

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Justice	College/School	CLA
Prepared by	J. Robert Duke	Phone	474-6501
Email Contact	jrduke@alaska.edu	Faculty Contact	Rob Duke

1. ACTION DESIRED (CHECK ONE):

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

Dept	JUST	Course #	F401	No. of Credits	3
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Justify upper/lower division status & number of credits:	Junior or Senior Class standing or permission of Instructor, 45 contact hours in the classroom. Requiring a high level of interaction and learning
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3. PROPOSED COURSE TITLE: Cross Cultural Conflict Analysis and Intervention

4. To be CROSS LISTED? YES/NO

No	If yes, Dept:	<input type="text"/>	Course #	<input type="text"/>
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(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO

No	If yes, Dept.	<input type="text"/>	Course #	<input type="text"/>
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6. FREQUENCY OF OFFERING: Every Spring

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

Not yet taught

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)	<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	6 weeks to full semester
OTHER FORMAT (specify)													
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture, Group Discussions												

9. CONTACT HOURS PER WEEK:

3	LECTURE hours/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week	<input type="text"/>
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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-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

JUST F401 Cross Cultural Conflict Analysis and Intervention
3 Credits Offered Every Spring

Students will learn key concepts and skills that will help them respond to cross-cultural and human-rights conflicts productively. By the end of the course students will understand the theoretical assumptions driving cross-cultural and human-rights conflicts and their resolutions. They will learn basic conflict analysis for cross-cultural and human rights disputes, including those occurring in rural Alaska. (Prerequisite JUST F302, and ENGL 211/213, or permission of instructor) (3 + 0).

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. 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 for credit, what is the maximum number of credit hours that may be earned for this course?	N/A	CREDITS
If the course can be repeated with <u>variable</u> 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. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** JUST F302, and ENGL 211/213, or permission of instructor
 These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES** \$0.00
 Has a memo been submitted through your dean to the Provost for fee approval? No

17. **PREVIOUS HISTORY**
 Has the course been offered as special topics or trial course previously? Yes

If yes, give semester, year, course #, etc.:

Spring 2012, Spring 2013

18. ESTIMATED IMPACT

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

The course will be instructed as part of Dr. Jarrett's normal workload and will not have any budget ramifications. Because the course will be offered as part of the Justice Department's normal instructional load it will not require more facilities/space than ordinarily required for the delivery of the Justice curriculum.

19. LIBRARY COLLECTIONS

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

No

Yes

X

Both relevant paper and electronic journals are available.

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)

The course will be part of the suite of courses created for the new Justice minor in Dispute Resolution. This course is (one of several) that expands choices for Justice majors and other students interested in Alternative Dispute Resolution practices. The impact on the Justice Department itself will be positive in that more students will be attracted to the Justice Major because of the availability of ADR coursework which is in increasing use in a variety of criminal and civil contexts. We foresee no negative impacts on other courses, programs or departments.

21. POSITIVE AND NEGATIVE IMPACTS

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

The Justice Department does not perceive this course as negatively impacting any departments or programs. The course is part of curriculum changes being proposed for the Bachelor of Arts in Justice, and a proposed minor in Dispute Resolution Systems. The course and the proposed minor are likely to be beneficial for Social Work, Psychology and Sociology majors.

The course, proposed minor and curriculum changes to the Justice major reflect the Department's effort to create a dispute resolution emphasis in its undergraduate program. Dispute Resolution and Restorative justice has been adopted as the operational paradigm for Alaska's Division of Juvenile Justice, and consequently, the Department believes it is important to adopt a restorative justice emphasis in its undergraduate program.

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 course represents one of the elective choices in the proposed new Minor in Dispute Resolution. The course will focus on the theory and practice of mediation. The Justice Department is evolving to develop curriculum in Dispute Resolution in order to better prepare future Justice students for the workplace.

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The course represents one of the elective choices in the proposed new Minor in Dispute Resolution. The course will focus on the theory and practice of mediation. The Justice Department is evolving to develop curriculum in Dispute Resolution in order to better prepare future Justice students for the workplace.

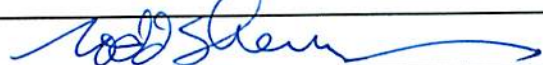
APPROVALS: Add additional signature lines as needed.

 Date 4/11/13

Signature, Chair, Program/Department of: JUSTICE

 Date 4-11-13

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

 Date 4/11/13

Signature, Dean, College/School of: CLA

Signature of Provost (if applicable) Date

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

Signature, Chair Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

Date

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

Signature, Chair, Program/Department of: Date

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

Signature, Dean, College/School of: Date

ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

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

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

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

Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

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.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

University of Alaska Fairbanks

Justice Department

JUST 401 - Cross-Cultural Conflict Analysis and Intervention

Professor: Dr. Brian Jarrett

Day/Time: Tuesday and Thursday at 9:45 to 11:15 am

Place: 201 Gruening Building

Office: 501 Gruening Building

Office Hours Tuesdays and Thursdays at noon to 3 pm or by appointment

Phone: 907 474 6790

E-mail: bnjarrett@alaska.edu

Required Texts

Donnelly, Jack Universal Human Rights in Theory and Practice (2005).

Hofstede, Geert Cultures and Organizations (2003).

Reading Supplement, as assigned. Additional readings are provided online, as handouts, or put on reserve at the library.

Course Description

JUST F401 Cross Cultural Conflict Analysis and Intervention
3 Credits Offered Every Spring

Students will learn key concepts and skills that will help them respond to cross-cultural and human-rights conflicts productively. By the end of the course students will understand the theoretical assumptions driving cross-cultural and human-rights conflicts and their resolutions. They will learn basic conflict analysis for cross-cultural and human rights disputes, including those occurring in rural Alaska. (Prerequisite JUST F302, and ENGL 211/213, or permission of instructor) (3 + 0).

Course Goals

1. The course will introduce students to the field of human rights and cross-cultural conflict resolution, its theoretical stances, practices, and history.

2. Students will be given the opportunity to personally explore their own approaches to cross-cultural conflict, and what other approaches to conflict may be available to them.
3. Students will also learn to connect different theories and approaches to human-rights and cross-cultural conflicts.
4. Students will leave the class with basic conflict resolution and negotiation skills. Their final project will give them the opportunity to apply their new understandings and skills to real life conflicts.
5. Students will come to recognize and apply the various methods of cross-cultural conflict resolution.
6. Students will understand how theory connects to practice in the field of cross-cultural and human-rights dispute resolution.
7. Students will learn to assess and provide interventions by working through several real-life case studies.

Student Learning Outcomes

1. Students will be able to recognize the elements of cross cultural conflicts.
2. Students will understand the main theories underlying the practice of cross cultural dispute resolution.
3. Students will be able to identify, define, and utilize the basic tools of cross-cultural conflict analysis and dispute resolution.
4. Students will be able to apply cross-cultural conflict resolution techniques to disputes in a host of sectors, including human rights and international disputes.
5. Students will be able to mediate cross-cultural disputes, including those arising in Alaska.

Instructional Methods:

This course is taught through a combination of lecture, discussion boards, Blogs/journals, group activities, reading assignments, and in-class (or electronic) presentations.

Class discussions, role-plays, lecture, multimedia presentations, and other experiential exercises will be used to reach course goal and objectives.

Required Blackboard Applications

This course will be supplemented by the Blackboard online learning platform. You will be asked to take quizzes, post journals and other work and receive announcements on the Blackboard course website. You will also be able to Blackboard mail the instructor and each other and check your scores on the site, as soon as they are posted. You can gain access to Blackboard through any one of the computer labs on campus or on your home computer.

Course Calendar:

Tentative Course Schedule and Topical Outline – SUBJECT TO ANNOUNCED CHANGES

All weekly assignments due on the Sunday Evening ending the unit at 11:59 p.m.—Dates will be added to syllabus given to students

Unit 1 Introduction to Cross-Cultural Conflict Analysis and Intervention (January 17)

Review Syllabus & Class Expectations

Introductions

Journal 1 - Introductions

Reading Assignment: Introduction Donnelly; Chapter 1 Hofstede

Unit 2 Cross-Cultural Conflict and Universal Human Rights (Jan 22-24)

Perspectives, and Paradigms

Cross-Cultural Conflict Theories and Models

Interaction with Universal Human Rights

Inequality in Society

Journal 2

Reading Assignment: Donnelly Chapter 1, 2 and 3 Donnelly; Chapter 2 Hofstede

Unit 3 Western versus Non-Western Views on Human Rights (Jan 29-Jan 31)

Markets, States, and the West,

Non-Western Views of Human Rights

Individualism versus collectivism

Journal 3

Reading Assignment: Chapter 4 and 5 Donnelly; Chapter 3 Hofstede

Unit 4 Various Conceptions of Human Rights, Asian Values, and Cultural Influence (Feb 5-7)

Asian Values

Corporate Values

Cultural Relativism

Cultural Influence on Human Rights

The Avoidance of Uncertainty

Reading Assignment: Chapter 6 and 7 Donnelly; Chapter 5 Hofstede

Quiz 1

Unit 5 International Human Rights Regimes and Cross-Cultural Conflicts (Feb 12-14)

Human Rights and Foreign Policy

International Human Rights Regimes

Canadian Approach to Human Rights

US Approach to Human Rights

Journal 4

Reading Assignment: Chapter 8, 9, and 10 Donnelly

Unit 6 Individual versus Group Rights (Feb 19-21)

Democracy Development and Human Rights

Group Rights and Human Rights

Genocide

Journal 5

Reading Assignment: Chapter 11, 12, 13, and 14 Donnelly; Reread Chapter 3 Hofstede

Unit 7 Using Civil Rights Regimes to Resolve Inter-Cultural Conflicts (Feb 26-28)

Concept of Civil Rights

Addressing Cross-cultural issues through the civil rights lense

Case Studies

Reading Assignment: Supplement

Quiz 2

Unit 8 Disability, Age, and Conflict (Mar 4-6)

Differing Cultural Attitudes toward Age and Disability

Age Discrimination

Disability Discrimination

Journal 6

Case studies

Reading Assignment: Supplement

- **Spring Break – March 12 through 16**

Unit 9 Intercultural Conflict and Religion (Mar 18-20)

Lessons from the Sociology of Religion

Influence of Religion on Culture

Case Studies

Reading Assignment: Supplement

Unit 10 Cross-Cultural Conflict, Race, and Ethnicity (Mar 25-27)

Majority-Minority Conflicts

Inter-ethnic Conflict

Case Studies

Journal 7

Reading Assignment: Supplement

Unit 11 Cross-Cultural Conflict and Gender (Apr 1-3)

Conflicts, Culture and Gender

Sexual Minorities

Case Studies

Journal 8

Reading Assignment: Reread Chapter 13 Donnelly; Chapter 4 Hofstede

Unit 12 Cross-Cultural Conflict and Time (Apr 08-10)

Differing Cultural Perspectives on Time

Short-term versus Long-Term Orientation

Journal 9

Reading Assignment: Chapter 6 Hofstede

Unit 13 Culture in Organizations (Apr 15-17)

Principles of Management

Culture and Organizational Culture

Reading Assignment: Read Chapter 7 and 8 Hofstede

Quiz 3

Unit 14 Surviving a Multi-Cultural World (Apr 22-24)

Multi-Culturalism and Melting pots

The Commitment to Universal Human Rights and Multi-Culturalism

Class evaluation

Work on Final Paper

Journal 10

Reading Assignment: Read Chapter 10 Hofstede

15. Review (April 28-30)

- Final Paper due last day of class

- Final Exam – Take anytime in Blackboard May 2-8)

Course Policies:

Class Attendance and Participation

This class brings theory to practice. Participation is absolutely necessary and a major requirement of the course. There are, of course, legitimate reasons for excused absences, in which case a formal note or documentation will be necessary. More than three unexcused absences will result in loss of entire participation grade. More than six unexcused absences will result in failure of the course. **BE SURE TO BRING A NOTE FROM YOUR DOCTOR IF YOU NEED TO TAKE TIME OFF DUE TO THE FLU OR OTHER MEDICAL CONDITION.**

You can gain participation points in the class through active participation and genuine interest. **BE ADVISED THAT THIS IS A DEMANDING CLASS, IN TERMS OF PARTICIPATION REQUIREMENTS.**

STUDENTS MUST GIVE PRESENTATIONS DURING CLASS TO GAIN PARTICIPATION POINTS. STUDENTS MUST ALSO RESPOND TO QUESTIONS POSED BY THE INSTRUCTOR DURING CLASS.

You will automatically lose participation points if you engage in any of the following prohibited behaviors:

- Being late for Classes;
- Talking or texting on your cell phone in class;
- Leaving class early. In order to be marked present, you must be in the lecture room for the entire class period.
- Talking while the instructor is lecturing or another student is presenting.

The professor will ask you to leave the class and/or drop the course if you disrupt the class or engage in any of the above behaviors.

Late work will not be accepted. Special permission must be given prior and must be based upon a dire emergency and will not be given for procrastination.

Plagiarism and academic dishonesty will not be tolerated, and is subject to disciplinary action per the Student Code of Conduct, Board of Regents policy 09.02.01 (noted on p. 51 2011-12 UAF Catalog).

Grading Criteria

Grades will be assessed based on the following criteria:

Grading Requirements	
Informed, Meaningful, and Active Participation	20%

Journals	10%
Quizzes	30%
Final Paper	20%
Final Comprehensive Exam	20%

Grading Scale:

The instructor will use the +/- grading system. Note the following.

- 97-100 = A+
- 93-96 = A
- 90-92 = A-
- 87-90 = B+
- 83-86 = B
- 80-82 = B-
- 77-80 = C+
- 73-76 = C
- 70-72 = C-
- 67-70 = D+
- 63-66 = D
- 60-62 = D-
- 59 or below = F

Journals

You will be asked to write a paragraph or two about how you are doing in the course and where you are building strengths. You will also be asked to assess where you need to build skills.

Journal Rubric:

33.33% each	Excellent	Good	Satisfactory	Unacceptable
Organization	90-100%	80-89%	60-79%	Less than 59%
<input type="checkbox"/> Introduction and closing	<input type="checkbox"/> Clear thesis and argument support in intro/closing	<input type="checkbox"/> Clear topic conveyed in intro/closing	<input type="checkbox"/> Intro and closing present	<input type="checkbox"/> Disorganized intro/closing
Communication				
<input type="checkbox"/> Grammar/Word Choices	<input type="checkbox"/> Uses excellent grammar and appropriate word choices.	<input type="checkbox"/> Mostly uses correct Grammar/Word Choices	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs major improvements. <input type="checkbox"/> Errors distract from journal.
Content				
<input type="checkbox"/> Evidence of contemplation. <input type="checkbox"/> Length	<input type="checkbox"/> Clear objective analysis of progress <input type="checkbox"/> At least 3 full paragraphs	<input type="checkbox"/> Good analysis of progress <input type="checkbox"/> 1-2 full paragraphs	<input type="checkbox"/> Less than objective analysis of progress <input type="checkbox"/> 1 paragraph	<input type="checkbox"/> No analysis of progress. <input type="checkbox"/> 1 short paragraph

Quizzes

You will be asked to take three multiple choice/true-false quizzes. They will be available in Blackboard.

Final Examination

You will be asked to take a final multiple choice/true-false exam which will also be available in Blackboard.

Final Paper

The final project is a 10 page paper that will focus on an aspect of a human-rights and/or cross-cultural conflict. You may select a particular conflict as a case study or develop a particular theoretical application. The paper project is your opportunity to explore cross-cultural and human-rights conflicts in an in-depth way. I want to encourage you to be creative and will give you a good deal of latitude to explore the topic that most interests you. Feel free to approach me with your ideas about a topic. We will discuss final paper topics in class.

Late work will not be accepted. Special permission must be given prior and must be based upon a dire emergency and will not be given for procrastination.

Writing Criteria

Correct grammar

Concise and logical writing style

Intro – body – conclusion format

At least three credible references

Use any citation style eg. MLA, APA, ASA etc, but be sure to be consistent.

Developing Writing Skills

At the University Writing Center trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. All undergraduates are encouraged to make use of this important student service. For more information about the writing center's hours and policies, visit the writing center.

The Writing Center

Gruening Building, Room 801

Phone: (907) 474-5314

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

Regular Fall/Spring Semester Hours:

10:00 a.m. - 4:00 p.m. Monday - Thursday

7:00 p.m. - 10:00 p.m. Monday - Thursday

10:00 a.m. - 1:00 p.m. Friday

1:00 p.m. - 6:00 p.m. Sunday

Speaking/Presentation Support:

The Speaking Center
Gruening Building, Room 507
Phone: (907) 474-5470
fyspeak@gmail.com

www.uaf.edu/comm/

Academic Dishonesty

The Justice Department refers its students to the UAF Student Handbook concerning plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.

Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author or from an Internet contributor.
2. Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.
3. Including in a paper someone else's original ideas, opinions, or research results without attribution.
4. Paraphrasing without attribution.
5. Turning the same paper in for credit in more than one class.

If it's not your original idea, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources. Papers that are not entirely original (unlike creative writing) also require a references list at the at the conclusion of the paper, including all sources from class (as you didn't create those, either).

Cheating in any form is also cause for failure. This policy is strictly enforced.

Students with Disabilities – Please note 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 staff of Disability Services works with faculty

and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655. <http://www.uaf.edu/disability/>