unit 5:1-5:9<br>• Each Student will create their own Job and Present to the class |
| *Reading Assignment:* | Handout from the Instructor |
| *Assignments Due Dates:* | None |

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|---|---|
| *Session Day & Date:* | Wed. 11/25 |
| *Major Topics: Unit 6 Lesson 6:1* | Topic STORYTELLING/ Watch Thanksgiving ASL Video<br>https://www.youtube.com/watch?v=qUnmDTfp67k<br>Thanks for Thanksgiving \| ASL Storytime for Kids \| Thanksgiving Picture Book<br>• Understand Storytelling<br><br>Topic Create Your Own Storytelling<br>• In a Video<br>• In front of Class |
| *Reading Assignment:* | None |
| *Assignments Due Date:* | None |

SAMPLE SYLLABUS

**Week 14**

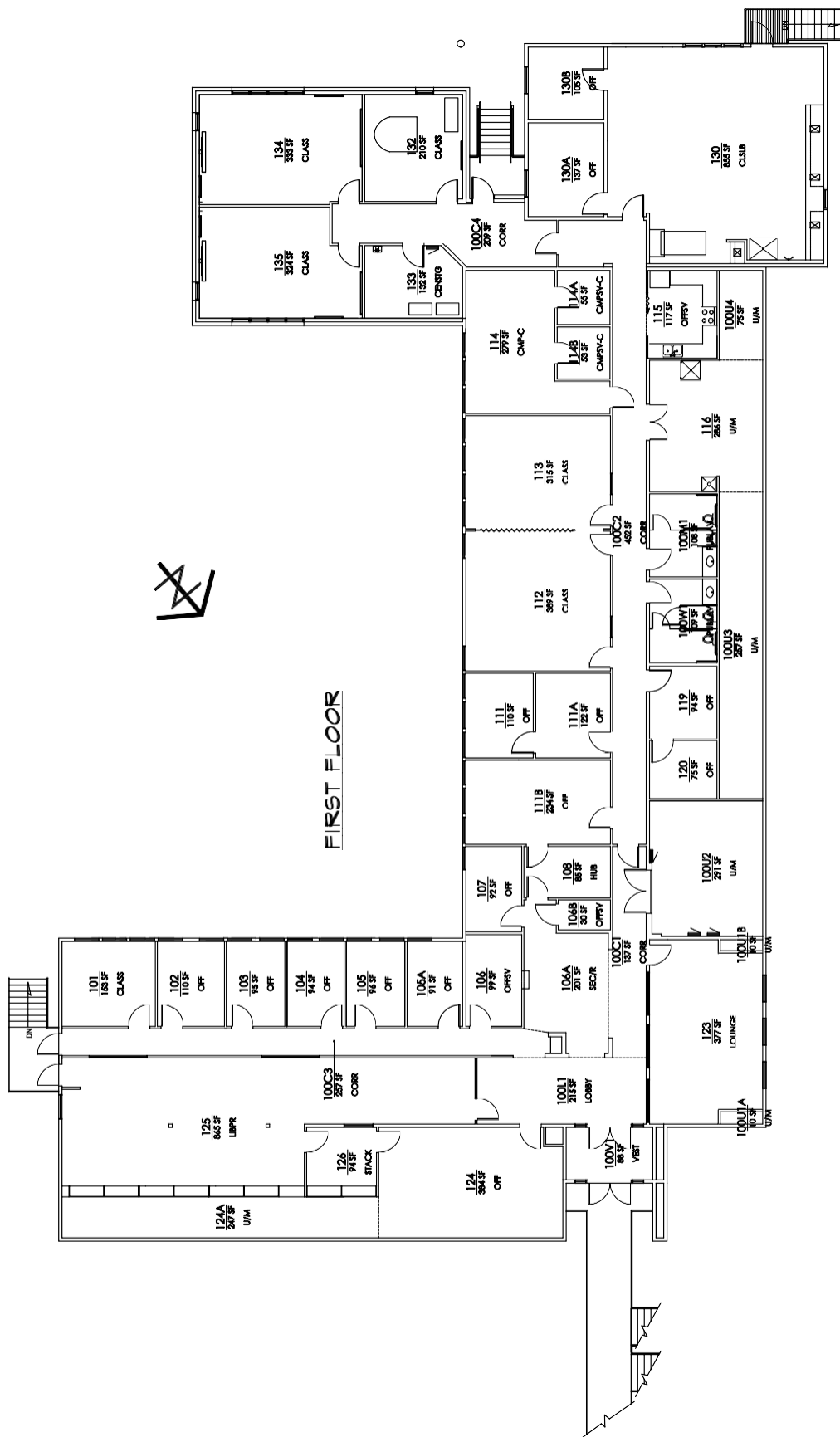| | |
|---|---|
| *Session Day & Date:* | Mon. 11/30 |
| *Major Topics: Unit 6 Lesson 6:9* | Topic "The Gallaudet and Clerc Story Understanding the Story<br>• Preparation: Rehearse "The Gallaudet and Clerc Story on the student DVD and be prepared to tell the story live to your class<br>• Each Student will Present this opportunity in front of the class<br>Topic<br>• Sub-topic<br>• |
| *Study Notes for Finals* | Handout by the Instructor |
| *Assignments Due Date:* | None |

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|---|---|
| *Session Day & Date:* | Wed. 12/2 |
| *Major Topics: Study for Final Exam* | Topic End of ASL Course<br>• Study in class<br>• Study in group in class |
| *Reading Assignment:* | None |
| *Assignments Due Date:* | None |

**Week 14**

| | |
|---|---|
| *Session Day & Date:* | Mon. 12/7 LAST ASL CLASS |
| *Major Topics: Last Class* | Topic Make Up for any missing or late assignments<br>• Meet with Instructor to discuss missing assignments, etc.<br>• Make up<br>• Study for Final Exam |
| *Reading Assignment:* | None |
| *Assignments Due Dates:* | None |

| | |
|---|---|
| *Session Day & Date:* | Sat. 12/12     GOOD LUCK ☺ |
| *Major Topics: Final Day* | Topic: Final Exam Day |
| *Reading Assignment:* | None |
| *Assignments Due Date* | None |

SAMPLE SYLLABUS

FIRST FLOOR

134 383 SF CLASS
135 324 SF CLASS
132 210 SF CLASS
133 132 SF CBNSTG
100C4 209 SF CORR
130B 105 SF OFF
130A 137 SF OFF
130 855 SF CLSLB
114A 55 SF CMPSV-C
114 279 SF CMP-C
114B 53 SF CMPSV-C
115 117 SF OFRSV
100U4 75 SF U/M
116 284 SF U/M
113 315 SF CLASS
100C2 483 SF CORR
100W1 108 SF
112 389 SF CLASS
100W 59 SF
100U3 257 SF U/M
111 110 SF OFF
111A 122 SF OFF
119 94 SF OFF
120 75 SF OFF
111B 224 SF OFF
107 92 SF OFF
108 85 SF HUB
106B 50 SF OFRSV
100C1 137 SF CORR
100U2 291 SF U/M
100U1B 10 SF U/M
101 153 SF CLASS
102 110 SF OFF
103 95 SF OFF
104 94 SF OFF
105 96 SF OFF
105A 91 SF OFF
106 99 SF OFRSV
106A 201 SF SEC/R
123 377 SF LOUNGE
100C3 957 SF CORR
125 865 SF LIBPR
126 94 SF STACK
124 384 SF OFF
124A 247 SF U/M
100L1 215 SF LOBBY
100U1A 10 SF U/M
100V 88 SF VEST

# UAF
## UNIVERSITY OF ALASKA
### FAIRBANKS

## College of Rural and Community Development Chukchi Campus



asriavich
"blueberries"

photo by Tiġiaq

# Important Dates

**FALL SEMESTER**

**First Day of Classes**
Monday, August 23

**Deadline for adding classes and late registration**
Friday, September 3

**Deadline for tuition and fee payment**
Friday, September 3

**Labor Day Holiday**
Monday, September 6

**Deadline to apply for fall 2021 graduation**
Friday, October 15

**Last day of instruction**
Saturday, December 4

**Final Exams**
Monday-Saturday, December 6-11

**SPRING SEMESTER**

**First Day of Classes**
Monday, January 10

**Deadline for adding classes and late registration**
Friday, January 21

**Deadline for UA Foundation Scholarships**
Tuesday, February 15

**Deadline to apply for Spring 2022 Graduation**
Tuesday, February 15

**Spring Break (no classes)**
Monday-Friday, March 7-11

**Last day of classes**
Monday, April 25

**Final Exams**
Tuesday-Saturday, April 26-30

# Thinking About Teaching? Check us out!

Chukchi Campus is the University of Alaska Fairbanks' connection to the Northwest Arctic region. We work closely with local and regional organizations to offer courses and training throughout the region. There are many courses throughout the UA System available by distance.

Do you have skills or knowledge that you'd like to teach to others? Consider becoming an adjunct instructor for the UAF Chukchi Campus!

## IF YOU SEE SOMETHING SAY SOMETHING DO SOMETHING