FORMAT 1

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	Veterinary Medicine	College/School	CNSM
Prepared by	Arleigh Reynolds	Phone	474-1928
Email Contact	ajreynolds@alaska.edu	Faculty Contact	Arleigh Reynolds and Guest speakers

1. ACTION DESIRED (CHECK ONE):	Trial Course		New Course	X

2. COURSE IDENTIFICATION:	Dept	BMSc	Course #	214	No. of Credits	2

Justify upper/lower division status & number of credits:	This seminar aims to introduce students to research methods by providing students who are new to research and research methods opportunities to learn about, discuss, and conduct ethical research activities in a low stress, small group seminar setting. Organized in a small group, seminar format, the ultimate objective is for seminar participants to develop self-efficacy and interest in pursuing research methods courses and research opportunities early on, and throughout their undergraduate studies.

3. PROPOSED COURSE TITLE:	Beginning Research: Discovering Ourselves as Researchers

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

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO	NO	If yes, Dept.		Course #	
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.

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

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)	AY2017-2018

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee**.

COURSE FORMAT: (check all that apply)		1		2		3		4		5	X	6 weeks to full semester
OTHER FORMAT (specify)	**This course will take place in the first 8 weeks of the semester.**											
Mode of delivery (specify lecture, field trips, labs, etc)	**Lecture**											

9. CONTACT HOURS PER WEEK:	**2**	LECTURE hours/weeks	**0**	LAB hours /week	**0**	PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/ for more information on number of credits.

OTHER HOURS (specify type)	**Training required for CITI and RCR required outside of class time**

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

Example of a <u>complete</u> description:

FISH F487 W, O Fisheries Management
3 Credits   Offered Spring
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

BMSc 214 Beginning Research: Discovering ourselves as researchers
2 Credit Offered Fall
This seminar aims to introduce students to research methods by providing students who are new to research and research methods opportunities to learn about, discuss, and conduct ethical research activities in a low stress, small group seminar setting. Organized in a small group, seminar format, the ultimate objective is for seminar participants to develop self-efficacy and interest in pursuing research methods courses and research opportunities early on, and throughout their undergraduate studies.

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	**S**

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form**.	**YES:**		**NO:**	**x**

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

O = Oral Intensive, **Format 6**		W = Writing Intensive, **Format 7**		X = Baccalaureate Core	

11.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**	

12. *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).	

How many times may the course be repeated for credit?		**TIMES**
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?		**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?		**CREDITS**

13. GRADING SYSTEM: *Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.*

LETTER:	**X**	PASS/FAIL:	

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES	None	

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

15. SPECIAL RESTRICTIONS, CONDITIONS	

16. PROPOSED COURSE FEES	**NONE**

Has a memo been submitted through your dean to the Provost for fee approval? **Yes/No**	No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? **Yes/No**	Yes

If yes, give semester, year, course #, etc.:	Fall 2016

18. ESTIMATED IMPACT

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

None

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	

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)

There should be no impact on other departments.

21. POSITIVE AND NEGATIVE IMPACTS

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

There should be no impact on other departments.

JUSTIFICATION FOR ACTION REQUESTED

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

This course is for all students who are interested in understanding biomedical research methodology or are in the primary steps of establishing a project idea and proposal concept. Students who are considering applying for BLaST funding in the future may be encouraged to attend but this is not a mandatory condition of that funding and will not be a factor into the evaluation for funding. The course will be open to any UAF undergraduate student who may be interested.
BLaST Undergraduate Scholarship recipients(Scholars) are required to attend and participate if they previously have had no mentored research experience. Participants in this course may or may not be currently involved in research activities.
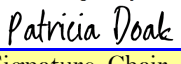
Beginning Research will be the first course in a sequence of courses designed to support students in the development of a fundable research proposal leading to independent mentored research projects. Beginning Research can be a stand alone course and does not require students to participate in subsequent courses, but does establish a foundational proposal idea that is further refined throughout the duration of the course sequence.

This course has run twice (spring '16 and fall'16) as a special topics course, URSA F388 and BMSC 293, and total enrollment between the two sections has been 19 BLaST Scholars. It has gone extremely well from both the instructor and student perspectives and has greatly helped in developing our student's ability to create independent project proposals and understand the methodology of biomedical research. Many students appreciated the structure of the course that lead them through an intimidating process by breaking it down in simple steps that where both realistic and student centered. Students felt more confident in the process of research and were better prepared to pursue independent project ideas.
We have also been able to use the opportunity to assess student research ambitions and suggest mentoring partnerships between graduate student and faculty mentors.

APPROVALS: Add additional signature lines as needed.

	Date	November 2, 2016
Signature, Chair, Program/Department of:		Veterinary Medicine

	Date	November 2, 2016
Signature, Chair, College/School Curriculum Council for:		CNSM

	Date	November 2, 2016
Signature, Dean, College/School of:		CNSM

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

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		

Faculty Senate Review Committee: ___Curriculum Review   ___GAAC

___Core Review   ___SADAC

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:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
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 is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":
http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:
❑ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated.** http://www.uaf.edu/disability/ The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures 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.

5/21/2013

Fall 2017
BMSC F 214
Beginning Research: Discovering Ourselves as Researchers

1. Course Information

Title:	BLaST Research Skills Seminar
Number:	BMSC F 214 (CRN _____)
Credit:	2
Prerequisites:	No prerequisites.

This course is intended for students who are currently participating in research activities.

Location:	Murie 113
Meeting Time:	Wednesday 3:30 – 5:30

2. Course Director Contact:

Co-Instructor: Arleigh Reynolds	**Co-Instructor:** Aaron Kallas
E-mail: ajreynolds@alaska.edu	**E-mail:** ajkallas@alaska.edu
Phone: 474-1928	**Phone:** 907-903-3360
Office: 182 AHRB	**Office:** Murie 130
Hours: By appointment	**Hours:** By appointment

3. Reading Materials:

Committee on Science, Engineering and Public Policy (2009): *On Being a Scientist: Responsible Conduct in Research,* 3nd edition. National Academy Press, Washington, DC. Downloadable from: http://www.nap.edu/catalog/12192/on-being-a-scientist-a-guide-to-responsible-conduct-in

All session specific readings will be provided in class or via email or Blackboard.

4. Course Description

This seminar aims to introduce students to research methods by providing students who are new to research and research methods opportunities to learn about, discuss, and conduct ethical research activities in a low stress, small group seminar setting. Organized in a small group, seminar format, the ultimate objective is for seminar participants to develop self-efficacy and interest in pursuing research methods courses and research opportunities early on, and throughout their undergraduate studies.

5. Course Objectives:

1. Present qualitative and quantitative research methods
2. Identify, describe, and perform diverse research methods that can be used in to explore, explain, and address important issues.
3. Define, understand, and demystify terminology used when discussing research
4. Discuss how culture, world views, and prior experiences with research can impact topics and methods used in research
5. Discuss important ethical considerations involved in conducting research.

6. Student Learning Outcomes

1. Recognize themselves as researchers
2. Conduct small-scale qualitative and quantitative research activities
3. Present research and experiences to others
4. Identify undergraduate research funding and experiential opportunities
5. Gain confidence in their ability to pursue further research training and experiences
6. Identify research issues of interest to themselves

7. **Instructional Methods:** Group discussions, activities, speakers, readings, videos, lectures, assignments will comprise the class.

8. Course Calendar

1

Week/Date	Topic	Assignments/Readings (to prepare for this session)	Notes	OBS Reading Alignment
Why's and Considerations of Research				
1	<u>We are all researchers</u> <u>Class/Training overview</u> ● Review CITI training Website How our culture and world views impact the research we do, how we ask questions, & what we expect ● Activity: My first impressions of you – and then paired interviews ● Activity: To people in my community, research is _____? ● Review Assignment: Stories of Self - as researcher ● *Ethics*	For session: ● Sign up for CITI Profile		Introduction to the Responsible Conduct of Research (pg 1-3)
2	<u>What is research/Why do we do it?</u> ● Activity: Have you ever... ● Discuss: Stories of Self ● Discussion: Define "research" ● Discussion: What we want to know more about – developing research questions about the world around us ● Review assignment: What kind of researcher are you?	For session: ● Complete Assignment 1: *Story of Self* ● OBS – *Case Study: A Change of Plans (pg. 5 Q's 1-4)*		Advising and Mentoring (pg 4-7)
How (Types of Research Methods)				
3	<u>How can we find out? ~ using both</u> <u>Qualitative and Quantitative methods</u>	For session: ● Complete Assignment 2: *What is*		Mistakes and Negligence (pg

	• Discuss: What kind of researcher are you? • Presentation & Discussion: Using qualitative and quantitative methods • Review Assignment: Observation • *Ethics*	*Qualitative Research?* • OBS – *Case Study: Discovering and Error (pg. 14 Q's 1-3)*	12-14)
4	<u>How can we find out?</u> Observation • Presentation & Discussion: Participant & Non-participant Observation • *Ethics*	For session: • Complete Assignment 3: *Observation* • OBS – *Case Study: Fabrication in a Grant Proposal (pg. 17 Q's 1-4)*	Research Misconduct (pg 15-18)
5	<u>How can we find out?</u> Interviews/Stories • Presentation & Discussion: Conducting in-depth interviews • Review: Interview Assignment • *Ethics*	For session: • Complete Assignment 4: *Develop topic for interviews & 4-5 open-ended questions* • OBS – *Case Study: A Conflict of Commitment (pg. 45 Q's 1-2)*	Competing Interests and Values (pg 43-47
6	<u>How can we find out?</u> Interviews/Stories (continued) • Presentation & Discussion: Conducting in-depth interviews • Review: Interview Assignment • *Ethics*	For session: • Complete Assignment 5: *Interviews* • *OBS – Case Study: A Career in the Balance (pg. 22 Q's 1-3)*	Violation of Professional Standards and Whistleblower protections (pg 19-23)
7	<u>How can we find out?</u> Surveys • Presentation & Discussion: Survey methods & Questions	For session: • Review Sample Survey • OBS – *Case Study: The Selection of Data (pg. 10 Q's 1-4)*	Treatment of Data (pg 8-11)

	● Activity: Class develops idea & questions for survey ● *Ethics*			
8	How can we find out? Surveys (continued) ● Activity: Input and analyze survey data using SPSS ● Ethics	For session: ● Complete Assignment 6: Survey ● OBS – Case Study: Tests on Students (pg. 25 Q's 1-2). Case Study: A change of Protocol (pg. 26 Q's 1-3)		Human Participants and Animal Subjects in Research
Elements of Project Proposal Design				
9	Developing Research Questions, Statements and Hypotheses ● Developing Fundable Research Questions ● Elements of a Research Statement ● Hypothesis building ● *Ethics*	For session: ● Complete Assignment 7: *Develop a list of 4-5 possible project ideas.* ● OBS – *Case Study: Who gets Credit? (pg. 36 Q's 1-3)*		Authorship, Credit and Allocation of Credit (pg 35-38)
10	Reviewing the Literature ● Annotating Reviewed literature ● Citations ● Project Introduction ● *Ethics*	For session: ● Develop a research question ● Start Research Statement		N/A
11	Reviewing the Literature (continued) ● Student Annotations Presentations ● Research Statements ● *Ethics*	For session: ● Complete Research Article Annotations ● Be prepared to present your article annotations ● Finish Research Statement ● OBS – *Case Study: A Commercial Opportunity (pg. 42 Q's 1-3)*		Intellectual Property (pg 39-42)
12	Presenting our results/findings ● Checking our biases ● Different ways to present our work ● Having a critical eye	For session: ● Start Proposal Poster ● OBS – *Case Study: Publication Practices (pg. 32 Q's 1-6)*		Sharing of Research Results (pg 29-34)

	● *Ethics*			
13	Poster development ● Digital Poster Proposal Elements ● *Ethics*	For session: ● Last day to complete CITI training ● Complete Proposal Poster ● OBS – *Case Study: Ending the Use of Agent Orange (pg. 49 Questions provided on Blackboard)*		The Researcher in Society (pg 48-50)
14	Application to other topics – your world – Developing your ideas ● URSA BLaST, & other Proposals ● Poster presentations & peer feedback ● *Ethics*	For session: ● Be prepared to present your poster ● OBS – *Case Study and questions to be provided on Blackboard.*		Laboratory Safety in Research (pg 28)
15	Poster Session ● Poster presentations & peer feedback ● Last day celebration!	For session: ● Be prepared to present your poster		N/A

9. Course Policies

Participation: Participation during class is important. Please feel free to ask questions as they occur to you, and to offer your opinions during discussions. It is strongly recommended that you visit the instructor during office hours should you have questions or difficulty understanding the material. We are here to help!

Attendance: You are expected to attend all classes. If you miss a class, you are responsible for obtaining the information covered from another student. It is strongly recommended that you exchange contact information with another student in this course in the event that you must miss a class. Information covered in class will not be reiterated during office hours. Please do your best to arrive for class on time.

Technology in the Classroom: Please quiet your cell phones during class and refrain from text messaging and chatting with your classmates during lectures (see Technology in the Classroom). Please use your laptops, notebooks, and electronic tablets for class purposes only.

Ethics: Academic integrity is vitally important to the mission of the university. If you are caught cheating or plagiarizing in any way, you will receive a grade of "F" on that assignment. There will be no exceptions. If you are unsure about what constitutes plagiarism, please see the instructor(s) for assistance.

10. Evaluation

Graded Aspects of the Course include the following:

Session Activities (140 points total):

Most sessions will involve in- and out-of-class assignments and activities. These activities will allow real-world experience of concepts covered in class. Students should be prepared to discuss and turn in assignments/activities as requested. Assignments include the following:

1. **Story of Self**
2. **Researcher Questionnaire**
3. **Observation**
4. **Develop Interview Questions**
5. **Interviews**
6. **Surveys**
7. **Research Topic Development**

CITI Ethics Trainings (100 points total):
Most sessions will include a 30-45 minute discussion concerning ethical research practices. Students will complete a web-based training program in Responsible Conduct of Research https://www.citiprogram.org/ A total of 10 module quizzes are available through CITI. Information on how to access these quizzes will be given on the first day of the course.

OBS (On Being A Scientist) Chapter "Think About It" Case Study Questions. *(10 points each, Total = 130 pts.).* For the 13 research ethics topics we will cover in class**,** you are asked to respond to critical thinking questions associated with the assigned case study for that section or questions that are provided by the instructor. The hope is that these questions will trigger insightful discussion and exploration that includes and goes beyond the information presented in each topic and case study.

Please submit your completed questions on Blackboard before the session in which the topic will be covered so that classroom discussions are productive.

Research Article Annotation and Class Presentation (60 points total)
Reading and knowing the literature that informs your research is very important! For this assignment you will select **three to five** research articles that you find particularly interesting. Using an abstracting form (available on Blackboard) you will identify key information the articles. During class each student will briefly present the papers they reviewed and participate in discussions highlighting strategies and challenges associated with scientific literature reviews.

Digital Proposal Poster – 100 points total

Each student will prepare a digital proposal poster to present that will act as a culminating exercise for this course. Several elements created during sessions will be blended into this presentation. *(For more details, please see assignment handout on Blackboard and Grading/Feedback Rubric)*

Grading:

The grading for the course will be based on the components outlined below. Final letter grades will be assigned as follows:

≥ 94% = A	73-76% = C
90-93% = A-	70-72% = C-
87-89% = B+	67-69% = D+
83-86% = B	63-66% = D
80-82% = B-	60-62% = D-
77-79% = C+	< 60% = F

Graded Item	Points per Activity	Total Points Possible	Sessions with Due Dates
● **Session Assignments/ Activities (7)**	20	140	Multiple Sessions
● **CITI Ethics Training**	10	100	Completed by Session 13
● **OBS Case Study Questions**	10	120	Multiple (12) Sessions
● **Research Article & Annotation/Presentation**	60	60	Session 11
● **Digital Poster with Presentation and Feedback**	100	100	Session 14 and/or 15
		Total = 520 Possible Points	

11. Student Resources and Support Services

We are here to help you enjoy and succeed in this class. Take advantage of our office hours or make an appointment if you have concerns or questions.

Disability Services provided through The Office of Disability Services at UAF (203 Whitaker/Fire Station, 474-7043) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor(s) will work with the Office of Disabilities Services to provide reasonable accommodations to students with documented disabilities. If applicable, please make arrangements with your instructor(s) within the first few weeks of classes.

The Writing Center (Gruening 8th floor, 474-5314) will help you prepare and print your papers.

Student Support Services (Gruening 5th floor, 474-6844) are available to students who meet federal TRIO guidelines: low-income OR first-generation college OR have a documented disability. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement.

The Student Health and Counseling Center (2nd floor of the Whitiker Building/Fire Station, 474-7043, open Monday – Friday 8 am – 5 pm). Students enrolled for at least nine credits can receive up to six free counseling sessions.

Veterans Services/Veterans Resource Center (111 Eielson, 474-2475). VA certifying officials in Financial Aid, as well as military and veteran points of contact in the offices of Admissions and the Registrar and Career Services. These services are here to foster a

smooth transition from military to civilian life. pchokenson@alaska.edu or visit Veterans Services on the web http://www.uaf.edu/veterans/ or http://www.facebook.com/UAFVA

Speaking Center (email fyspeak@gmail.com or call 907-474-5470) offers students help in conceiving, organizing, writing, delivering, and refining an individual or group presentation. Student may have their presentations digitally recorded for their own viewing.

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.