

FORMAT 1

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. Curriculum and Teaching / Infant and toddler concentrations as a capstone course

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)

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 F472 Clinical Practice: Classroom Research 3 credits**

Theory and application of classroom research with emphasis on teacher as researcher. Techniques of classroom research will be studied and applied; including observation, question posing, note taking, data analysis, data interpretation, practica, and research report writing. Students should expect to be involved in the classroom setting for some or all of the school day for the entire university semester; approximately 200 hours.

Prerequisites: Completion of all CDFS core major and concentration course work, excluding ECE 473. (1 + 0 + 14)

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).

N/A

How many times may the course be repeated for credit?

N/A 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?

N/A CREDITS

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

LETTER:

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

Engl 211X or 213X and Completion of all CDFS core major and concentration course work, excluding ECE 473

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

N/A

16. **PROPOSED COURSE FEES**

\$0.00

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

No

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

N/A

18. **ESTIMATED IMPACT**

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

No Impact on budget or facilities. ECE 472 will be offered cross-regionally through distance delivery methods or 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.

When the Child Development and Family Studies (CDFS) BA program was established in fall of 2005, there was one practicum course, ECE 470 Advanced Practicum that was intended as a broad opportunity for students to develop a practicum project that demonstrated their knowledge and skills acquired within the CDFS course content.

With the diverse topics of concentrations within the CDFS program, as well as time working with students as they move through their ECE 470 practicum experiences; it has been realized that the students would be supported at a higher level if there were field experience opportunities and practica contained detailed direction and goals that fit the different concentration content areas rather than a broad spectrum of project development. Evaluating the work of students as they have completed the ECE 470 Advanced Practicum has showed the CDFS program faculty and staff that there are three styles of experiences that meet program goals and workforce needs. These styles are 1) organizational research, 2) classroom research and 3) classroom management.

In regards to teaching staff achieving quality through high standards and accountability, it is imperative that teachers have skills and practice in systematic investigation of the effects of their environment and teaching on student learning for the purpose of improving instruction. Two aspects are included within classroom research, a repertoire of techniques for getting information from students about their learning in conjunction with an effort to organize that information in to a larger picture of practical learning theory.

Supporting high program standards, ECE 472 Clinical Practice: Classroom Research is one of two proposed capstone supervised clinical practice / field experiences that students will complete within the Curriculum/Teaching and Infant/toddler concentrations. ECE 472 will focus on aspects of standards and accountability in regards to classroom research.

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**18. ESTIMATED IMPACT**

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

ECE 472 will be offered cross-regionally through distance delivery methods or locally from the UAF campus. When offered locally, there will be a minimal impact on space/facilities.

**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

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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 proposed action is in response to early childhood workforce demand and the need for development of a clinical practice course specific to the area of study.

**APPROVALS:**

*Veronica H. Lund* Date **Oct 8, 2011**  
Signature, Chair, Program/Department of: **Child Dev and Fam Studies**

*Andre D. Cude* Date **Oct 11, 2011**  
Signature, Chair, College/School Curriculum Council for: **CRCD**

*Pete Panning* 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.

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date

**APPROVALS:**

|   |                                  |                      |
|---|----------------------------------|----------------------|
| <i>Veronica H. Cook</i>                     | Date                             | <i>Sept 29, 2011</i> |
| Signature, Chair,<br>Program/Department of: | <i>Child Dev and Fam Studies</i> |                      |

|   |      |  |
|---|------|--|
|   | Date |  |
| Signature, Chair, College/School Curriculum<br>Council for: |      |  |

|  |      |  |
|--|------|--|
|  | Date |  |
| Signature, Dean, College/School<br>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<br>Review Committee |      |  |

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

|   |      |  |
|---|------|--|
|   | Date |  |
| Signature, Chair,<br>Program/Department of: |      |  |

|   |      |  |
|---|------|--|
|   | Date |  |
| Signature, Chair, College/School Curriculum<br>Council for: |      |  |

|  |      |  |
|--|------|--|
|  | Date |  |
| Signature, Dean, College/School<br>of: |      |  |

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

**Course Syllabus**

**Course Title:** Clinical Practice: Classroom Research

**Course No:** ECE 472

**Credits:** 3 (1 + 0 + 14)

**Prerequisites:** Engl 211X or 213X and Completion of all CDFS core major and concentration course work, excluding ECE 473

**Instructor:** Veronica Plumb  
604 Barnette Street Suite 220

**Phone:** 455-2038

**E-mail:** vmplumbalaska.edu

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

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

**Dates:** TBA 2012

**Times:** TBA

ECE 472 will meet a total of 15 times for 1 hours. Approximately 196 hours of field study which may take place within approved group child care programs, preschools, Head Starts or Public schools.

**Text:**

Henderson, B. (2007). *Learning from the Children in the Classroom: The Art and Science of Teacher Research*. New York, NY. Teachers College Press.  
ISBN 13: 978-0807747674

Assorted articles that may be handed out in class.

**Supplemental Text:**

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6<sup>th</sup> ed.).

**Course Description:**

Theory and application of classroom research with emphasis on teacher as researcher. Techniques of classroom research will be studied and applied; including observation, question posing, note taking, data analysis, data interpretation, practica, and research report writing. Students should expect to be involved in the classroom setting for some or all of the school day for the entire university semester; approximately 196 hours.  
Prerequisites: Completion of all CDFS core major and concentration course work, excluding ECE 473.

**Course Goal:**

*Students will learn about and understand the value of classroom action research, application of knowledge will be demonstrated through facilitation of an action based classroom research project as clinical practica within an infant and toddler or preschool aged program.*

**Student Outcomes:**

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

1. Identify and interpret areas of concern in classroom research.
2. Generate research questions and plans.
3. Examine and critique various approaches to classroom research.
4. Apply classroom research techniques.
5. Engage in classroom research.

**NAEYC Standards addressed in this course:**

Standard 1: Promoting child development and learning

Standard 2: Building Family and Community Relations

Standard 3: Observing, documenting and assessing

Standard 4: Using developmentally effective approaches to connect children and families

Standard 5: Using content knowledge to build meaningful curriculum

**Instructional Methods:**

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing with a large action research based project. 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:**

- **Reflection, writing, and dialogue** on assigned text, class sessions, and field placement experiences.
- **Application of Classroom Research project in field placement:** Additional time within your field placement site used to facilitate classroom research term project
- **Classroom Research project:** (15-20 page minimum) each student will design a classroom research project. This project will be developed out of a question or challenge that needs to be problem-solved within the classroom environment. When completed, a copy of your paper will be attached to the proper assignment within the content section of Blackboard. Please make sure I receive the paper no later than Sunday (date).

- **Final program portfolio note:** Final project will need to be kept for possible inclusion in final program portfolio which will be completed within the ECE 480 Child Development and Family Studies Portfolio course.

### Evaluation

A letter grade will be issued for participants. (Note that you must receive a B or higher for this course to count towards your CDFS BA Degree. Grading is based on:

|  |            |             |
|--|------------|-------------|
| Specific Field Study Assignments w/ relative report<br>(9@15 pts ea) | 135        | 27%         |
| Blackboard Journaling  | 100        | 20%         |
| Class discussion participation meeting and Bb                        | 65         | 13%         |
| Classroom Research Project –<br>Inclusive of additional Field Time   | <u>200</u> | <u>40 %</u> |
| <b>Total</b>   | <b>500</b> | <b>100%</b> |

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% | 500-450    | An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).                           |
| B = 89% - 80%  | 449-400    | Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f). |
| C = 79% - 70%  | 399-350    | Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).       |
| D = 69% - 60%  | 349-300    | Below average. Demonstrates that your work has not met one or more criteria (a) through (f)                     |
| F = below 60 % | 299- below | Student was not able to meet 60% or more of criteria (a) through (f).   |

### Course Calendar: 2013

This schedule is fluid and may be updated during the semester. The instructor will inform students of changes in a timely manner. Any changes will be updated on the class Bb site. Students are responsible for keeping track of schedule changes once announced.

| Date          | Topic and Assignment  |
|---------------|---|
| I)<br>Class 1 | <p><b>In class today</b></p> <ul style="list-style-type: none"> <li>• Review course expectations; introductions;<br/>Following discussion will include thoughts for field experiences</li> </ul> <p><b>Preparation for next class:</b><br/>Reading Assignment: Chapter1 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i></p> <p><b>All classes will be recorded</b></p> |

|               |  |
|---------------|--|
|               | <p>To retrieve recording at a later date:<br/> <i>Dial 1-800-230-8546</i><br/> <i>Use your normal participant pin which is 8930399.</i><br/> <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><br/> <i>You will then be asked to give the chapter code. We will use 0</i><br/> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>  |
| 2)<br>Class 2 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• What is classroom research? Why do classroom research? What are the strengths of research?</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Specific Field Assignment: Observation with an open mind</li> <li>• Action Research Report: Write about what you observed that stood out to you; did anything stand out and grab your attention, what sense did you make of your observation.</li> <li>• Reading Assignment (to be discussed January 31), Chapter I <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research</i></li> </ul> |
| 3)<br>Class 3 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to ask a research question? What are main questions? What are sub questions?</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Specific Field Assignment: Raising questions</li> <li>• Action Research Report: Write about any research questions that come to you. Write about your wonderings: "I wonder why, how, what, if, when?"</li> <li>• Reading assignment Chapter 2 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i></li> </ul>   |
| 4)<br>Class 4 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to plan research?</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Specific Field Assignment: Note-taking</li> <li>• Action Research Report: Write field-notes and any anecdotal records you have made.</li> <li>• Reading assignment Chapter 3 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i></li> </ul>  |
| 5)<br>Class 5 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to "understand your notes"</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Specific Field Assignment: Interview a child. You will need to receive parent permission to directly interview the child chosen for this assignment.</li> <li>• Action research report: Transcribe your interview with a child</li> <li>• Reading Assignment Chapter 4 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i></li> <li>•</li> </ul>  |

|                 |   |
|-----------------|---|
| 6)<br>Class 6   | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• How do you find patterns in research data?</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Specific field assignment: Two options; either make field notes or find anecdotes over areas of interest.</li> <li>• Action research report: “Consider” your notes/anecdotes and identify patterns that emerge.</li> <li>• Reading assignment Chapter 5 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research</i>.</li> </ul> |
| 7)<br>Class 7   | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Now you have your information, how will you interpret it?</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Specific field assignment: Make field notes of children’s group activity.</li> <li>• Action research report: Consider your notes, look for patterns, and interpret what you have found.</li> <li>• Reading assignment: Chapter 6 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research</i>.</li> </ul>         |
| 8)<br>Class 8   | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• What is a research community?</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Specific field assignment: Make field notes on one child’s activity</li> <li>• Action research report: Consider your notes, look for patterns, and interpret what you have found.</li> <li>• Reading assignment chapter 7 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research</i>.</li> </ul>  |
| 9)<br>Class 9   | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• What are ethical responsibilities in classroom research?</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Specific field assignment: Gather artifacts of children’s activities.</li> <li>• Action research report: Analyze artifacts from children’s learning.</li> <li>• Choose a question for your own classroom research plan.</li> </ul>  |
| 10)<br>Class 10 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Discussion on Plan formulation (possible brainstorming)</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Develop first steps for research project plan; set in action.</li> </ul>   |
| 11)<br>Class 11 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Touching base on plan facilitation</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Continued facilitation of classroom research plan.</li> </ul>   |
| 12)<br>Class 12 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Touching base on plan facilitation</li> </ul> <p><b>Preparation for next class:</b></p> <p>Continued facilitation of classroom research plan.</p>  |

|                 |   |
|-----------------|---|
| 13)<br>Class 13 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Touching base on plan facilitation</li> </ul> <p><b>Preparation for next class:</b><br/>Continued facilitation of classroom research plan.</p>                                   |
| 14)<br>Class 14 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Touching base on plan facilitation</li> </ul> <p><b>Preparation for next class:</b><br/>Continued facilitation of classroom research plan.</p>                                   |
| 15)<br>Class 15 | <p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• <b>Sharing Projects</b></li> </ul> <p><b>Preparation for next class:</b><br/>Complete Formal Report of Classroom Research Project. Have turned in no later than Sunday Date.</p> |

### **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](mailto: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](mailto: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](mailto:fyddl@uaf.edu)

**For more off campus help go to:**

[http://www.uaf.edu/library/instruction/ls101/other/Distance\\_Resources.html](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