

110-UCCH.

MAY 04 2017

FORMAT 2

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

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ECE	Course #	320	No. of Credits	3
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COURSE TITLE **Environment and Curriculum for Infants and Toddlers**

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	TITLE	DESCRIPTION
PREREQUISITES*	FREQUENCY OF OFFERING	

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	COURSE CLASSIFICATION
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ADD A STACKED LEVEL (400/600) Dept. Course #

Include syllabi.

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered?); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING Dept. & No. Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING Dept. & No. Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify) **COMPRESSION - see attached email.**

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 all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.) **Lecture, Field trips, Labs.**

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?

YES

NO

X

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

O = Oral Intensive,

W = Writing Intensive,

X = Baccalaureate Core

*Format 6 also submitted

*Format 7 submitted

Core

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

X

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

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?

0

CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study Comparative approach in assessing Aberiginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ECE F320 Environment and Curriculum for Infants and Toddlers
3 Credits

Roles and practices adults take for supporting learning and development in infants and toddlers aged birth - 3 years of age. Stresses the adoption of the child's individual abilities and interests while supporting their exploration, discovery, relationship building and problem solving through environment development. Prominence for family inclusion in curriculum development through reciprocal relationships.

Prerequisites: ENGL F211X or ENGL F213X.

Lecture + Lab + Other: 2.5 + 0 + 1.5

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

The catalog description will stay the same.

8. **GRADING SYSTEM:** Specify only one.

LETTER: PASS/FAIL:

9. **ESTIMATED IMPACT**

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

No Impact beyond use of classroom space during summer semester.

10. **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 These were approved in 2011 and have not changed.

11. **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 impact

12. **POSITIVE AND NEGATIVE IMPACTS**

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

No Impact

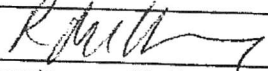
13. **JUSTIFICATION FOR ACTION REQUESTED**

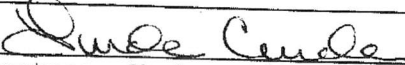
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

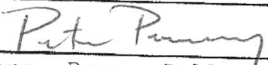
The Child Development and Family Studies program has facilitated summer intensive courses during the past ten years. These summer intensive courses have been an opportunity for rural ECE/CDFS students to come into Fairbanks and attend face-to-face courses. With the demand for more courses for infant and toddler topics, Kawerak Head Start /Early Head Start has requested that we hold this course for them. Many of their staff do not have time to attend courses during the traditional academic school year (fall and spring semesters) because of responsibilities to home and work. They appreciate the opportunity for course delivery outside of their work times, which follows the traditional public school year, as well as the face-to-face opportunities.

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

209 320

	Date	4/24/17
Signature, Chair, Program/Department of:	Social + Human Development CRCD	

	Date	4/24/17
Signature, Chair, College/School Curriculum Council for:	CRCD	

	Date	5/4/17
Signature, Dean, College/School of:	CRCD	

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

Signature of Provost (if applicable)	Date	
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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair Faculty Senate Review Committee:	Date	
<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Signature, Chair, Program/Department of:	Date	
---	------	--

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

Signature, Dean, College/School of:	Date	
--	------	--

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

Question re Course Change for ECE F320

Veronica Plumb <vmplumb@alaska.edu>

Sun, May 7, 2017 at 6:57 PM

To: Jayne Harvie <jbharvie@alaska.edu>

Yes Jayne,

the only action desired is to approve in the compressed form.

Linda Curda told me that the CRCD Curriculum committee could approve this compression so that It could be offered this summer.

I will forward a copy of the email that stated it was approved for compression. Was this a misunderstanding? I just told the Head Start Program we could offer this for them as a summer course beginning June 1.

Veronica

Veronica Plumb
UAF College of Rural and Community Development
Assistant Professor Early Childhood Education
Program Head/Coordinator Child Development and Family Studies
604 Barnette Street Suite 220
Fairbanks Alaska 99701
907-455-2038
Toll Free 1-888-560-5860
FAX 907-474-5232

Love only grows by sharing. You can only have more for yourself by giving it away to others.
- Brian Tracy

[Quoted text hidden]

Fwd: Scanned from a Xerox multifunction device

Veronica Plumb <vmplumb@alaska.edu>
To: Jayne Harvie <jbharvie@alaska.edu>

Sun, May 7, 2017 at 6:59 PM

forwarding email stating compression was approved.

thank you
Veronica

Veronica Plumb
UAF College of Rural and Community Development
Assistant Professor Early Childhood Education
Program Head/Coordinator Child Development and Family Studies
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Fairbanks Alaska 99701
907-455-2038
Toll Free 1-888-560-5860
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----- Forwarded message -----

From: **Scott Culbertson** <srculbertson@alaska.edu>
Date: Thu, May 4, 2017 at 12:25 PM
Subject: Fwd: Scanned from a Xerox multifunction device
To: Veronica Plumb <vmplumb@alaska.edu>

Veronica, attached is your approval for a condensed ECE 320.

Scott

----- Forwarded message -----

From: **UAF College of Rural & Community Development** <NoReplyXerox@uaf.edu>
Date: Thu, May 4, 2017 at 12:05 PM
Subject: Scanned from a Xerox multifunction device
To: Scott Culbertson <srculbertson@alaska.edu>

Please open the attached document. It was scanned and sent to you using a Xerox multifunction device.

For more information on Xerox products and solutions, please visit <http://www.xerox.com>
P.O. Box 756500
Fairbanks, AK 99775-6500
907-474-7143 Phone
907-474-5824 Fax

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

Course Syllabus

Course Title: Environment and Curriculum for Infants and Toddlers, CRN
Course No: ECE 320
Credits: 3 (2.5 +0+1.5)
Prerequisites: Engl 211X or 213X Recommended: ECE 104, ECE 220 or ECE 245
Instructor: Gara Bridwell
604 Barnette Street Suite 220

Phone: 455-2908
E-mail: gdbridwell@alaska.edu

Office or Contact hours: By appointment
Location: Fairbanks
Dates: Summer 2017 – June 1 – June 12
Times: 1:30 – 5:30 pm

Text :
Required

1. Dombro, A., Colker, L., Dodge, D., (2000). *The Creative Curriculum for Infants & Toddlers*. Washington, DC. Teaching Strategies.

Course Description:

Roles and practices adults take for supporting learning and development in infants and toddlers aged birth – 3 years of age. Stresses the adoption of the child's individual abilities and interests while supporting their exploration, discovery, relationship building and problem solving through environment development. Prominence for family inclusion in curriculum development through reciprocal relationships.

Course Goal:

Understanding of components needed for appropriate development of environments and curriculum for all children.

Course Information and Instruction methodology:

This class will be taught through face to face class meetings, hands-on practical/field experience. Written feedback on papers, blackboard discussions and final project will be used in teaching and assessing students work in this course.

Meeting time: 1:30 – 5:30 pm, Thursday, June 1 – Monday, June 12, 2017.

Student Learning Outcomes:

1. Upon completion of this course, students will be able to:
 - a. Explain what is meant by the terms and use of “environment” and “curriculum” for infants and toddlers. (NAEYC Standard 1c)
 - b. Articulate the distinctions between curriculum for infants and toddlers and curriculum for older children. (NAEYC Standard 1a)
 - c. Describe the influences of early care and education that are a part of an infant/toddler curriculum and environment. (NAEYC Standard 3d)
 - d. Outline strategies for engaging family collaboration in developing and implementing individualized curriculum for infants and toddlers.(NAEYC Standard 2c)
 - e. Explain how Individualized Family Service Plans can support curriculum and inclusion of infants and toddlers with special needs. (NAEYC Standard 4b)
 - f. Apply the concepts needed to design and assess an appropriate group space environment for infants and toddlers as well as plan for parental input. (NAEYC Standard 3d)
 - g. Apply assessment knowledge needed to support a wide variety of teaching approaches to create an individual curriculum accommodation plan for a specific infant or toddler. (NAEYC Standard 3b and 4c)

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1a: Knowing and understanding young children’s characteristics and needs
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building and Community Relationships

Key elements

- 2c: Involving families and communities in their children’s development and learning

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

Key elements

- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Standard 4: Teaching and learning

Key elements:

- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.

Instructional Methods:

The method of instruction will be a combination face to face time, reading and writing reflections. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion.

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:

Writing Assignment's	100	33%
Course Project Part 1(Environment Design)	100	33%
Course Project Part 2 (Curriculum Plan)	100	33%
Total	300	100%

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 %	149-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Course Calendar – Summer 2017

Date	Topic and Assignment
Thursday, June 1	In class today: <ul style="list-style-type: none"> Review course expectations; introductions. Lecture Topic: <i>Why a Curriculum for Infants and Toddlers?</i>

	<p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 1-22 Chapter 1 and 2 • Writing Assignment 1: Due June 2.
Friday, June 2	<p>In class today: <i>Building Relationships and Getting to Know Infants and Toddlers</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 3 and 4 • Writing Assignment 2: Due June 3.
Saturday, June 3	<p>In class today: <i>Families and Communities</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 5 and 6 • Writing Assignment 3: Due June 4
Sunday, June 4	<p>In class today: <i>Planning, Evaluating, Individualizing for Infants and Toddlers. Review of Head Start/EHS Standards.</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 7 and 8 • Writing Assignment 4: Due June 5
Monday, June 5	<p>In class today: <i>Creating Environments and Safety</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Review ITERS Scale • Writing Assignment 5: Due June 6
Tuesday, June 6	<p>In class today: <i>The Infant Toddler Environment Rating Scale Review</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 9 and 10 • Writing Assignment 6: Due June 7
Wednesday, June 7	<p>In class today: Field Work/Lab Day. Observations in Infant/Toddler Classrooms.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • No Chapter reading tonight • Writing Assignment 7: Write up your LAB findings for class tomorrow. Due June 8
Thursday, June 8	<p>In class today: <i>Lab Sharing/Field Work and Children's Health and Safety</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 11 and 12 • Writing Assignment 8: Due June 9

Friday, June 9	<p>In class today: <i>Routines: Hello's/Goodbye's, Diapering and Toileting</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 13, 14, 15 • Writing Assignment 9: Due June 10
Saturday, June 10	<p>In class today: <i>Importance of Meals, Napping and Dressing</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Review pp. 221-317 • Writing Assignment 10: Due June 12
Sunday, June 11	<p>In class today: Lab Assignment Day.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Presentations presented tomorrow, last day.
Monday, June 12	<p>In class today: Presentations of Final Projects and Celebration!</p>

Guidelines for Writing Assignments:

Written assignments and projects are to be typed (computers and word processors okay). Font size should be 10-12, depending on the font style. Spacing between lines should be 2.0. Black Ink on white paper is strongly preferred. All writings will need to follow the APA format. Guidelines for APA writing will be provided on Blackboard. For assistance in writing, the UAF Writing Center – 474-5314 can offer writing support by phone, fax or email and is a free service.

Within the course reading expectations, you will be providing 10 Written Reflections. . Please complete your reading response using APA formatting. Each should be at least 1 page in length.

Writing Assignment:

1. **Writing Assignment 1** – Please describe what you hope to get out of this class and what your goals for the course are. **Due on June 2.**
2. **Writing Assignment 2** -A personal reaction response will be written by each individual student and turned into the instructor. Writing response papers should address which article or chapter 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? Reaction papers will be sent to the instructor through the assignment section of Bb. After reading Chapters 1 through 4, along with class discussions, reflect on any new material or information. How might you use this information with your group of infants and toddlers this fall? **Due on June 3.**

3. **Writing Assignment 3** - Using the same guidelines as in Writing Assignment 2, and after reading Chapter 5 and 6, what do you find are most challenging aspects of individualizing care for Infant's and Toddlers? **Due on June 4.**
4. **Writing Assignment 4** – After reading Chapter 7 and 8 think about and write your thoughts regarding these questions. What are the most challenging areas of the classroom for you? Greeting, Resting, Eating, Diapering, Gross Motor Play, Quiet Play, other areas? What do you think might solve some of these challenges? **Due on June 5**
5. **Writing Assignment 5** – Ensuring children's Health and Safety is one of our most important tasks in early childhood education. What are your goals for your classroom to make the most safe and healthy environment possible for children and adults? **Due on June 6**
6. **Writing Assignment 6** - After review and practice with the ITERS scale, please describe your familiarity with it. Have you used it before? If so, how? If you have not used it before, could it be a helpful tool to look at Infants/Toddlers? **Due on June 7**
7. **Writing Assignment 7** - Using the text Observation models and Observations from Field Work/Labs, write up your notes and findings. **Due on June 8**
8. **Writing Assignment 8** - Please select any topic that you are most passionate about with regard to Infant, Toddler Curriculum and or Environments and write a 1 page paper. Why did you select this topic? Are there any new or different ways that you will try teaching very young children during this next school year? **Due on June 9**
9. **Writing Assignment 9** – Please address these questions: How can I organize meal times so that I can sit down and talk with children instead of running around? How can I create an environment that encourages napping or resting? How can I work with families on sleep issues? How can I use dressing to promote a child's sense of competence? **Due on June 10**
10. **Writing Assignment 10** - Ending Reflection – In this final writing assignment, go back through all of your previous reflections and class discussions. Have you met the goals you described in the first reflection? Why or why not? Describe your learning from this course. **Due June 12.**

Course Project:

There will be two projects due for ECE 320.

Part 1. Design and share a clearly written explanation of environment that will support the developmental and cultural learning needs of infants and toddlers. This will be shared with other students during the last day of class.

Part 2. Development for possible implementation of a curriculum plan for infants/toddlers. A complete written reflection of design, plan, and implementation will be included. This will be shared in class on the final day.

Course Policies:

1. Attendance: As part of the learning community, all students are expected to attend and participate in all classes.
2. Absence: Classes are recorded and can be listened to at a later time.

3. Tardiness: Students are expected to arrive in class prior to the start of class. If a student does arrive late, they are expected to do so quietly and inform the instructor.
4. Participation and Preparation: Students are expected to come to class with assigned reading and other assignments completed as noted in the course calendar.
5. Assignments: All assignments must be received by the Instructor on the due date as noted in the course calendar unless otherwise prior-arranged with the instructor. Each assignment must have the following to ensure it is able to be graded. Your Name; Course Number; Semester/Year; Instructor Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page. 10 -20% of Assignment Points will be deducted if turned in after the due date.
6. Graded Assignments: It is this instructor's intention to grade and respond to student work within seven days of their receipt.
7. Reporting Grades: All student grades, transcripts and tuition information are available on-line at <http://ww.uaonline.alaska.edu>
If you have difficulty accessing this information, contact the registrar at your local campus.
8. Written Paper Assignments: All papers are expected to be typed and double spaced. Please check for grammar and spelling. It is recommended that you have another person review your draft before final submission for a grade. Written assignments may be faxed or emailed to the instructor. When assignments are emailed, please type in the subject line ECE 320 and the assignment being turned in.
9. Plagiarism: Plagiarism is using what someone else has written and then using it as one's own words and thoughts. It is never acceptable. Students are expected to attribute the source of information (with direct quotes or paraphrases) in compositions, theses and other reports.
10. All UA student academics and regulations are adhered to in this course. You may find these in the UA catalogs.
11. Confidentiality: An important part of this course is the sharing of insights and experiences with other students. To benefit from these discussions, it is essential that we all maintain the confidentiality of children, families, programs and staff. Please do not use names and talk and write with respect.
12. Incompletes, Withdrawal and No Basis Grading: A student may request an Incomplete grade if there are factor beyond his/her control that affect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A faculty initiated withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop time frame. A No-Basis (NB) grade is provided if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop time frame.
13. Ethical Behavior: It is expected that, while on the audio conference, you are present and paying attention. If you must leave the discussion, it is your responsibility to inform the instructor or the class.

Withdrawal & drops: Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not

withdraw will receive an "F." The instructor appreciates hearing from students who drop or withdraw, it is sometimes possible to problem-solve so this action does not need to take place, or; your feedback can sometimes make the course better for others if the challenges are directly related to the class, instructor or materials.

Student Support Services:

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

UA Online

<http://uaonline.alaska.edu>

Your resource for grades, transcripts and other personal information.

Disabilities Services:

The Child Development and Family Studies program works with the Office of Disability Services to provide reasonable accommodations to students with disabilities. 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. 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.

Disability services also provides assistance to the university's rural campuses; Community Technical College, 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/>

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

Representatives from the office also regularly meet students in the CTCC building.

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

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.

Library Services for off campus students

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

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

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

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

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

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

For more off campus help go to:

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

Computer, Internet and Software

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

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

Problem: you forgot your password

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

Problem: you are having problems with Blackboard

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

Title IX

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Notes: