

Submit original with signatures + 1 copy + electronic copy to UAF Governance.
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Department of Social and Human Development	College/School	UAF College of Rural And Community Development
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vmplumb@alaska.edu	Faculty Contact	Veronica Plumb

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

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

Justify upper/lower division status & number of credits:
 This class will be used as a requirement within the Child Development and Family Studies B.A. Infant and Toddler concentration. It meets requirements of a writing intensive.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #:
 (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

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

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

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

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 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)
Lecture:
 ECE 304W will be offered through an optional 11-week schedule or traditional 15-week schedule. The attached syllabus demonstrates an 11-week schedule.

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours/week 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/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ECE 304W Attachment and Social Development 3 Credits
 Principles and practices in understanding and supporting attachment and social development in infants and toddlers: birth – 3 years of age. Links the importance of relationships in conjunction to reciprocal communication streams and social interactions. Strategies for working with families as a continuum for each specific child's development. (3 + 0)
 Prerequisite: ENGL 211X or 213X,
 Recommended: ECE 104 OR ECE 220 OR ECE 245OR ED 245 OR PSY 245 or other early development course

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

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

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

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

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

Engl 211X or 213X Recommended: ECE 104 OR ECE 220 OR ECE 245OR ED 245 OR PSY 245 or other early development course

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

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

17. **PREVIOUS HISTORY**

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

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

18. **ESTIMATED IMPACT**

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

No Impact on budget or facilities. ECE 304 W will be offered cross-regionally through distance means and locally from the UAF campus.

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

February 1, 2011; Library collections are adequate. If we need anything, let them know.

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)

Not aware of any programs/departments that will be affected by this proposed action.

21. POSITIVE AND NEGATIVE IMPACTS

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

There are no known negative or positive impacts on other courses, programs and 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.

The Child Development and Family Studies (CDFS) program works closely with businesses and organizations that provide care and education for children aged birth through 6 years of age. Many of these organizations are Head Start, Early Head Start and Home Visiting programs.

In the past year, the Federal Office of Head Start has provided expansion dollars to support additional Early Head Start and Home visiting programs. These programs are looking to have the same changes in regards to teacher preparation requirements, similar to the current Head Start requirements which state Lead teachers will need BA degrees in the area of Early Childhood. To meet the course of study needs of the areas of infant and toddler, the CDFS program has added a concentration that meets the educational needs of infant and toddler specialists.

Current research in this area stresses the importance of a solid social and emotional foundation. Social and emotional development includes an infant and toddler's growing ability to: regulate and express emotions; explore new environments; and form close relationships with family and caregivers. With the current national concerns for children's academic success, it is beneficial to be mindful of the role that social/emotional development plays in this area.

Research shows that children who have healthy social and emotional lives tend to learn better, are more likely to stay in school, and will be better able to make and keep lifelong friends.

Development and facilitation of ECE 304W will provide specific knowledge in the area of social and emotional development of children aged birth to 3 years. This course will build on the broad range of information that is provided within ECE 140, Social and Emotional Development. This course will also meet direct request for need from the early childhood workforce supporting expansion into areas of infant/toddler care and education.

ECE 304W has been developed to meet the writing intensive requirements at the BA level; a program goal is to have a writing intensive in each concentration. It has been also proposed to meet the classification as a social science with the goal for other disciplines such as education, psychology or sociology majors to find this a relevant course for their course of studies and use within their H/SS sections of their core requirements.

APPROVALS:

<i>Verniceh Cumb</i>	Date	<i>Sept 29, 2011</i>
Signature, Chair, Program/Department of:	<i>Child Dev and Fam Studies</i>	

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

	Date	
Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable)		

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

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE		
	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

FORMAT 1 ECE 304W

resolution. If not, explain why not.

No

Yes

X

February 1, 2011; Library collections are adequate. If we need anything, let them know

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JUSTIFICATION FOR ACTION REQUESTED

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Development and facilitation of this course will meet the requested need of work force development within the State of Alaska as well as nationally. This class meets direct request for need from employers within the State of Alaska, such as Head Start, Early Learning Programs, and Parents as Teachers. More information and training is needed within the areas of social development and child mental health.

The course has been developed to meet writing intensive requirements at the BA level. It has been requested that each concentration within the BA program contain one writing intensive course. This course, ECE 304 will satisfy the writing intensive requirements for the newly proposed Infant and Toddler Concentration.

APPROVALS:

Veronica H. Pemb Date 9/29/2011

Signature, Chair, Program/Department of:

Child Dev Fam Studies

Shirley R. Cande Date 10/5/2011

Signature, Chair, College/School Curriculum Council for:

CRCD

Pete P. P... Date 10/27/11

Signature, Dean, College/School of:

CRCD

Signature of Provost (if applicable) Date

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

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Attachment and Social Development

Course No: ECE 304W

Credits: 3 (3 + 0)

Prerequisites: Engl 211X or 213X Recommended 1 of the following: ECE 104, ECE 220, ECE 245, ED 245, Or other early development course

Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmplumb@alaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local Fairbanks site.

Dates: TBA 2012

Times: TBA

ECE 304W will meet a total of 20 times for 2 hours over a 10 week period.

Text:

Raikes, Helen H., & Edwards, Carolyn P. (2009). *Extending the Dance in Infant & Toddler Care giving: Enhancing Attachment & Relationships*
ISBN 978-1-557668592

Lieberman, Alicia F., (1993). *Emotional Life of the Toddler*. ISBN: 0028740173

An assortment of articles will also be used that will be student selected. It will be necessary to have access to the distance library and research options. The articles will be used for individual research paper recourses.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.). ISBN-13: 978-1433805615

Course Description:

Principles and practices in understanding and supporting attachment and social development in infants and toddlers aged birth – 3 years of age. Links the importance of relationships in conjunction with reciprocal communication streams and social interactions. Strategies for working with families as a continuum for each specific child's development.

ECE 304W is a requirement for the Child Development and Family Studies B.A program, within the Family Support Concentration

Written Intensive:

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division

courses and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course:

*Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.

*Students will receive comments from the teacher and/or peers on drafts of written work. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers. If students complete a major research project, the teacher will supervise the students' writing in stages.

*Students will have opportunity to individually discuss their writing with the instructor either face-to-face or through audio conference.

Course Goals:

Students will develop an understanding of young children's characteristics and needs as well as the multiple interacting influences on children's social and emotional development beginning in the infant and toddler stages of life.

Student Learning Objectives:

Upon completion of this course, students will:

1. Define importance of relationship-based programs.
2. Articulate the need to respect each baby as a valued individual.
3. Classify infant cues and respond based on interpretation
4. Investigate use of behaviors that foster respectful, responsive, and reciprocal care for infants, toddlers.
5. Construct an understanding of stages of social development.
6. Critique how relationships effect development and learning of infants and toddlers.
7. Summarize ways to develop professional communication and support.

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
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

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
- 3c: Understanding and practicing responsible assessment

Standard 4: Teaching and learning

Key elements:

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

- **Diagnostic composition** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be “Specific interests in literacy and objectives you hope to gain from participation in ECE 304w.” Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment section of the class Black board site.
- **Reading Reflection:** One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard. Reading reflections will be in response to 5 reading response papers due for 5 article assignments. There are two article options within each section. Please choose 1 option within each assignment and complete. Please complete your reading response using APA formatting. The write-ups will be used as guidance for improvement of the APA formatting required for the final research paper. The reading response papers should be 1.5-2 pages. Reading response papers should address which article 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?
- **Final Research Paper:**
A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by Friday January 28th. An editor (writing center) should review a first draft by (Date). Information regarding the writing center for local or rural students will be posted on the ECE 304W Black Board site. A semifinal draft is due to the instructor for review by (Date). Final completed paper is due (Date), and posted on the Bb site by (Date) as well. **The paper will be written using APA formatting.**

The final paper will be worth 125 points total broken down in the following chart

Student Action	Due Date	Points	Total
Turn in topic of interest	DATE	5	
1 st draft	DATE	5	
2 nd draft	One eve prior to scheduled mtg	5	
Individual meetings developed around the progress of your research paper.	These meetings will be scheduled between DATE	5	
Final Paper	DATE	95	
Informal Presentation	DATE	10	

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 CDFS BA Degree. Grading is based on:

Initial Composition	25	10%
Reading reflections (5 @ 20 pts each)	100	40%
Final Research Paper	<u>125</u>	<u>50 %</u>
Total	250	100%

All coursework will be evaluated on the following:

- Organization
- Clarity
- Consistency of thought and format
- Reflection of course content
- Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	250-225	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%	224-200	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%	199-175	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	174-150	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.

Draft Class Calendar

When the class is to be offered, appropriate dates for the semester will be used.

Date	Topic and Assignment
Week1	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; • Diagnostic composition will be written this evening and sent to instructor as an email attachment. <p>Topic will be “Specific interests around attachment and social development you hope to gain from participation in ECE 304w.” (obj. 1.a) Diagnostic composition is due to instructor no later than the end of day January 19, Tomorrow.</p> <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
	<p>In class today:</p> <ul style="list-style-type: none"> • Class Lecture topic Developing Relationships • Introduce Small groups and call in information / Planning for Tuesday <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 1 of Raikes Text.
Week 2	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic Foundations for Attachment <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 2 of Raikes Text.
	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic Relationship-based care <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 3 of Raikes Text.
Week 3	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic Continuing on Relationship-based care <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 4 of Raikes Text.

	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic: Welcomes and Goodbyes / Children and Families <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 5 of Raikes Text. <p>Research paper step: Decide on your research paper topics. Topics will need to be turned in by Friday January 28 Turn written as a statement with a reason for choosing this topic. Post to the "Research Topic" discussion forum on Bb as well as within the Research paper learning unit under the Assignment section of Black Board.</p>
Week 4	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic: <ul style="list-style-type: none"> • Preparation for next class: • Read Chapter 6 of Raikes Text. <p>Research paper step: Have your First Draft due to me by (DATE). Have it turned in as an attachment or through the content section of Blackboard. A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need. The earlier the better so that I can respond to you before our time to talk on the phone.</p>
	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic: Space and Environments <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 7 of Raikes Text.
Week 5	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic: Relationships with Families <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 8 of Raikes Text.
	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic: Peer relationship support <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 9 of Raikes Text.
Week 6	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions

	<ul style="list-style-type: none"> • Share discussion topics with large group • Lecture topic: Supporting Teachers and Administrators <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 10 of Raikes Text.
	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group <p>Preparation for next three class meetings weeks: We will not have group class meetings over the next two weeks. I have placed an alternate assignments on Bb for everyone to do. You may do them at any time during these two weeks as long as they are completed by Monday (DATE). There will also be discussion forums developed for the assignments within the discussion board. Please share your thoughts with your peers. Read the postings of others and respond accordingly.</p> <p>Research paper step: We will also arrange to have individual meetings developed around the progress of your research paper. Have your First Draft due to me by (DATE)9. Second draft is due the day before our scheduled meeting. A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need. The earlier the better so that I can respond to you before our time to talk on the phone. These meetings will be scheduled between February 28th – March 4th..</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Complete research paper, prepare to share main points of interest. (10 minute max)
Week 7	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic: Supporting Teachers and Administrators <p>Preparation for next class: Read Chapters 1 and 2 in the Lieberman text</p>
	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussions • Share discussion topics with large group • Lecture topic: Supporting Teachers and Administrators <p>Preparation for next class: Read Chapters 3 and 4 in the Lieberman text</p>
Week 8	Set aside for individual meetings taking place by appointment
	<p>In class today:</p> <ul style="list-style-type: none"> • Research sharing <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Continuing sharing of research

Week 9	No classes,
	<p>In class today:</p> <ul style="list-style-type: none"> • Research sharing <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Continuing sharing of research <p>Research paper step: Final Research paper due to instructor through email and posted in appropriate forum by (DATE)</p>
Week 10	<p>In class today:</p> <ul style="list-style-type: none"> • Complete sharing of research • Closing of class ☺

Student Support Services:

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

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the 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.

Disability services also provides assistance to the university's rural campuses; 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/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688

E-mail: fydso@alaska.edu

Writing Center

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

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS.

We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Library Services for off campus students

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

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

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

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

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

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

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

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

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

Problem: you forgot your password

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

Problem: you are having problems with Blackboard

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