

UAF/CRCO Syllabus Checklist with EXAMPLES

[These examples are for you as models: to cut, insert and revise as needed for your course syllabus
If you have good examples to add, send to Mark Beck at markbeck@uaf.edu]

ATTACH COMPLETE SYLLABUS (as part of this application – Format 1).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide (effective 2004)
<http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>.

RATIONALE: The quality and content of syllabi vary tremendously across UAF. This Faculty Senate legislation will both provide a guide to what needs to be in a syllabus and require instructors to provide them.

The department/division and campus wide 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 change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES (This checklist is also in CRCO Redbook)

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 Student Learning Outcomes (more specific)

Goal: the end toward which the effort is directed. These can be fairly general.

Student Learning Outcomes are similar to objectives, which means that they should be more specific than goals and measurable. Use words such as: describe; discuss; identify; demonstrate; assemble; define;

Example:

Course Goals: We will explore the chemistry of life and the structure and function of cells and organisms. When you leave the course, you should have a basic understanding of cell biology, gene replication and expression, respiration, photosynthesis, animal biology, evolution, ecology

and global change. You should also leave with a solid understanding of some basic physical and chemical processes that underlie all biological mechanisms. One goal of the course is to give you a broad understanding of biological concepts in today's society and to move smoothly to more specialized courses in biology, if you choose.

Student Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the scientific methods and their roles in developing scientific knowledge
- Distinguish between various sources of scientific information
- Participate in scientific discussion and evaluate scientific claims
- Identify and use common laboratory tools for measuring length, volume, mass, and temperature
- Read scientific articles and complete a written report of their content
- Construct and interpret data tables and graphs
- Report information using proper grammar and syntax
- Understand basic principles of cell biology Should give specifics of what those basic principles are.
- Understand basic principles of Evolution and the diversity of life Again, should give specifics of what the basic principles of evolution and diversity of life are. Include, for example, the ability to explain the concept of natural selection.
- Understand basic principles of Plant and animal biology
- Understand basic principles of Ecology and the global environment

EXAMPLE:

Course Goals

Upon successful completion of this course, the student will be able to define, explain, or perform tasks related to the following:

1. Client-side development of Web pages with JavaScript
2. Use JavaScript to process and validate form data before the data is sent to a server for processing
3. Implement object-oriented programming techniques with JavaScript programs
4. Use advanced techniques to manipulate data within strings and arrays
5. Effectively debug JavaScript programming errors
6. Work with and maintain state information
7. Use JavaScript to create dynamic and interactive Web pages
8. Understand how AJAX is used to quickly interact and exchange data with a Web server

Student Learning Outcomes (NOTE: Numbers correspond to goals above- list shortened)

Upon successful completion of this course, the student will be able to:

- 1.1. Explain the history of the World Wide Web and HTML
- 1.2. Define and create well-formed Web pages
- 1.3. Describe web development and technologies used in web development
- 1.4. Describe the Browser Object Model (BOM) and elements that make up the BOM
- 1.5. Use JavaScript to refer to frames and windows
- 2.1. Understand and work with form elements and objects within a web page
- 2.2. Use JavaScript to manipulate and validate form elements and implement submit and reset functions within forms

- 3.1. Understand and explain object-oriented programming
- 3.2. Describe and use built-in JavaScript objects; such as the Date, Number, and Math objects
- 3.3. Define custom JavaScript objects
- 4.1. Manipulate strings and arrays
- 4.2. Work with regular expressions
- 4.3. Convert between strings and arrays
- 5.1. Explain the types of errors that can occur in a program and methods used to debug programming errors
- 5.2. Trace error message and use comments to locate bugs
- 5.3. Explain exception and error handling
- 6.1. Explain how Web browser use state information and reasons to maintaining state information
- 6.2. Save state information with hidden form fields, query strings, and cookies
- 6.3. Understand and describe security issues related to Web browsers and JavaScript
- 7.1. Describe the combination of technologies used to create dynamic Web pages
- 7.2. Use JavaScript to modify CSS styles and work with CSS positioning
- 7.3. Use DHTML to create expandable, navigation, and sliding menus
- 7.4. Utilize JavaScript to check for browser compatibility prior to loading a Web page
- 8.1. Describe Asynchronous JavaScript and XML (AJAX) and the combination of technologies used to create AJAX applications
- 8.2. Explain the role of HTTP and understand HTTP messaging
- 8.3. Use AJAX to request and receive server data

EXAMPLE:

Course Outcomes –

Students will be able to:	Evaluated by:
<ul style="list-style-type: none"> • identify topic, main idea, and details of paragraph, sub-heading, chapter, and text 	Class activities
<ul style="list-style-type: none"> • recognize common patterns of organization in paragraphs, sub-headings, chapters of the text 	Class activities
<ul style="list-style-type: none"> • recognize common patterns of organization in paragraph, sub-heading, chapter, and text 	Class activities
<ul style="list-style-type: none"> • increase standard English vocabulary to meet the expectations of freshman level science classes 	Discussions in this class and associated class.
<ul style="list-style-type: none"> • increase their working vocabulary of science terminology, definitions, and their use in science texts and lectures. 	Successful and appropriate use of mathematical terminology in assignments and class discussions in this and the linked science class.
<ul style="list-style-type: none"> • develop notes (outlines or pre-notes) from texts 	Evaluation of notes
<ul style="list-style-type: none"> • use text notes to take notes from science classes 	Evidence of use of notes in associated class
<ul style="list-style-type: none"> • understand and utilize various support networks available for science courses 	The use of support networks in this and the associated class
<ul style="list-style-type: none"> • understand and utilize various study 	Student's discussion in class reflecting knowledge

strategies and tools to understand and remember science material	of the strategy of the day and those from previous lessons. Effective use of study strategies and tools in this and the associated class
<ul style="list-style-type: none"> use reading techniques and test taking strategies to be more successful on science tests. Students will apply strategies, evaluate strategies for effectiveness and modify those strategies to increase the level of comprehension and the efficiency of retention. 	Student will apply reading strategies in their science class to increase understanding and earn passing test scores in associated class
<ul style="list-style-type: none"> understand their individual learning style and adapt it to a faculty's teaching style 	Discussion of learning styles and application of those strategies in associated class
<ul style="list-style-type: none"> demonstrate the ability to comprehend, evaluate and apply information presented in natural science texts. 	More successful outcomes in the current and future natural science classes.
<ul style="list-style-type: none"> <i>build confidence in their ability to succeed in science courses</i> 	Use of "success language" in this and associated class

EXAMPLE:

Student Learning Outcomes:

Students will be able to:	Evaluated by:
1. Identify characteristics and factors within transportation program development process and discuss their relevance to governance and finance applications	Group Discussion, Class Activities & Assignments, Final Project
2. Identify elements of financial management from the government organizational chart	Group Discussion, Class Activities & Assignments, Final Project
3. Recognize organizational factors that influence financial management change	Group Discussion, Class Activities & Assignments, Final Project
4. Be familiar with human resource development concepts and the payroll process	Group Discussion, Class Activities and Assignments, Final Project
5. Improve communications skills in public speaking	Group Discussion, Class Presentation

6. 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.).

7. 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.

EXAMPLES:

Course Assignments and Calendar:

Date	Topic and Assignment
Week 1	<p>In class today</p> <ul style="list-style-type: none"> • Introductions including what you hope to get out of the course; Review course expectations and assignments <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Review the class calendar and assignments • Read Chapter 1 Infants, Toddlers & Caregivers • Identify Observation Settings/Children • Identify elder(s) to interview for Child Care Guide (see below)
Week 2	<p>In class today.</p> <ul style="list-style-type: none"> • Go over any student questions regarding the class calendar and assignments. • Group discussion: Chapter • Lecture topic: Culture and Biology in Child Development and Care <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 2 Infants, Toddlers & Caregivers • Read Chapter 1 Caregivers Companion • Begin interviews for Child Care Guide • Child Care Guide, Part I (See below)
Week 3	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion on reading • Lecture topics: History and care of infants and toddlers <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 1 Our Babies, Ourselves • Read Section 1 Helping Little Kids Succeed • Reflection #1 (See below) • Observation 1 and Interview: Family and infant/toddler • Child Care Guide, Part II (See below)

Continues through 14 weeks

EXAMPLE:

Course Calendar:

Module	Independent Study	Assignment
1	<ul style="list-style-type: none"> • Each segment will take approximately 30 minutes to complete. • Each segment comprises of Reading, interactive activities and Quizzes. • To be completed before Attending weekly ELive sessions. <ol style="list-style-type: none"> 1. Computer Basic Parts 2. How Computers Work 3. Windows Operating Systems (XP & Vista) 4. Using Software 5. Types of Networking 6. Using Multimedia 7. Internet 8. Online Communication 9. Implementing Security 	<p>All writing assignment will use the writing Rubric.</p> <ul style="list-style-type: none"> • Write a 500 to 750-word essay on how your computer impacts your world. Include 6 of the 9 areas that you studied in the Independent Study section. • Nimble Fingers start Beginning Keystrokes submit Report
2	<p>Word Processing</p> <ol style="list-style-type: none"> 1. Menus, Toolbars & Task Pane 	<ul style="list-style-type: none"> • Format and Edit Health letter 1 • Create an Interoffice Memo

	<ol style="list-style-type: none"> 2. Editing & Proofing tools 3. Formatting 4. Tab & Paragraph 5. Envelopes & Labels 6. Columns, Pictures, Diagrams & Charts 7. Tables 8. Merging Documents 9. Integrating Word with other applications 	<ul style="list-style-type: none"> • Create Table in Health Letter 2 • Add charts and pictures in Health Letter 3 • Continue with Beginning Keystrokes Nimble Fingers submit Report
3	<p>Spreadsheet(45 mins per segments)</p> <ol style="list-style-type: none"> 1. Understanding Worksheets & Workbooks 2. Entering & Formatting 3. Charts 4. Formulas 5. Templates, Forms & Graphics 	<ul style="list-style-type: none"> • Format & Edit Health spreadsheet 1 • Create Charts Health spreadsheet 2 • Create Formulas Health spreadsheet 3 • Create Form with Graphics Health spreadsheet 4 • Start Intermediate Keystrokes – Nimble Fingers submit Report

Continues through 14 weeks

EXAMPLE:

Course Calendar:

The following course calendar provides a weekly schedule of major course topics, reading assignments, homework assignments, and quizzes and exams. Students are expected to complete the reading assignment prior to the week in which the assignment is listed. Homework assignments are to be completed outside of schedule class time during the week after the course topic has been covered in class. Students should be prepared to discuss homework at the beginning of the following class.

Week 1 – Class 1

Reading Assignment: Chapter 1 Information Security Fundamentals

Topics: Overview of information security and associated terminology; Importance of network security; Professional Certifications Overview; Careers in Information Security

Chapter Homework: Homework Assignment 1

Chapter Quiz: Chapter 1 Quiz on Blackboard

Week 2 – Class 2

Reading Assignment: Chapter 2 Attackers and their Attacks

Topics: Attacker profiles; Attacker motives; Overview of types of attacks; Identity attacks; Denial of service attacks; Malicious code (malware)

Chapter Homework: Homework Assignment 2

Chapter Quiz: Chapter 2 Quiz

Week 3 – Class 3

Reading Assignment: Chapter 3 Security Basics

Topics: Information Security Responsibilities; Overview of creating and maintaining information security schemes; Security Principles; Authentication methods; Access Control methods; System auditing schemes

Chapter Homework: Homework Assignment 3

Chapter Quiz: Chapter 3 Quiz on Blackboard

Continues through 14 weeks

8. Course policies:

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

EXAMPLES:

Course Policies

1. **Attendance:** As part of the “Learning Community” all students are expected to attend and participate in all classes.
2. **Absences and Make-ups:** If necessary, excused absences must be arranged ahead of time with the Instructor.
3. **Tardiness:** Students are expected to arrive in class prior to the start of each class. If a student does arrive late, they are expected to do so quietly and inform the instructor without disturbing the class.
4. **Participation and Preparation:** Students are expected to come to class with assigned reading and other assignments completed as noted in the Syllabus.
5. **Assignments:** All assignments must be received by the Instructor no later than 12 p.m. on the due date as noted in the Schedule unless otherwise prior-arranged with the Instructor. Each assignment must have the following to ensure it is able to be graded: Your Name; Course Number; Semester/Year; Instructor’s Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page.
6. **Extra credit assignments:** Extra credit assignments will only be considered under extenuating circumstances. If a student feels that these conditions apply, they may request extra credit assignments and make arrangements individually with the Instructor.
7. **Graded Assignments:** It is the instructor’s intention to grade and respond to student assignments within seven days of their receipt. At any time you may call and ask what you received on a specific assignment if you haven’t yet received it back.
8. **Reporting Grades:** All student grades, transcripts and tuition information are available on line at <http://www.uaonline.alaska.edu>. If you have difficulty accessing this web site, contact the registrar at your local campus.
9. **Written paper assignments:** All papers are expected to be typed and double spaced, with no misspelled words. Sentences should be grammatical and the paper easy to read. The burden is always on the writer to communicate with the reader. UAF has a writing lab and other tutoring services available to students (474-5314). It is also recommended that you have another person review your draft before final submission for a grade. Written assignments may be emailed or faxed to the instructor.
10. **Plagiarism:** Plagiarism is using what another person has written, and using it as your own words and thoughts. Plagiarism is never acceptable. According to the University, plagiarism is preventable by students “not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.”
11. All UA student academics and regulations are adhered to in this course. You may find these in UAF/UAS Catalogs.
12. **Confidentiality:** An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We talk and write about children, families and staff in respectful ways.
13. **Incompletes, Withdrawal and No Basis Grading:** A student may request an Incomplete grade if there are factors beyond his/her control that effect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A Faculty-Initiated Withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop period. A No Basis (NB) grade is provided if the student has not met

attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop period. All are at the discretion of the Instructor.

14. **Ethical Behavior:** It is expected that, while on the audioconference, you are present and paying attention. If you must “step out of the room” and not be present, it is your responsibility to inform the instructor or the class. Behavior such as not answering when called upon, not being prepared when called upon, etc. will result in grade reduction for participation.

This is from Joy Morrison, UAF Faculty Development office

Plagiarism: This website is one any faculty can use for their students to learn more about academic integrity. <http://www-apps.umuc.edu/vailtutor/>

EXAMPLE:

Plagiarism and Cheating: Plagiarism and cheating are matters of serious concern for students and academic institutions. I take it seriously as well. The UAF Honor Code (Student Code of Conduct) defines the academic standards expected at UAF and is adhered to in this class as well.

EXAMPLE:

COURSE POLICIES:

Student Behavior

This is a mature learning atmosphere. Behave in a mature, responsible and cheerful manner toward the instructor. Be respectful of others and their time and experience. Students should be devoted to the effort of learning and retaining new information.

Class Attendance

Much of the learning occurs in the classroom setting and cannot be made up. Therefore, class participation is essential to your learning and attendance will be taken.

- Present yourself ready and willing to learn.
- Arrive to class and all scheduled activities on time.
- Have excellent attendance
- Bring all required student materials: Tools, Equipment, and Personal Protective Equipment.

Classroom Ground Rules

Basic Ground Rules for conduct in the classroom are as follows.

- Think safety first
- If you miss a scheduled session, you should: Contact instructor at the first opportunity.
- If you do not understand, you should: Ask questions.

Additional idea to include in syllabus:

Important dates:

Last day for 100% of tuition and fee refund	Friday, 23 Jan
Last day for drops (course does not appear on record), 50% tuition refund	Friday, 30 Jan
Last day for withdrawals (W appears on academic record)	Friday, 12 Mar
Final Exam (10:15-12:15).....	Friday, 7 May

EXAMPLE:

Last Day to Drop this Class: 6 February
Last Day to Withdraw from this Class: 27 March

9. 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.)

EXAMPLE:

Evaluation:

Final grades are calculated from the points earned in the following areas:

Chapter Homework..... 15%

The purpose of these assignments is to provide an opportunity to complete and receive regular instructor feedback on course topics that will be assessed on mid-term and final exams. The tasks and questions in each homework assignment are based on textbook, supplemental reading and activities located on the Blackboard class site.

Chapter Quizzes 25%

Chapter quizzes are designed to reinforce and measure retention of information covered in reading assignments and in lecture. Chapter quizzes will be available at the class Blackboard site must be completed outside of class the week following the completion of the class lecture for that chapter.

Midterm Exam..... 25%

The midterm exam will provide an assessment of the students use and retention of course material covered in weeks 1-6.

Final Exam 35%

The Final Exam is a comprehensive assessment of the student’s use and retention of course material covered in weeks 1-15. Exam will consist of both short answer and scenario-based multiple choice questions designed to measure student competency in the student learning outcomes defined for this class.

EXAMPLE:

Evaluation:

(NOTE that you must achieve a C or higher for this course to count towards your _____Degree)

Grading is based on

- 10% Attendance/participation
- 20% Class presentations on material in the texts and student research
- 30% Observations, Activities, Reflections

20% Quizzes
20% Final Exam

EXAMPLES: For graded course (see below for Pass/Fail courses)

Letter grades for the course will be determined as follows and will reflect the *Grading System and Grade Point Average Computation* policy stated in the current UAF Catalog.

A+ 100–97%	A.....96–93%	A-.....92–90%
B+.....89–87%	B86–83%	B-.....82–80%
C+.....79–77%	C76–73%	C-.....72–70%
D+69–67%	D.....66–63%	D-.....62–60%
	F.....less than 60%	

EXAMPLE:

Individual assignment and overall course grades are based on the following criteria:

Grade	Definition
A = 100% - 90%	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%	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%	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	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 %	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

EXAMPLE:

Point Totals and Grades will be assigned on the following basis

	Number given	% of grade	Points per test	Point Value
Written	3	45	150	450
Final Exam	1	25	250	250
Quizzes	4	20	50	200
Attendance		10		100
Total point value				1000

A – 90% or more of total points (90/100 to 100/100)
= an honor grade, indicates originality and independent work, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required.

B – 80% to 89% of total points (80/100 to 89/100)
= indicates outstanding ability above the average level of performance

C – 70% to 79% of total points (70/100 to 79/100)
= indicates a satisfactory or average level of performance

D – 60% to 69% of total points (60/100 to 69/100)
= the lowest passing grade, indicates work of below average quality and performance

F – 59% or less of total points (<59.5%/100)
= indicates failure to meet the lowest standards

Attendance: If attendance is part of the course evaluation/grade it should not be greater than 10% in any course.

Attendance/Participation: The percentage of attendance/participation could be higher than 10%, provided there are details indicating the specific activities students will be participating in, and it is demonstrated how those activities meet the outcomes for the course. Practicum courses would be exempt.

EXAMPLE for syllabus

Effective Participation and Leadership (30%): Active participation during the entire 3-day classroom session is required to pass this course. Students are expected to actively participate in all group discussions, and demonstrate leadership ability.

EXAMPLE for syllabus

It is expected that students will attend and participate in class sessions. For attendance, it is expected that students will be considerate of their fellow students and be on time for class. For participation, it is expected that students will be prepared and respond to the instructor's comments and questions; make eye contact with the instructors during lectures and demonstrations; and follow along with exercises presented in class and with group work as assigned. Attendance and participation will be 10% of the grade.

For Pass/Fail courses For Information about Pass grade: Faculty Senate and BOR regulation (Found on BOR: <http://www.alaska.edu/bor/policy/10-04.doc> Section 090):

"A grade of "P" (Pass) is considered equivalent to a grade of "C" (2.0) or higher in undergraduate courses and a grade of "B" (3.0) or higher in graduate courses."

Just as with a "C" (2.0) grade, the "P" grade would indicate a satisfactory level of acquired knowledge and performance in completion of course requirements. This needs to be specified in the evaluation portion of the course. Whenever a grading percentage is used, it should be indicated that the minimum passing percentage is equivalent to a "C" (2.0) grade.

Pass/Fail course Syllabus needs a statement - EXAMPLE

This course will be graded pass/fail. In order to receive a passing grade, participants must receive a 70% or higher grade.

[Syllabus then has something like]

Grading is based on

10% Attendance/participation

20% Class presentations on material in the texts and student research

30% Observations, Activities, Reflections

20% Quizzes

20% Final Exam

Another Pass/Fail EXAMPLE

Evaluation and Grading: This is a Pass/Fail course. Completion of the following will result in a passing grade:

Attendance and Participation: Attendance during the entire 3-day classroom session is required to pass this course. Students are expected to actively participate in group discussions.

Course Notebook: Students will be required to keep a course notebook for the session. The course notebook should include notes on the presentations and reflections on how the information presented could affect the students' village. The notebook will be presented to the instructor at the end of the conference.

Individual Course Discussion: Students will be asked to meet with the instructor individually for ½ hour at the end of the session to discuss the implications of the information presented to their village's transportation program.

Failure to attend the entire three-day session, keep a course notebook, or complete the individual course discussion will result in a failing grade.

10. Support Services:

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

EXAMPLE

Support Services: The instructor is available upon appointment for additional assistance outside session hours.

EXAMPLE: Note title Student Support Services

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.

Rural Student 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 a 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

Math Hot Line

Contact UAF's toll-free Math Hotline for problem solving and math help. Call 866-823-6284 (1-866-UAF-MATH) during regular fall and spring semesters.

Writing Center

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

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

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314

Fax: 1-800-478-5246

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

Library Services for off campus students

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

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

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

Contact us at

Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

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

For more off campus help go to:

http://www.uaf.edu/library/instruction/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

Illuminate Live

If you have questions about Illuminate! Live I strongly encourage you to visit the following pages:

<http://community.uaf.edu/ehelp>

Steps needed to prepare you for your first distance education course session.

<http://distance.uaf.edu/archives/research/subresearch/illuminate-live.php>

There you will find

- a direct link to Illuminate! Server
- how to connect your headphone/microphone to your computer
- help finding and activating you UAF ID
- a printable quick reference guide

11. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”

EXAMPLE:**Disabilities Services**

The **Veterinary Sciences Program (change for your course)** 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. Disability services also provides assistance to the university's rural campuses; Tanana Valley Campus, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

The staff of Disability Services works with faculty in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655.

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

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@uaf.edu

EXAMPLE:

UAF Disability Services for Distance Students

- a. UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.
- b. If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu