

FORMAT 1

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  New Course

2. COURSE IDENTIFICATION:  
 Dept:  Course #:  No. of Credits:

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 as well as meet the requirements of an upper division writing intensive.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/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? YES/NO  
 If yes, Dept.  Course #

6. FREQUENCY OF OFFERING:  
  
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

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

**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:  LECTURE hours/weeks  LAB hours /week  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 F306W Building Bridges to Support Family Mental Health 3 credits**

Understanding and providing assistance to families who live in environments with multi-risk factors requires professionals working together to provide the best possible interventions. Demonstration and examples of strategies that help multi-risk families that assists in bringing together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies and innovative programs. (3 + 0 +0)  
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 306W will be offered cross-regionally through distance delivery methods, or locally from the UAF campus. When offered locally from the UAF campus, there will be minimal impact on facilities/space.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kijensen@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

Yes

February 1, 2011; Library collections are adequate. If we need anything, let them know.

**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.

Current research in the area of family mental health stresses the importance of healthy families. Awareness of challenges developed around relations between maternal depression, mother-child interactions, infant attachment and toddler social-emotional problems and competencies as well as additional psychopathology and environmental risks which can lead to low school success and other social problems, have been related to family mental health.

Work force expansion around home visiting and other family support programs has created a demand for enhanced education focusing on family support issues. People working with families need to be able to recognize and read symptoms that are often attributed to challenges with family mental health. With regard for the importance of family mental health and early childhood work force development in this area, ECE 306W Building Bridges to Support Family Mental Health has been developed to support the request for training.

ECE 306W has been developed to meet the writing intensive requirements at the BA level within the Family Support concentration; a program goal is to have a writing intensive in each concentration.

To 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 an 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:**

<i>Veronica H. Clumb</i>	Date	<i>Sept 29, 11</i>
Signature, Chair, Program/Department of:	<i>Child Dev and Fam Studies</i>	

	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:		

No  Yes

February 1, 2011; Library collections are adequate. If we need anything, let them know.

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)

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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 knowledge and skill within the area of family Support. This course is also proposed to be writing intensive for the Family Support concentration.

To 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:

<i>Veronica M. Lamb</i>	Date	9/29/2011
Signature, Chair, Program/Department of:	Child Dev and Fam Studies	

<i>David R. Senechal</i>	Date	10-5/2011
Signature, Chair, College/School Curriculum Council for:	CRED	

<i>Peter P...</i>	Date	10/7/11
Signature, Dean, College/School of:	CRED	

	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:** Building Bridges to Support Family Mental Health  
**Course No:** ECE 306 W  
**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](mailto: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 306W will meet 20 times for 2 hours each over 11 weeks.

**Text:**

Landy, S., Menna, R., (2006). *Early intervention with multi-risk families: An integrative Approach* Baltimore, MD. Paul H Brookes Pub Co. ISBN 13: 978-1557666918

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6<sup>th</sup> ed.). ISBN-13: 978-1433805615

**Course Description:**

Understanding and providing assistance to families who live in environments with multi-risk factors requires professionals working together to provide the best possible interventions. Demonstration and examples of strategies that help multi-risk families that assists in bringing together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies and innovative programs. (3 + 0 + 0)

Prerequisite: ENGL 211X or 213X

**Written Intensive:**

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course:

\*Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.

\*Students will receive comments from the teacher and/or peers on drafts of written work. In other words, students will work through a draft-and-redraft process so that they can

apply feedback and become more effective writers. If students complete a major research project, the teacher will supervise the students' writing in stages.

\*Students will have opportunity to individually discuss their writing with the instructor either face-to-face or through audio conference.

As the instructor for this course, I have strived to develop a relevant workload that is streamlined throughout the objectives. I am open to ideas and suggestions that can be done that will alter this course to be more receptive to the relevancy of culture and student needs regarding the topic of family mental health.

**Course Goals:**

*Students will learn about and understand how to help multi-risk families through effective engagement when they may be resistant to intervention. They will discover specific, practical ways to help parents and families in risk situations.*

**Student Learning Objectives:**

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

1. Articulate the characteristics of multi-risk families
2. Evaluate the effectiveness of various early intervention approaches
3. Classify parent's defense functioning
4. Illustrate needs of parents who have unresolved loss and trauma
5. Develop plans for enhancing parents' interactions with infants and young children
6. Synthesize strategies to enhance a parent's sense of competence and social support
7. Demonstrate understanding of service delivery systems
8. Understand and appropriately use the elements of composition
9. Writing of relevant topic research papers using APA formatting

**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 (Bb), 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:

- **Diagnostic composition** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be “Specific interests in literacy and objectives you hope to gain from participation in ECE 304w.” Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment section of the class Black board site.
- **Reading Reflection:** One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard. Reading reflections will be in response to 5 reading response papers due for 5 article assignments. There are two article options within each section. Please choose 1 option within each assignment and complete. Please complete your reading response using APA formatting. The write-ups will be used as guidance for improvement of the APA formatting required for the final research paper. The reading response papers should be 1.5-2 pages. Reading response papers should address which article you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. What did you like? Was there anything that you found troublesome? Did you detect any errors in the material? Did it affirm your present beliefs?
- **Video Assignment:** Students will watch a series of 3 video clips that will be posted on Bb. A one-page response will be written for each of the video clips. Video clip links and specific questions to focus written reflection on will be posted within the content section of Bb.
- **Final Paper:**  
A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by (Date). An editor (writing center) should review a first draft by (Date). Information regarding the writing center for local or rural students will be posted on the ECE 304W Black Board site. A semifinal draft is due to the instructor for review by (Date). Final completed paper is due (Date), and posted on the Bb site by (Date) as well. **The paper will be written using APA formatting.**

**The final paper will be worth 100 points total broken down in the following chart**

Student Action	Due Date	Points	Total
Turn in topic of interest	DATE	5	
1 <sup>st</sup> draft	DATE	5	
2 <sup>nd</sup> draft	One eve prior to scheduled mtg	5	
Individual meetings developed around the progress of your research paper.	These meetings will be scheduled between DATE	5	



Final Paper	DATE	70	
Informal Presentation	DATE	10	

### **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 CDFS BA Degree. Grading is based on:

• Diagnostic composition	25	8.5%
• Reading assignments responses (8@12.5 pts ea)	100	33.3%
• Video Assignment	50	17%
• Final Assignment	100	33.3%
• Ending Reflections	25	8.5%
<b>Total</b>	<b>300</b>	<b>100%</b>

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%	300-270	An honor grade. Demonstrates your work has met and exceeded criteria (a) though (f).
B = 89% - 80%	269-240	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	239-210	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	209-180	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	179- below	Student was not able to meet 60% or more of criteria (a) through (f).

### **Draft Class Calendar**

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

Date	Topic and Assignment
Class Meeting 1)	<p><b>In class today</b></p> <ul style="list-style-type: none"> <li>Review course expectations; introductions; Following discussion will include thoughts for field experiences</li> </ul> <p><b>Preparation for next class:</b> Reading Assignment: Chapter 1 <i>Early Intervention with Multi-risk Families</i></p> <p><b>All classes will be recorded</b> 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</i></p>

	<p><i>class meeting it would be 091008.</i>  <i>You will then be asked to give the chapter code. We will use 0 Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
Class Meeting 2)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Lecture Topic: Characteristics of multi-risk families</li> <li>• Group discussion</li> </ul> <p><b>Preparation for next class:</b>  Homework: Reading Response Chapter 1  Read through peer responses and pick one to respond to.  Reading Assignment: Chapters 2 and 3 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 3)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Lecture Topic: Evaluation of the effectiveness of various early intervention approaches: Implications for practice</li> <li>• An Integrative Theoretical Framework for Early Intervention with Multi-Risk Families</li> </ul> <p><b>Preparation for next class:</b>  Prepare one topic question for group discussion</p>
Class Meeting 4)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> <p><b>Preparation for next class:</b>  Homework: Reading Response Chapter 2 and 3  Read through peer responses and pick one to respond to.  Reading Assignment: Chapter 4 and 5 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 5)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Lecture Topic: Illustrative Case Studies</li> <li>• Reaching and Engaging Multi-risk Families</li> </ul> <p><b>Preparation for next class:</b>  Prepare one topic question for group discussion</p>
Class Meeting 6)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> <p><b>Preparation for next class:</b>  Homework: Reading Response Chapter 4 and 5  Read through peer responses and pick one to respond to.  Reading Assignment: Chapters 6 and 7 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 7)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Lecture Topic: Improving Parents Defense Functioning</li> <li>• Enhancing Parents Self Reflectivity and Empathy for the Child</li> </ul> <p><b>Preparation for next class:</b>  Prepare one topic question for group discussion</p>
Class Meeting 8)	<p><b>In class today:</b></p>

	<ul style="list-style-type: none"> <li>Group discussion</li> </ul> <p><b>Preparation for next class:</b> Homework: Reading Response Chapters 6 and 7 Read through peer responses and pick one to respond to. Reading Assignment: Chapter 8 <i>Early Intervention with Multi-risk Families</i>.</p>
Class Meeting 9)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Lecture Topic: Enhancing Parents' Sense of Competence and Social Support</li> </ul> <p><b>Preparation for next class:</b> Prepare one topic question for group discussion</p>
Class Meeting 10)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Group discussion</li> </ul> <p><b>Preparation for next class:</b> Homework: Reading Response Chapter 8 Read through peer responses and pick one to respond to. Reading Assignment: Chapter 9 <i>Early Intervention with Multi-risk Families</i>.</p>
Class Meeting 11)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Lecture Topic: Helping Parents who have Unresolved loss and trauma</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>Prepare one topic question for group discussion</li> </ul>
Class Meeting 12)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Group discussion</li> </ul> <p><b>Preparation for next class:</b> Homework: Reading Response Chapter 9 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 10 and 11 <i>Early Intervention with Multi-risk Families</i>. <i>Arrange student instructor conferences regarding final assignment and writing.</i></p>
Class Meeting 13)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Lecture Topic: Enhancing Parents' Interactions with Infants and Young Children</li> <li>Encouraging Emotion Regulation in Parents</li> </ul> <p><b>Preparation for next class:</b> Prepare one topic question for group discussion</p>
Class Meeting 14)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Group discussion</li> </ul> <p><b>Preparation for next class:</b> Homework: Reading Response Chapters 10 and 11 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 12 and 13 <i>Early Intervention with Multi-risk Families</i>.</p>
Class Meeting 16)	<p><b>In class today:</b></p>

	<ul style="list-style-type: none"> <li>Lecture Topic: Enhancing Parenting Knowledge and Encouraging Positive Attributions of the Child</li> <li>Enhancing Parents' Problem-solving and Planning</li> </ul> <p><b>Preparation for next class:</b> Prepare one topic question for group discussion</p>
Class Meeting 17)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Group discussion</li> </ul> <p><b>Preparation for next class:</b> Homework: Reading Response Chapters 12 and 13 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 14, 15 and 16 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 18)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Lecture Topic: Pulling it all together</li> </ul> <p><b>Preparation for next class:</b> Prepare one topic question for group discussion</p>
Class Meeting 19)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li><b>Group Discussion</b></li> <li><b>Sharing projects</b></li> </ul> <p><b>Preparation for next class:</b> Video Assignment. Details and specific video links are posted on Bb</p>
Class Meeting 20)	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li><b>Sharing Projects</b></li> </ul> <p><b>We are done with class meetings.</b> Complete Final Research Project Have turned in no later than XXXXXX</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](mailto: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](mailto: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](mailto:fyddl@uaf.edu)

**For more off campus help go to:**

[http://www.uaf.edu/library/instruction/ls101/other/Distance\\_Resources.html](http://www.uaf.edu/library/instruction/ls101/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.