

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Department of Social and Human Development	College/School	UAF College of Rural And Community Development
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vmplumb@alaska.edu	Faculty Contact	Veronica Plumb

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	ECE	Course #	305	No. of Credits	3
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Justify upper/lower division status & number of credits: **This class will be used as a requirement within the Child Development and Family Studies B.A. Family Support concentration. The course builds on content and knowledge from other ECE family topic courses.**

3. PROPOSED COURSE TITLE: **Social Emotional Development: Reflection and Practice**

4. To be CROSS LISTED? **No** If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? **No** If yes, Dept. Course #

6. FREQUENCY OF OFFERING: **Fall or as demand warrants. ECE 305 will be offered within the Child Development and Family Studies B.A. Major. The course builds upon prior knowledge and experiences gained through ECE 140, required for both the ECE AAS and CDFS BA.**
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) **Fall 2012**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **Lecture: In an 11 week schedule the course meets 2 hours twice a week for a total of 20 meetings (see attached syllabus). This course could also be taught in a traditional 15-week schedule.**

9. CONTACT HOURS PER WEEK: **3** LECTURE hours/weeks **0** LAB hours /week **0** PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ECE 305 Social Emotional Development: Reflection and Practice 3 credits

Examination of the many ways teachers can help young children with their social development by addressing the common problems and situations that arise in teaching all children between the ages of 3 and 6 years. Development of strategies to improve teacher practices that will support social and emotional competence.

Prerequisite: ENGL 211X or 213X.

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time). N/A

How many times may the course be repeated for credit? N/A TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? N/A CREDITS

13. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES ENGL 211X or 213X

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS N/A

16. PROPOSED COURSE FEES \$0.00

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No No

If yes, give semester, year, course #, etc.: N/A

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

ECE 305 will be offered cross-regionally through distance means and locally from the UAF campus. When offered locally, there will be a minimal impact on facilities/space.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	February 1, 2011; Library collections are adequate. If we need anything, let them know.
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20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

Not aware of any programs/departments that will be affected by this proposed action.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

There are no known negative or positive impacts on other courses, programs and departments.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Negative social behavior in preschool children is rising. Early Childhood teachers in Alaska as well as nationally have reported that they are concerned about growing classroom management problems and are feeling un-equipped to handle them. The result is higher numbers of children who are unable to learn or function socially in a classroom environment. Teaching staff of children need additional assistance in their work preparing children to be ready to learn – to be able to cooperate, make sound choices, follow directions, and demonstrate self-control (self-regulation).

ECE 305 *Social Emotional Development: Reflection and Practice* focuses on children aged 3 – 6 years of age and builds on the broad information on social and emotional development introduced in ECE 140 Positive Social Development, constructing in-depth knowledge and skill development in strategies for enhancing social and emotional development without de-emphasizing cognitive development. By enhancing teacher awareness, developing strategies supportive of a well-regulated classroom, children will develop excitement and curiosity about learning; which in turn will help children build confidence that they can succeed (motivational qualities). Through appropriate curriculum, children will have opportunity to constructively begin to understand the feelings and perspectives of others, control their own feelings and behaviors, and learn to get along with their peers and teachers (socioemotional skills).

Research has shown that the social and emotional development of young children, particularly self-regulation is a key to school readiness and success. Difficult behavior exhibits itself at younger and younger ages – way before children begin kindergarten. With difficult behavior, a pattern of rejection and negative social experiences also begins early. Early experiences of rejection can have effects on emotions and behavior of people way beyond elementary school. Skills for working with young children and their families appropriately can reverse situations of persistent physical aggression, high-school dropout rates, adolescent delinquency, and antisocial behaviors; all of which have been associated with early childhood behavior problems.

So that there is opportunity for in-depth study on the whole spectrum of social and emotional development, an additional class is being proposed; ECE 304W *Attachment and Social Development* also builds upon ECE 140 *Positive Social Development* focusing on the ages of birth up to 3-years. ECE 304W expands awareness by helping teaching staff and caregivers promote positive social and emotional development by focusing on relationships children form with those around them.

ECE 305 will be offered through an optional 11-week schedule or traditional 15-week schedule. Working with rural students, the CDFS program has been facilitating classes through a pilot program with an 11-week schedule. With this schedule, classes begin later in fall and end earlier in spring, we have found that this diverse schedule meets the needs of students that participate in subsistence activities during fall and spring, helping them attend classes and complete course work. During the two semesters that this scheduling has been used, there has been lower course drop-rates and higher completion than in other ECE courses that are offered the full length of the semester.

APPROVALS: See attached page for signatures.

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

resolution. If not, explain why not.

No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	February 1, 2011; Library collections are adequate. If we need anything, let them know.
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20. IMPACTS ON PROGRAMS/DEPTS

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There are no known negative or positive impacts on other courses, programs and departments.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The proposed action is in response to early childhood workforce demand and the need for development of additional information and skill in the area of social emotional development of preschool aged children.

The course will be offered through an optional 11-week schedule or traditional 15-week schedule. Working with rural students, the CDFS program has been facilitating classes through a pilot program on a 11-week schedule. When this schedule is used, classes begin later in fall and end with the semester dates, and begin with the semester schedule in spring and end in early April. This schedule is meeting the needs of students that participate in subsistence activities in the fall and springs, helping them attend all classes, complete course work in a timely manner. Through the two semesters that this schedule has been used, there has been lower drop-out and higher completion rates in the pilot classes.

APPROVALS:

	Date	9/29/2011
Signature, Chair, Program/Department of:		Child Dev and Fam studies

	Date	10/5/2011
Signature, Chair, College/School Curriculum Council for:		CRCO

	Date	10/7/11
Signature, Dean, College/School of:		CRCO

	Date	
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Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Social Emotional Development: Reflection and Practice

Course No: ECE 305

Credits: 3 (3 + 0 + 0)

Prerequisites: Engl 211X or 213X

Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmplumb@alaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local Fairbanks site.

Dates: TBA 2012

Times: TBA
ECE 305 will meet 20 times for 2 hours over the duration of 11 weeks.

Text:

Devries, R., Zan, B. (1994). *Moral Classrooms Moral Children*. College Teachers Press.
ISBN -13: 978-0807733417

Gartrell, D. (2003). *The Power of Guidance: Teaching social-emotional skills in early childhood classrooms*. Wadsworth Publishing. ISBN-13: 978-1401848569

Katz, L., & McClellan, D., (1997). *Fostering Children's Social Competence: The Teacher's Role*. National Association for the Education of Young Children. WA D.C. ISBN -13: 978-0935989823

Sobel, D. (1996). *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Orion Society. Great Barrington MA. ISBN-13: 978-0-913098-50-9

Assorted articles that will be handed out in class.

Course Description:

Examination of the many ways teachers can help young children with their social development by addressing the common problems and situations that arise in teaching all children between the ages of 3 and 6 years. Development of strategies to improve teacher practices that will support social and emotional competence.

Course Goals:

Students will develop understanding of the social and emotional development of young children aged 3 to 6 years of age as they actively observe, interpret and develop opportunities for the learning enhancement of all children.

Student Learning Objectives:

At the end of this course students will be able to:

1. Analyze how social and emotional development is a deeply intertwined process that shapes, prepares and guides children through their life experiences.
2. Interpret social, moral and sociomoral development.
3. Assess their abilities to support leadership and autonomy in preschoolers.
4. Distinguish strategies to support better self-regulation in children through the use of a well-regulated classroom environment.
5. Synthesize the relationships between classroom organization, provided activities and adult child interactions to support a moral classroom.

NAEYC Standards addressed in this course:

Standard 2: Building family and community relations

Standard 3: Observing, documenting and assessing to support young children and their families

Standard 4: Using developmentally effective approaches to connect children and families

Standard 6: Becoming a Professional

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

- **Reading Responses:** One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard.
- **Class Discussion Facilitation:** The class will be divided into four groups for discussion development and facilitation. Each small group will be assigned a specific reading and be responsible for the discussion of the reading with the whole class. Small groups will work together to decide discussion starter questions and who will be responsible for the discussion of each. All members of small groups will be responsible for a minimum of one discussion question.
- **Homework:** Each student will be responsible for participating in observations of children within group settings. The two assignments will take approximately 4 hours each to complete.
- **Final Assignment:** Reflecting on your readings, discussions and observations, please write a scholarly paper sharing your thoughts and ideas about social and emotional development of young children. Consider and discuss, home as well as group environments in conjunction with social, moral and sociomoral behaviors and attitudes. Explain how you would to keep all children interested and engaged

in daily activities through a diverse array of teaching strategies that support knowledge construction around appropriate social conventions. Include research to support your findings.

- **Ending Reflection:** Write an ending reflection to share what you have learned and how you will support the development of social and emotional development of young children.

Course Evaluation:

A letter grade will be issued for participants. Note that you must receive a C or higher for this course to count towards your CDEV BA Degree. Grading is based on:

Reading assignments responses (10@10 pts ea)	100	25%
Class Discussion Facilitation	100	25%
Homework observations (2 @ 35 points each)	70	17.5 %
Final Assignment	100	25 %
Ending Reflections	<u>30</u>	<u>7.5 %</u>
Total	400	100%

All coursework will be evaluated on the following:

- Organization
- Clarity
- Consistency of thought and format
- Reflection of course content
- Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	400-360	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	359-320	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	319-280	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	279-240	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	239- below	Student was not able to meet 60% or more of criteria (a) through (f).

Draft Class Calendar spring 2013

When the class is to be offered, appropriate dates for the semester will be used.

Date	Topic and Assignment
1) Tuesday January 24	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; Following discussion will include thoughts for field experiences and small-group break outs. <p>Preparation for next class: Reading Assignment: Chapter1 Katz,McClellan Text</p> <p>All classes will be recorded</p>

	<p>To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
2) Thursday January 26	<p>In class today:</p> <ul style="list-style-type: none"> • Social Competence definition. • Assign readings to small groups <p>Preparation for next class:</p> <ul style="list-style-type: none"> • First facilitation assignment (Small groups will facilitate discussion on Tuesday January 31). • Reading Assignment: Chapters 2 and 3 Katz,McClellan Text
3) Tuesday January 31	<p>In class today:</p> <ul style="list-style-type: none"> • Creating the Context in conjunction with practice for enhancing for social development and competence <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Second facilitation assignment (Small group will facilitate discussion on Tuesday February 7).
4) Thursday February 2	<p>Homework: Child Observation (4 hours) Observe children in 3 different indoor settings for approximately 1 hour each. Note the following: what are children doing, what and who are they interacting with. how is the interaction taking place how do adults fit into the perspective How does what you see fit in with your previous readings and discussion?</p> <p>Please provide a synopsis of each observation. Conclude with a reflection comparing the different observations in conjunction with information from readings and class lecture.</p> <p>Be prepared to discuss your observations within your small group.</p> <p>Preparation for next class: Small group discussion sharing observations. Each person needs to prepare 1 discussion point to share with small group. Each group will pick a group leader that will share points with larger group.</p>
5) Tuesday February 7	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussion sharing observations. Each person needs to prepare 1 discussion point to share with small group. Each group will pick a group leader that will share points with larger group. <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Reading Assignment: Chapter 1 Devries, Zan Text
6)	

Thursday February 9	<p>In class today:</p> <ul style="list-style-type: none"> • What is defined by the phrase “Moral Classroom”? <p>Preparation for next class: Third facilitation assignment (Small group will facilitate discussion on Tuesday February 14).</p>
7) Tuesday February 14	<p>In class today:</p> <ul style="list-style-type: none"> • Small group facilitation / discussion on third reading assignment • Preparation for next class: • Reading Assignment: Chapters 3 and 4 Devries, Zan Text
8) Thursday February 16	<p>In class today:</p> <ul style="list-style-type: none"> • How Sociomoral development affects child development and how to develop a healthy sociomoral atmosphere. <p>Preparation for next class: Fourth facilitation assignment (Small group will facilitate discussion on Tuesday February 21).</p>
9) Tuesday February 21	<p>In class today:</p> <ul style="list-style-type: none"> • Small group facilitation / discussion on fourth reading assignment <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Reading Assignment: Chapter 9 DeVries, Zan Text Chapters 1 and 2 Gartrell Text
10) Thursday February 23	<p>In class today:</p> <ul style="list-style-type: none"> • Social and Moral Discussions • Patience or understanding correlates with misbehavior or mistaken behavior <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Fifth facilitation assignment. (Small group will facilitate discussion on Thursday February 28). (Beyond Time out 1 & 2)
11) Tuesday February 28	<p>In class today:</p> <ul style="list-style-type: none"> • Small group facilitation / discussion on fifth reading assignment <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Reading Assignment: Chapter 5 Katz,McClellan Text Chapter 7 Gartrell Text
12) Thursday March 1	<p>In class today:</p> <ul style="list-style-type: none"> • Strengthening specific components of social competence • Sustainment within the classroom
13) Tuesday March 6	<p>In class today:</p> <ul style="list-style-type: none"> • Instructor explanations of final projects • Questions and Discussion <p>Preparation for next class: Decide on research or classroom project final assignment</p>
14)	

Thursday March 8	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions regarding sites and brainstorming project designs. <p>Preparation for next class: Begin starting action on final assignment Each person bring 1 point for class discussion. Topic: concerns and considerations.</p>
Tuesday March 13	No Class Meeting / Spring Break
Thursday March 15	No Class Meeting / Spring Break
15) Tuesday March 20	<p>In class today:</p> <ul style="list-style-type: none"> • Whole group discussions / Concerns and Challenges <p>Preparation for next class: Reading Assignment: Chapter 16 Devries, Zan Text</p> <p>Begin reading Beyond Ecophobia, have reading completed and prepare for group discussion on March 29. Each person should bring a minimum of 1 discussion topic related to the reading and personal experiences.</p>
16) Thursday March 22	<p>In class today:</p> <ul style="list-style-type: none"> • The difficult child <p>Preparation for next class:</p>
17) Tuesday March 27	<p>Homework; Child Observation: (4 hours) Observe children in 3 different outdoor settings for approximately 1 hour each. Note the following: what are children doing, what and who are they interacting with. how is the interaction taking place how do adults fit into the perspective</p> <p>Please provide a synopsis of each observation. Conclude with a reflection comparing the different observations in conjunction with information from readings and class lecture.</p> <p>Be prepared to discuss your observations within your small group.</p>
18) Thursday March 29	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion on Sobel reading. <i>Beyond Ecophobia</i>
19) Tuesday April 3	<p>In class today:</p> <ul style="list-style-type: none"> • Small individual sharing of project or research
20) Thursday April 5	<p>In class today:</p> <ul style="list-style-type: none"> • Closing of class, Continued small individual sharing of project completion <p>Both written reports on Final projects due by midnight DATE.</p>

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

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

Your resource for transcripts, accounts and other personal information

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses; Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest. Questions should be directed to the Director of Disability Services at (907)-474-5655. <http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688
E-mail: fydso@alaska.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information

pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS.

We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instruction/l101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/>
Office of Information Technology Help Desk 474.6564 or 1.800.478.4667