

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Department of Social and Human Development	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vimplumb@alaska.edu	Faculty Contact	Veronica Plumb

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ECE	Course #	360	No. of Credits	3
COURSE TITLE	Assessment in Early Childhood				

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course	<input type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>	
NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input type="checkbox"/>
PREREQUISITES	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input type="checkbox"/>	
CREDITS (including credit distribution)	<input checked="" type="checkbox"/>	COURSE CLASSIFICATION		<input type="checkbox"/>	
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"/>	Course #	<input type="checkbox"/>
OTHER (please	<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 and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check <u>all</u> 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					

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	X	
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"/>
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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? 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? CREDITS

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

ECE F360 Assessment in Early Childhood (3)
 Offered Spring Even-numbered Years
 Examination of policies and practices related to evaluation and assessment of young children's progress. Includes legal, ethical and professional responsibilities in assessment. Exploration of "what, when, why and how" to assess young children. Includes practice and analysis of various assessment styles and tools as well as how to use information gained through assessment. Prerequisites: ECE F130; ECE F230; ECE F240; ECE F245; junior standing. Recommended: ECE F210. (2.5+1)

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.

ECE F360 Assessment in Early Childhood (3)
 Offered Spring ~~Even-numbered~~ Years
 Examination of policies and practices related to evaluation and assessment of young children's progress. Includes legal, ethical and professional responsibilities in assessment. Exploration of "what, when, why and how" to assess young children. Includes practice and analysis of various assessment styles and tools as well as how to use information gained through assessment. Prerequisites: ~~ECE F130; ECE F230; ECE F240; ECE F245~~ Engl 111X, 211X or 213X ; ~~junior standing~~. Recommended: ~~ECE F210. (2.5+1)~~ (3+0)

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: 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, or space

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.

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)

No program or department impact

13. POSITIVE AND NEGATIVE IMPACTS

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

No positive or negative impacts aside from the CDFS program being able to facilitate the course in a better way.

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.

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: (Additional signature blocks may be added as necessary.)

	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.

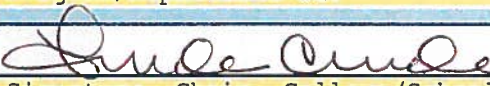
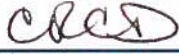
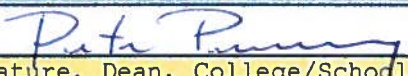
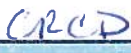
	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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. During previous offerings, ECE 360, students have had a hard time completing the lab experiences with clear understanding of the concepts and high quality. Through discussion the CDFS staff and Faculty believe that this course should be used as a foundational class on the theories and concepts of relevant assessment techniques best used for young children. This class is a requirement for the *Curriculum and Teaching* concentration. The later curriculum courses that focus on literacy, math and science as well as fine arts all have field experiences where students will have opportunity to demonstrate their hands on understanding and skills with assessment. All curriculum development assignments will have a complete continuum from development through appropriate assessment techniques. 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 210 *Child Development and Guidance*, has a content focus on behavior; therefore, having it as a requirement for a curriculum development and assessment course did not really fit. Adding the requirement for ECE 310 *Constructivist Curriculum* is an appropriate course of action as ECE 310 constructs the foundational theory piece for the concentration. ECE 360 is a course that school teachers completing recency credits to renew a professional certificate, removing the ECE 210 requirement also allows school teachers to take the course without needing special instructor permission, streamlining registration. With the changes to the CDFS, ECE 360 will be offered each Spring Semester to give students an option to complete more degree requirements through the academic year. ECE 360 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 10-week schedule. There is also interest for developing this course as a CDE web delivered course. There is the possibility that this style of offering may begin in the 2013-14 catalog year.

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		
	Date	11/2/11
Signature, Chair, College/School Curriculum Council for:		
	Date	11/3/11
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		

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. Cune</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:		

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

A. Course Syllabus

Course Title: Assessment in Early Childhood

Course No: ECE 360

Credits: 3 (3 + 0)

Prerequisites: Engl 111X, 211X or 213X

B. 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 course of 11 weeks, ECE 360 will meet 20 times for 2 hours each.

Text:

Required

*McAfee, O. & Leong, D.J. (2002). Assessing and guiding young children's
development and*

learning 5th ed. Boston, MA. Allyn and Bacon.

State of Alaska. (2007). Early Learning Guidelines

Occasional articles and other handouts that will be distributed in class.

Course Description:

Examination of policies and practices related to evaluation and assessment of young children's progress. Includes legal, ethical and professional responsibilities in assessment. Exploration of "what, when, why and how" to assess young children. Includes practice and analysis of various assessment styles and tools as well as how to use information gained through assessment.

ECE 360 is required for the Child Development and Family Studies BA program within the Curriculum and Teaching concentration.

Course Goal:

Students will develop understanding of all types of assessment and screening methods used with young children and apply skill of authentic assessment in regards to child goals and curriculum development.

Course Information and Instruction methodology:

Over the course of 10 weeks, ECE 360 will meet 20 times, for 2 hours each meeting. This class will be taught through the use of class lectures and discussion, blackboard discussion, and a final project. Written feedback on papers, blackboard discussions and final project will be used in teaching and assessing students work in this course.

Student Learning Objectives:

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

- Synthesize and articulate authentic and standardized assessments.
- Analyze legal, ethical and professional responsibilities.
- Articulate authentic assessment measures.
- Demonstrate methods of collecting information.
- Describe and distinguish appropriate standardized assessments.
- Classify recording procedures.
- Interpret and understand the meaning of assessment findings.
- Organize appropriate assessment methods with curriculum.
- Strategize options for sharing assessment findings with families.

NAEYC Standards addressed in this course:

- Standard 1a. Knowing and understanding young children's characteristics and needs.
- Standard 1b. Knowing and understanding the multiple influences on early development and learning.
- Standard 3a. Understanding the goals, benefits and uses of assessment – Including its use in development of appropriate goals, curriculum and teaching strategies for young children.
- Standard 3b. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
- Standard 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- Standard 3d. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- Standard 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- Standard 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
- Standard 4d: Reflecting on own practice to promote positive outcomes for each child.
- Standard 5b: Knowing about and upholding ethical standards and other professional guidelines

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing and small group activity. 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. The majority of this course work will take place through the final project.

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.

- **Small group activity:** The class will be divided into small groups that are intended to emulate groups of teachers in a program working together on curriculum development for facilitation. There will be specific assignments for each group to work on in regards to assessment and supporting curriculum development. \
- **Homework:** will take place through reading assignments and written responses.
- **Final project:** Each student will develop a plan for relevant assessment of a specific child. The assessment plan will be supported through curriculum activity that will allow the child to demonstrate his knowledge acquisition and skill within all learning areas. The student will turn in to the instructor a plan for assessment with reason of why these particular assessment strategies will be appropriate for this specific child, complete correlating activity plans (a minimum of 3 for each area of development), plan for parent inclusion, and a final reflection that ties together reasoning for all pieces including how the individualized plan for this child fits into the perspective of the group classroom environment as a whole. This will be development of a plan only; it will not be facilitated with an actual child.

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:

Small group activity	70 pts	17.5%
Homework (2 assignments @ 10 pts ea, and 3 @20 pts ea)	80 pts	20%
Special Project	250 pts	62.5%
Total Points	400 pts	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 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%	359-320	Better than average. Above the average expectation. Projects or papers are presented neatly and thoroughly However do not have the depth and originality for an "A."
C = 79% - 70%	319-280	Average. The student grasps the essential information. Material is complete and presented on time.

D = 69% - 60%	279-240	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present projects to class
F = below 60%	239 and below	Student was unable to complete the assignment on time with at least a 60% understanding and presentation

Course Calendar Draft

Date	Topic and Assignment
1) Week 1: day 1	<p>Go over course structure introductions; introduce homework 1 assignment.</p> <p>Go over syllabus and answer questions.</p> <p>Housekeeping: Provide instructor Email that contains your name, mailing address, phone numbers for work and home and the Email address that you prefer using.</p>
2) Week 1 day 2	<p>Lecture / Group Discussion topic</p> <p>Homework 1 : Go over State of Alaska Early Learning Guidelines. Consider how they can affect the assessment process as well as development of curriculum.</p> <p>Write a reflection regarding your thoughts on the Early Learning Guidelines.</p> <p>Preparation for next meeting: Read chapter 2 in <i>Assessing and Guiding</i> text.</p>
3) Week 2 day 1	<p>Lecture / Group Discussion topic</p> <p>Legal, ethical and professional responsibilities.</p> <p>Homework 2: Write a reflection regarding your thoughts on ethic and professional responsibilities. Include a specific example from your own professional life. Was it handled as you would have liked? Why or why not? What would you have changed, if anything?</p> <p>Preparation for next class: Read chapter 3 in <i>Assessing and Guiding</i> text.</p>
4) Week 2 day 2	<p>Lecture topic: Thinking about assessment, why, what and when to assess.</p> <p>Homework 3: How do you use assessment? Is it relative to the lesson plans developed in your classroom? How? Or why not?</p> <p>Preparation for next class: Read chapter 4 in <i>Assessing and Guiding</i> text</p>
5) Week 3 day 1	<p>Lecture topic: Collecting and documenting information</p> <p>Preparation for next class: Read chapter 4 and 5 in text</p> <p>Prepare to discuss in-depth findings, thoughts and questions developed around chapters 4 and 5.</p>
6) Week 3 day 2	<p>Small group seminar style discussion on chapter 2.</p>

		<p>Preparation for next class: Read chapter 3 in <i>Assessing and Guiding</i> text. Prepare to discuss in-depth findings thoughts and findings of chapter 3 in small group on February 26.</p>
7)	Week 4 day 1	<p>Lecture topic: Thinking about curriculum that ties to assessment.</p> <p>Class will meet at a public park today. Specifics will be shared in class.</p> <p>Preparation for next class: Consider chapter information as well as lecture and BB discussions. Prepare to discuss in-depth findings, thoughts and questions developed around chapter 3.</p>
8)	Week 4 day 2	<p>Homework 4: Article Reaction Paper Read 1 of the 2 articles. Write a 1 –2 page reaction using APA guidelines. Please send to instructor as an email attachment</p> <p>Articles will be posted on Black Board Bibliographic Reference: McDaniel, G.L., Isaac, M.Y., Brooks, H.M., & Hatch, A. (2005). Confronting K-3 teaching challenges in an era of accountability. <i>Young Children</i> 60 (2): 20-26. OR Bibliographic Reference: Dodge, D.T., Heroman, C., Charles, J., Maiorca, J. (2004). Beyond outcomes: How ongoing assessment supports children’s learning and leads to meaningful curriculum. <i>Young Children</i> 59 (1): 20-28.</p>
9)	Week 5 day 1	<p>Lecture topic: Standardized assessment, how is it different, is there value, if so, what?</p> <p>Preparation for next class: Consider chapter information as well as lecture and BB discussions. Prepare to discuss in-depth findings, thoughts and questions developed around chapters 4 and 5 in <i>Assessing and Guiding Text</i>.</p>
10)	Week 5 day 2	<p>Introduction of final project</p> <p>Small group seminar style discussion on chapters 4 and 5.</p> <p>Preparation for next class: Read chapters 6, and 7 in <i>Assessing and Guiding</i> text. Prepare to discuss in-depth findings thoughts and findings of chapter 4 in small group on Tuesday March 18.</p>
11)	Week 6 day 1	<p>Lecture topic: Compiling, Summarizing, and Interpreting Assessment information.</p>
12)	Week 6 day 2	<p>Small group: Strategy: Plan a curriculum activity for ages 3-5, and include two areas of development to look for. Also include, ways of authentic assessment; Share next class.</p>
13)	Week 7 day 1	<p>Groups share their curriculum activity: with feedback</p>
14)	Week 7 day 2	<p>Small Groups: Pick a common activity used in a preschool</p>

		classroom: Analyze the assessment and development potential: Discuss the last half of the class in the Large group.
15)	Week 8 Day 1	Sharing of curriculum activities ages 3-5: with feedback
16)	Week 8 day 2	In your small groups discuss your projects, and get feedback and ideas.
17)	Week 9 day 1	Sharing of final projects
18)	Week 9 day 2	Sharing of final projects
19)	Week 10 day 1	Sharing of final projects
20)	Week 10 day 2	Share Final Project Closing of class. Final assignment is due to instructor by July 8, 2011. Emailed to instructor

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/lis101/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