Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office.
See [http://www.uaaf.edu/uaafgov/faculty-senate/curriculum/course-degree-procedures/] for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Education/Graduate</th>
<th>College/School</th>
<th>School of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Jane Monahan</td>
<td>Phone</td>
<td>474-5362</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:jmmmonahan@alaska.edu">jmmmonahan@alaska.edu</a></td>
<td>Faculty Contact</td>
<td>Anne Armstrong</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:abarmstrong@alaska.edu">abarmstrong@alaska.edu</a></td>
</tr>
</tbody>
</table>

1. COURSE IDENTIFICATION: As the course now exists.

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>F630</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE TITLE: Curriculum Development

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

Change Course

If Change, Indicate below what is changing.

Drop Course

NUMBER

PREREQUISITES*  TITLE  DESCRIPTION  FREQUENCY OF OFFERING

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

CREDITS (including credit distribution)

ADD A STACKED LEVEL
(400/600)  Dept.  Course #

Include syllabi.

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

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

OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee.

Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)

| 1 | 2 | 3 | 4 | 5 | X | 6 weeks to full semester |

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)
4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

| H = Humanities | S = Social Sciences |

Will this course be used to fulfill a requirement for the baccalaureate core? [ ] YES [ ] NO [X] NO

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

| O = Oral Intensive *Format 6 also submitted | W = Writing Intensive *Format 7 submitted | X = Baccalaureate Core |

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

[ ] YES [ ] NO [X] NO

5. COURSE REPEATABILITY:

Is this course repeatable for credit? [ ] YES [ ] NO [X] 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 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 CREDITS

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

Example of a complete description:

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

ED F630 Curriculum Development
3 Credits
Offered Fall

Basic definition of curriculum. Includes the present need for curriculum improvement, criteria for selection of broad goals, types of curriculum frameworks and consideration of the organization of specific learning experiences as part of the curriculum structure. (3+0)

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

ED F630 Curriculum Development
3 Credits
Offered Fall

Basic definition of curriculum. Includes the present need for curriculum improvement, criteria for selection of broad goals, types of curriculum frameworks and consideration of the organization of specific learning experiences as part of the curriculum structure.
Study of curriculum foundation. Examines types of curricular frameworks, including traditional and indigenous models. Current influences of district, state, national and international curriculum models are discussed. Curriculum design practice connects standards, goals, and learning experiences to guide student learning. Fieldwork required. (3+0+1)

8. GRADING SYSTEM: Specify only one.

| LETTER:  | PASS/FAIL: |

9. ESTIMATED IMPACT

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

No impact anticipated. Course description change only.
10. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ Yes ☐ Proposed change does not require a change to library collection.

11. IMPACTS ON PROGRAMS/DEPTS:
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

This change impacts only student in the Master of Education program.

12. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive – updated description provides a better picture of the course. Adding “fieldwork required” informs potential students they will spend time outside of class to satisfy the course requirements.

13. JUSTIFICATION FOR ACTION REQUESTED
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

ED 630 has traditionally required 10 - 12 hours of fieldwork in a P-12 school or community setting. The hours are a natural part of the culminating project in the course. Adding the words ‘fieldwork required’ makes this requirement known to potential students. The accrediting body for the School of Education CAEP (formerly NCATE) requires all graduates from an initial teacher certification program or advanced (master’s) program to participate in fieldwork activities. Adding this language to the course description represents to CAEP we are meeting this requirement.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Cindy Fabbri, Graduate Education, School of Education
Date 10/23/15

Gary Jacobsen, School of Education
Date 10/23/15

Stephen Atwater, School of Education
Date 10/23/15

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable)

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

Faculty Senate Review Committee: __Curriculum Review __GAAC

__Core Review __SADAC
COURSE READINGS / MATERIALS  Laptop required.

Required Texts

Supplementary Texts and Articles

Article Reviews
(Aricle posted on Blackboard)
COURSE DESCRIPTION

Study of curriculum foundation. Examines types of curricular frameworks, including traditional and indigenous models. Current influences of district, state, national and international curriculum models are discussed. Curriculum design practice connects standards, goals, and learning experiences to guide student learning. Fieldwork required. (3+0+1)

Participants must be able to access Blackboard. Some required class meetings / discussions will be held on-line through videoconference or Blackboard Collaborate. Field experiences include interviews of educators and collaboration with colleagues. Participants are required to use APA style [Publication Manual of the American Psychological Association, 6th ed.]

Successful completion of the course will result in three semester hours of graduate credit, applicable toward a Masters in Education degree.

Prerequisites: none.

STANDARDS

UAF Master of Education NCATE/ CAEP Standards (November 02, 2012 ver.)

M.ED. Standard 2: Candidates in the Master of Education program generate and share knowledge.

CURRICULUM & INSTRUCTION

2-A Candidate demonstrates in-depth understanding of the chosen discipline.

Signature assignment (project): Curriculum Plan
Signature assignment (research) Curricular Research Paper

Alaska Teacher Standards

3. Candidate demonstrates respect for individual and cultural differences.
4. Candidate demonstrates knowledge of content area and how to teach it.
8. Candidate contributes to the teaching profession.

COURSE GOALS

- Curriculum will be analyzed and developed from the philosophical framework to classroom practice, assessment of learning and evaluation of learning and pedagogy.
- The roles of student, culture and community will be emphasized in the development of effective curriculum.
- State, national and international curriculum will be examined, analyzed and debated.

STUDENT LEARNING OUTCOMES

Upon completion of the course the participant will be able to
- correlate philosophical roots of curriculum with key curriculum concepts
- justify the choice of curriculum tasks, assessments, and selection of resources based upon the participant’s knowledge of students, curriculum theory and practice;
- evaluate curriculum conceptually, structurally, and in relation to student learning outcomes

Student Learning Objectives

Upon completion of the course the participant will be able to
- develop a curriculum plan for an academic semester in a content area;
• identify assessments to address student learning and the efficacy of instructional units;
• utilize traditional and technological resources to facilitate curricular planning

INSTRUCTIONAL METHODS
A lap top computer or similar device is needed for class participation and web searches. Class sessions include distance delivery using Blackboard and five videoconference sessions for presenters. Optional audio-conference support sessions are available Tuesday from 5:15-6:00pm. Field experience is incorporated in projects and papers, including interviews of educators and collaboration with colleagues. The instructor will frame learning using lecture, PowerPoint visuals, guest presenters, online discussions, and peer response. All projects and papers are individual. Written responses will be submitted to Blackboard or to the instructor electronically. Please use the following format as the ATTACHMENT title: ED630assignmentyourname15

CALENDAR: Five Modules

Module 1: Current Curriculum / Differentiation  SEPT 8-OCT 5 (4 wks)
Goal: To align curriculum, instruction, student progress, and communication with family
Goal: To justify the choice of curriculum tasks, assessments, and selection of resources based upon the participant's knowledge of students, content, and curriculum design
Goal: To examine what makes a curriculum dynamic yet sustainable
Instructional Guide Podcast
Sept 15  Class Meeting
Sept 29  Speaker, Curriculum Specialist, DEED

Related terms: Curriculum in Context, Curriculum Tiered Instruction, Competency-based instruction, Backward Design/ Understanding by Design, Instructional Plan, Instructional Organization, Response to Intervention, habits of mind

Readings : Section A
Purpose: Broaden background in varied approaches toward curriculum; establish common background among class participants
Curriculum in Context pp. 3-81
Ppt What Is Curriculum?
Curricular Design Graphics and Indigenous models for learning
McNeil ch. 7
Wiggins-McNeil Concise ASCD handout  Course Dev. pdf
Ubd slide ppt

Readings : Section B
Purpose: Broaden background in current approaches toward differentiation and student learning plans
Taxonomies: Blooms and DOK
Alaska DEED Alaska Response to Instruction/Intervention on DEED website under assessment
UDL NEA policy
UDL DIY Figure
Webb and Math ppt

Resources
5 Dimensions of Teaching and Learning
Universal Design for Learning UDL
http://www.nea.org/assets/docs/PB23_UDL08.pdf

UDL and teacher preparation: a quick overview of UDL components
http://www.rtinetwork.org/essential

UDL planning graphic tool: A little silly but it has general concepts and specific learner modes, like Blooms Taxonomy
http://www.udlcenter.org/sites/udlcenter.org/files/UDL%20DIY%20Figure.pdf

SLO general information

Alaska Response to Instruction and Intervention

Using RTI for Alaskan Students

Search: Find resources, including the examples listed below, that support instructional planning for your teaching and student learning. Your district curriculum guide will be useful, as well as Alaska Content Standards (2012) and Alaska Cultural Standards.

Assignments
1. Article review: Differentiation
   DUE September 15
   Article Review Rubric (on the left tab of main page)
   Select one article to review. Send this article review to the instructor.

2. Annotated Bibliography
   DUE September 22
   Locate two useful UDL, differentiation or individual student learning plan sources (other than those listed above). Attach to the Blackboard Annotated Bibliography wiki site, along with a description of each source’s value.

3. Curriculum Plan: Classroom Application (critical assignment)  DUE September 29
   Rubric is in the tab on the left. (120 pts./ 30% of grade)
   Note: You may use Curriculum Plan formats that have been used before or design your own.
Design a semester learning plan focused on specific curriculum and content standards. Using a timeline of months or quarters, list varied learning activities, varied lesson delivery and a plan for communicating student learning with families. **Add field experiences by documenting regular discussion with and input from your colleagues.** Embed regular assessment, including a baseline check and a summative check that validate your semester plan. Demonstrate differentiation to accommodate all students in the class.

This Curriculum Plan will look like a list or outline, with brief descriptions or notes on most items. Start with the basics and gradually add components to the list. Keep this list usable to yourself. The priority is meaningful instruction and accountable student learning. Send this draft to the instructor’s email for feedback. It will eventually be posted on the wiki. **Examples are included above under Alaska Curriculum samples.**

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**Module 2 Curriculum Types and their Structure**  Oct 6-19 (2 wks)

Goal: To correlate philosophical roots of curriculum with key curriculum concepts

Goal: To apply curriculum structure to one’s praxis.

Instructional Guide Podcast

Related Terms: Standards-based curriculum, Liberal arts curriculum, Experiential learning

Resources: Stewart chap.2, 5; McNeil chap. 1, 2, 3, 4; Wiggins/McTighe Understanding by Design resources

**Assignments**

1. **Reflective Paper**
   a) Write a reflection of your experience with the curriculum types described by McNeil.
   b) Add an explanation of your perspective on curriculum today. Relate it to the curriculum types described by McNeil.

2. **Research topic and possible thesis** submitted to instructor.

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**Module 3  Alaska and Culturally Relevant Curriculum**  Oct 20-Nov 9 (3 wks)

Goal: To relate curriculum structure and components to indigenous populations;

Goal: To analyze how curriculum can be responsive and dynamic

Instructional Guide Podcast

**Speakers October 20 and November 03:** Two school districts’ curriculum process

Related Terms: Cultural standards, Rural Alaska Education, Alaska Native Education, Culturally responsive education, place-based education, higher education opportunities for Alaska Native Education including STEM, Alaska Federation of Natives

Search: Alaska DEED resources, indigenous education and curriculum

Resources: Indigenous models for learning

Alaska Federation of Natives

NAEP National Indian Education Study 2011

https://nces.ed.gov/nationsreportcard/nies/study_overview.aspx

Alaska Cultural Standards for Educators

Cultural Standards for Students, Educators, Schools, Curriculum, and Communities – pdf

Guide to Implementing the Alaska Cultural Standards for Educators - pdf
Assignments
1. Article review: Post on Blackboard Discussion Board under Cross-cultural Curriculum Article Review Rubric (on the left tab of main page) Due November 2
Select one article to review.

2. Respond to two article reviews on Blackboard Discussion Board. Due November 9

3. Annotated Bibliography Due November 9
Locate two useful Alaska Native or Native American education sources (other than those listed above). Attach to the Blackboard Anecdotal Bibliography wiki, along with a description of each source’s value.

Module 4 International Curriculum, Global Challenge Nov 10-30 (3 wks)
Goal: To analyze what makes a global curriculum dynamic
Goal: To examine global pressure on American education and lessons from international assessment
Instructional Guide Podcast
Related Terms: global assessment, national curriculum, international benchmarking
Search: International curriculum and rankings of Canada, China, Australia, Singapore, Finland; GLOBE program, OECD, International Education Association, National Governors Association, Common Core
Resources: McNeil ch. 11
Assignments
1. Research paper progress report and five scholarly articles Due November 17

2. Annotated Bibliography Due November 30
Locate two useful international education sources (other than those listed above). Attach to the Blackboard Anecdotal Bibliography wiki, along with a description of each source’s value.

Module 5 Current Curricular Issues Dec 1-14 (2 wks)
Goal: To utilize curriculum background in analysis of a case study
Goal: To examine education in a specific culture, generating curricular design
Reading: McNeil ch. 8, ch. 9
Instructional Guide Podcast: Documenting your professional practice
Speakers: Class presentation of research
Assignments
1. Case study: Independent Learning Plan 500 word max. Due December 7
2. Research presentation Due December 14
3. Research paper Due December 18

COURSE POLICIES

Unless otherwise instructed, papers will use 11- or 12-point font (i.e. standard font.) Bold font may be used for headings only. APA 6th ed. will be used for bibliographies and works cited.

Participants are expected to complete assignments by due date. Late work will be docked 10% per day. If necessary, contact the instructor prior to deadlines with extenuating circumstances.

Five videoconference sessions are required. Unexcused absences detract from participation points. If an absence is unavoidable, please email or phone the instructor. In the situation of illness, communication with the instructor is essential and assignments should be sent in electronically on the established due date or on a date determined by the instructor.

Participation is essential to class discussions, response groups, and projects. Respectful yet authentic feedback is expected during response groups.

Grades will be based on the percentage of points earned: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = no credit.

In accordance with the UAF Student Code of Conduct, cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action by the university. Papers are screened through Blackboard’s SafeAssign for pre-published material. A submitted plagiarized paper will result in no credit for that paper, jeopardizing the participant’s grade in the class. No re-do options are available on a plagiarized paper.

EVALUATION / Grading and Assessment of Course Requirements
10%/40 pts. Article Reviews DUE Sept. 15, Nov. 02

20%/80 pts. Class assignments:
Reflective paper Due Oct. 19
Case study: ILP Due Dec. 14
Annotated bibliography Due Sept. 22, Nov. 09, Nov. 30

30%/120 pts. Curriculum Plan, including field experience Due Sept. 29
(CAEP signature assignment)

30%/120 pts. Research Presentation Due December 14
(CAEP assignment) Research Paper Due December 18

10%/40 pts. Discussion, Participation on Blackboard Ongoing
### Evaluation/ Course ASSIGNMENT Description

**Article Reviews**  
**DUE Sept. 15, Nov. 02**  
40 pts. / 10% of grade  
Read and review two of the required readings, peer-reviewed scholarly articles. Use the required articles cited on the cover page of the syllabus. Review one article concerning differentiated instruction (Tomlinson et al. or Van Tassel-Baska) and one article on cross-cultural curriculum (Aragon, Brayboy, Jester, or Lipka).

Examine the author's purpose and findings, as well as the impact of the author's findings on curriculum and student learning. Relate the article to any curricular concepts that are covered in this course. Format: Single-spaced, half-page summary and half-page discussion of issues author supports. Use APA style for the citation. Limit: 2 pages.

**Class Assignments**  
**80 pts. /20% of grade**  

**Reflective paper**  
**Due October 19**  
Compare your educational experiences with curriculum structure and your current personal perspective on the ideal curriculum structure.

**Annotated bibliography**  
**Due Sept. 22, Nov. 09, Nov. 30**  
Search for resources related to three topics: differentiation/ universal design for learning, curriculum resources for Alaska Native populations, and international curriculum. On Blackboard's wiki, post the link for two articles for each topic (total of six postings) including a 1-2 sentence description of the value of each posted article.

**Case Study: Individual learning plan**  
**Due Dec. 14**  
Given a case study, identify how you would determine what to teach, how to determine student learning, and how to use ongoing assessment to drive instruction. Include accommodations and differentiation for varied learners.

**Semester Curriculum Plan**  
**Due Oct 29**  
120 pts. / 30% of grade  
Utilizing your district curriculum, identify what you want students to take with them as a result of this course and what they should be able to understand, believe or be able to do. Explain why these goals are important. Critically examine state and district curriculum and approved texts for their perspective, strengths and weaknesses. Design formative and summative assessments aligned to goals, understandings, and standards. Incorporate feedback from stakeholders. **In building the Semester Curriculum Plan, your field experience will include two interviews of two curriculum leaders and three meetings with colleagues. List these interviews as documentation in your final project.**

The Curriculum Plan assignment entails the following sequence of tasks.
1. Describe the course in a content area and the student developmental level.
2. List district goals and key understandings.
3. Align National and State Standards, including with district curriculum.
4. Identify main sub-sections of your curriculum that address content and process skills for this course; construct a visual representation of the subsections quarter by quarter.
5. Specify goals, understandings, learner outcomes in relation to standards. Confer with colleagues at this stage of progress. Include field notes from your discussion.

6. Identify formative, interim, and summative assessment aligned to goals, understandings and standards. Identify data that will drive future decisions, including baseline data. Confer with colleagues at this stage of progress. Include field notes from your discussion.

7. Explain teaching and learning approaches including community resources, cultural resources, books, technological resources, and materials. Confer with colleagues at this stage of progress. Include field notes from your discussion.

8. Describe alternative programs or approaches to the teaching of your course for students who may not succeed in the first approach you describe.

9. Describe the feedback loop - who provides feedback, the data it provides, and how it is used to review/evaluate the curriculum plan.

10. Lay out the semester plan, quarterly or monthly.

11. Present the Curriculum Plan to your colleagues. Include field notes. Present the Curriculum Plan the class by sharing it on Blackboard. Submit field notes to instructor and conference regarding the collaborative process.

Assessment of the Curriculum Plan
A well-developed example of the Curriculum Plan:
• is organized in an innovative and user-friendly manner with clear summaries and useful suggestions of how the resources may be used in the classroom;
• is cohesive and coherent with a layout that is logical and flows smoothly, showing relationship among objectives, approaches and student activities;
• incorporates a variety of instructional approaches;
• utilizes community or environmental resources;
• identifies an appropriate and varied assessment plan
• includes evaluation with feedback plan including students, parents and colleagues
• include a bibliography (APA style) that lists resources from a variety of sources.

Research Paper / Presentation  (CAEP Signature Assignment)  120 pts. /30% of grade
This research focuses on curricular innovation, a synthesis of the innovation, and its extended impact. Select a research area that interests you and relates to curriculum development. Curriculum topics include the school academic press movement (accountability), school violence, resiliency, home schooling, critical theory, the role of culture in curriculum development, charter schools, standards-based curriculum, immersion curriculums, specific international curriculums, Common Core influence, and other topics noted in class.

Incorporate a minimum of five scholarly articles in your research. Complete a one-page review of each of these five scholarly articles, including researcher's main points and how it relates to your research focus. Complement your scholarly research base with five or more sources. Prepare a Powerpoint or Prezi presentation (ten minutes in length) describing your curricular topic and the information you have synthesized.

Assessment for the Research Project
The Research Project synthesizes ten or more sources, which will be presented as the final slide in the PowerPoint / Prezi presentation. A rubric is included on Blackboard.
Class Discussion/Participation  

40 pts./10%

Academic Support

Academic support services can be accessed at http://www.uaf.edu/ssp/
  
Support services include the following:
  
  UAF Writing Center and Computer Writing Lab  ph: 474-5314
  Rasmuson Library  ph: 474-7481
  UAF U-Park Computer Lab  ph: 474-576

Disability Services for On-campus Students

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. The instructor will work with the Office of Disabilities Services (208 Whitaker Building, ph: 474-5655, fydso@uaf.edu) to provide reasonable accommodation to students with disabilities.

Disability Services for Distance Students

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.

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) 474-5655, fydso@uaf.edu

All education springs from some image of the future. If the image of the future held by a society is grossly inaccurate, its education system will betray its youth.

Alvin Toffler