

FORMAT 2

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Department of Social and Human Development	College/School	CRCD
Prepared by	Jennifer Russell	Phone	474-5929
Email Contact	jlussell2@alaska.edu	Faculty Contact	Veronica Plumb

1. COURSE IDENTIFICATION:

Dept	ECE	Course #	301	No. of Credits	3
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COURSE TITLE	Parents as Partners in Education
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2. ACTION DESIRED:

Change Course If Change, indicate below what change. Drop Course

NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input type="checkbox"/>
PREQUISITES	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	<input type="checkbox"/>
CREDITS (including credit distribution)	<input type="checkbox"/>	<input checked="" type="checkbox"/>			COURSE CLASSIFICATION
CROSS-LISTED	<input type="checkbox"/> No	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	<input type="checkbox"/> No	Dept.	<input type="checkbox"/>		
OTHER (please specify)	<input type="text"/>				

3. 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)	<input type="text"/>					
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture, Face to face and local. This course may also be developed for delivery through CDE offering an additional alternative way for students to complete course content.					

4. 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	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
Will this course be used to fulfill a requirement for the baccalaureate core?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
IF YES, check which core requirements it could be used to fulfill:			
O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>
		Natural Science, Format 8 submitted	<input type="checkbox"/>

5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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?	0 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	

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

ECE F301 Parents as Partners in Education

3 Credits

Offered Spring Odd-numbered Years

Study of strategies that will assist those who work with children and/or families to facilitate supportive partnerships with parents. Includes partnerships, contemporary issues, school and home-based programs, rights and responsibilities, professional ethics, and parents with special or unique needs. Prerequisites: ECE F245 or permission of instructor. (1.5+3)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

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8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO

No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:

X

PASS/FAIL:

10. ESTIMATED IMPACT

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

The changes for this course should have no additional impact on facilities, budget, space, or faculty.

11. 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

Yes

X

February 1, 2011

12. 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)

There will be no program impact.

13. POSITIVE AND NEGATIVE IMPACTS

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

No negative impact. Positive impact will be better retention and completion of students registered in the course.

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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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

With the program changes taking place, the CDFS program faculty and staff have carefully looked at the courses currently provided within the program. ECE 301 has been taught with a large internship piece. This internship has been exceptionally challenging for rural students to complete because of the type of internship activities required as well as capacity for space within the rural communities. Through review of student drop or rate and success completing the course within the semester, the CDFS staff and Faculty have decided that this course would better serve students as a course that continues to build through courses offered within the Family Support concentration of the CDFS BA degree program. There will not be field experience/practica. The course will be facilitated through lecture, readings and a final project where students design a plan for working with parents within a chosen organization. Opportunity for facilitation of this plan or others will take place within the ECE 471 Clinical Practice: Organizational Action Research, capstone for the concentration.

The requirements for pre-requisites and recommendations have been changed to fit the new program structure of classes for the ECE AAS and CDFS BA programs. ECE 245 Child Development is not to be offered within the general delivery of the ECE AAS, therefore, having it as a requirement was not appropriate. Students from the ECE AAS program may take this course as their required "family" course, as well as school teachers completing recency credits to renew a professional certificate.

ECE 301 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 15-week schedule. There is also interest for developing this course as a CDE web delivered course.

APPROVALS:

Signature, Chair, Program/Department of:	see attachment - Veronica Plumb	Date	
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Signature, Chair, College/School Curriculum Council for:	<i>[Signature]</i>	Date	10/28/11
			CRED

Signature, Dean, College/School of:	<i>[Signature]</i>	Date	11/3/11
			CRED

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

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

APPROVALS:

<i>Veronica H. Cumb</i>	Date	9/14/11
Signature, Chair, Program/Department of:	Child Dev & Fam Studies	

	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:		

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APPROVALS:

<input type="text"/>	Date	<input type="text"/>
Signature, Chair, Program/Department of: <input type="text"/>		

<input type="text"/>	Date	<input type="text"/>
Signature, Chair, College/School Curriculum Council for: <input type="text"/>		

<input type="text"/>	Date	<input type="text"/>
Signature, Dean, College/School of: <input type="text"/>		

<input type="text"/>	Date	<input type="text"/>
Signature of Provost (if applicable) <input type="text"/>		

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<input type="text"/>	Date	<input type="text"/>
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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

	Date	
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Signature, Chair, Program/Department of: _____

	Date	
--	------	--

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

	Date	
--	------	--

Signature, Dean, College/School of: _____

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Parents as Partners in Education

Course No: ECE 301

Credits: 3 (3 + 0 + 0)

Prerequisites: Engl 211X or 213X

Instructor: TBA
TBA

Phone: TBA

E-mail: TBA

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

Over the span of 15 weeks, ECE 301 will meet 14 times for 3 hours each.

Text:

Required:

Gonzalez-Mena, J. (2007). *50 Early childhood strategies for working and communicating with diverse families*. Upper Saddle River, N.J. Prentice Hall

Articles for additional reading and assignments will be added after the beginning of class, resources for article retrieval will be given at the same time. Dates for reading assignments will be stated within the course calendar.

Course Description:

The study of strategies that will assist those who work with children and/or families to facilitate supportive partnerships with parents. Includes partnerships, contemporary issues, school and home based programs, rights and responsibilities, professional ethics, and parents with unique and special needs.

ECE 301 is a requirement for the Child Development and Family Studies B.A program, within the Family Support Concentration.

Course Goal:

Students will develop skills and strategies for communicating with families around welcoming them into programs as partners in the education of their children.

Course Outcomes:

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

- Articulate why it is important that families, schools and social agencies work together on behalf of the education of young children.
- Analyze how theories on parent education and child development change as the political climate changes locally and nationally.
- Examine special concerns when working with parents of children with special needs.
- Apply techniques for advocacy and collaboration.
- Strategize ways to help families identify strengths that enable them to have positive, constructive lives.
- Recognize opportunities within local community services and organizations that help parents become partners with their schools.
- Distinguish the importance of professional ethics.

NAEYC Standards addressed in this course

Standard 2: Building Family and Community Relationships

- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

Standard 4: Teaching and learning

Sub-standard 4a: Connecting with children and families

- 4a: Knowing, understanding, and using positive relationships and supportive interactions

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:

Upper Division writing and critical analysis skills are required for this course.

Written assignments and projects are to be formatted using APA and typed. Font size should be **10 – 12**, depending on the type of font. Spacing between lines should be **2.0**. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

- **Reading Responses:** There will be 6 reading responses assigned for this class. All reading responses will be written to address thoughts and opinions of a variety of journal articles.
- **Homework:** There will be a total of 8 homework assignments. Each assignment is explained within the course calendar.

- **Final project:** Development of a plan for working with parents as partners for the education of their child(ren). The plan will describe the program it is designed for, ages of children, and clearly lay out a complete plan inclusive of goals for partnerships and strategies that will be used. The plan does not have to be facilitated with families at this time, but the goal is to have a real working plan that can be evaluated and used in real-life situations. Final projects will be posted on Bb by (DATE) so that your peer reviewer can complete their review and post as a response.
- **Peer Review** of projects: Each student will pair with another student and provide a peer review of your final project plan. Peer reviews will be used in conjunction with the instructor's review of the final project to develop a final grade.

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 Child Development Family Study BA Degree. Grading is based on:

Grading Policy:

Reading Response (6 @ 15 pts ea)	90	30%
Homework (8 @ 10 pts each)	80	27%
Final project	100	33%
Peer review of projects	<u>30</u>	<u>10%</u>
Total	300	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%	300-270	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	269-240	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	239-210	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	209-180	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	179-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Course Calendar Draft

Date	Topic and Assignment
WEEK 1	<p>Review course expectations; introductions; Research expectations Lecture and discussion topic: Getting Started Welcoming families and building relationships</p> <p>Homework 1: Be prepared to give your feedback on 2 of the 5 strategies that you read. What did you think? Anything new that you had not considered before? Any aha's that you could keep in mind to try? Between now and the next class, read 5 of the Strategies in the first square, called Welcoming Families and Building Relationships.</p> <p>The first article assignment; Seibel, N., Gillespie, L. (2006). Child Care As A Setting for Helping to Prevent Child Abuse and Neglect. <i>Exchange</i>. 16-20.</p> <p>Please read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due on or before:_____</p> <p>This information as well as information from the article will be discussed next class</p>
WEEK 2	<p>Lecture and discussion topic: <u>Welcoming Families and Building Relationships and Protective Factors for Promoting Healthy Families.</u></p> <p>Homework 2: Please read all of the strategies in the text on Communication. They are on pages 10,18,19,20,21,28,29,30,31,32,33,44.</p>
WEEK 3	<p>No class meeting Identify an interesting research topic conducive to your internship site.</p>
WEEK 4	<p>Lecture and discussion topic: <u>Effective Communication and Foundation for Understanding Poverty</u></p> <ul style="list-style-type: none"> • We will discuss and your plans for research <p>Homework3 : Before next class, read the strategies listed under <i>Honoring Diversity</i> in the second square across the top inside the front cover of your text. Be prepared to share one of the strategies in class.</p> <p>The 2nd article assignment will be given today. The article is: Bowman, B. (2007). The Effects of Culture on Thinking. <i>Exchange</i>. 42-45.</p> <p>You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by:_____</p> <p>This information as well as information from the article will be discussed in next class</p>
WEEK 5	<p>Lecture and discussion topic: <u>Honoring Diversity</u></p> <p>Homework4 : Before next class, read the strategies listed under <i>Differentiating Roles of Parents and Professionals</i> in the third square across the top inside the front cover of your text.</p>

	<p>Your third article assignment is: David, J. (2005). Head Start Embraces Language Diversity. <i>Young Children</i>. 40-43.</p> <p>You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by: _____</p> <p>This information as well as information from the article will be discussed next class</p>
WEEK 6	<p>Lecture and discussion topic: <u>Differentiating Roles of Parents and Professionals</u></p> <p>Homework 5: Read the Strategies in Family Participation to be discussed after spring breaks. Read 6 of the Strategies in the Parent Education section of the text and write a Reaction Paper regarding your reading. This will be due on: _____</p> <p>Complete reading the strategies listed under <i>Family Participation</i>, on the inside cover of your text.</p>
WEEK 7	<p>No Class Meeting CRCD Spring Break</p> <p>Focus on your research. Begin thinking about how you are going to combine your ideas developing from the challenge and research in to one informative paper.</p>
WEEK 8	<p>No Class Meeting UAS Spring Break</p>
WEEK 9	<p>Lecture and discussion topic: <u>Family Participation</u> And Guest Speaker</p> <p>Check in on challenges and research topics.</p> <p>Homework 6: Before next class, read 6 strategies listed under <i>Parent Education</i>, on the inside cover of your text. Write a reaction paper discussing those strategies and submit by email or to BB by: _____</p> <p>Your 4th article assignment: Kim, A., and Yeary, J. (2008). Making <i>Long Term Separations Easier for Children and Families</i>. <i>Young Children</i>. 32 – 36.</p> <p>You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by: _____</p> <p>This information as well as information from the article will be discussed on: _____</p>
WEEK 10	<p>Lecture and discussion topic: <u>Parent Education</u> And Guest Speaker</p> <p>Homework: none</p> <p>Over the next two weeks, take the time to work on your research paper.</p> <p>Before next class, read the strategies listed under, <i>Working through conflicts</i> on the inside covers of your text.</p> <p>Your 5th article is: Hansen, L. (2008). Parents as Partners in Art Education Enrichment. <i>Young Children</i>. 90 – 95.</p> <p>You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The</p>

	response will be due by:_____
WEEK 11	<p>Lecture and discussion topic: <u>Conflict</u></p> <p>Homework 7: Read the Family Support Strategies for the next class. Identify one area that has challenged you and one area that you feel you have handled well. Be prepared to share these areas in class next week.</p>
WEEK 12	<p>Lecture and discussion topic: <u>Family Support</u> And Guest Speaker</p> <p>Homework 8: Please read the Strategies in Special Issues. Over the next two weeks, take the time to work on your research paper. Before next class, read the strategies listed under, <i>Special Issues</i> on the inside cover of your text.</p> <p>Your 6th article assignment is: Olson, M. (2007). <i>Strengthening Families, Community Strategies That Work. Young Children. 26 – 32.</i></p> <p>You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by:_____</p> <p>This information as well as information from the article will be discussed on:_____</p>
WEEK 13	<p>Lecture and discussion topic: <u>Special Issues</u></p> <p>Over the next two weeks, take the time to work on your research paper. Before next class, read the strategies listed under, <i>Family Support</i>, on the inside covers of your text.</p> <p>Remember: Completed research papers are due by :_____</p>
WEEK 14	<p>Discussion topic: <u>Project Presentations and Final Thoughts</u></p> <p>Student Survey in regards to this class. It will be available on Blackboard. Your answers will be locked and I will not be able to see them until after May 1st. I hope this will help you feel comfortable about answering questions completely and honestly. This survey is important for facilitation of class and program changes making it better for students in the future. Thank you!</p> <p>My goal is to have your research graded and back to you by (DATE) as long as you have been timely in getting it and all other assignments to me.</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 American with Disabilities Act (ADA), and insures that the 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, Chuckchi, Interior-Aleutions, Kuskokwim, and Northwest. Questions should be directed to the Director of Disability Services at (907) 474-5655 or online at <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, Alaska 99775-5590
Phone: (907) 474-5655 | TTY: (907) 474-1827 | FAX: 474-5688 Email: fydos@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/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