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

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<th>SUBMITTED BY:</th>
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<tbody>
<tr>
<td><strong>Department</strong></td>
<td>Human Services</td>
<td><strong>College/School</strong></td>
<td>UAF</td>
</tr>
<tr>
<td><strong>Prepared by</strong></td>
<td>Leona Schick</td>
<td><strong>Phone</strong></td>
<td>(907) 786-1628</td>
</tr>
<tr>
<td><strong>Email Contact</strong></td>
<td><a href="mailto:L.schick1@alaska.edu">L.schick1@alaska.edu</a></td>
<td><strong>Faculty Contact</strong></td>
<td>2221 E. Northern Lights Blvd. Suite 109 Anchorage, Alaska 99508</td>
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1. **ACTION DESIRED**
   (CHECK ONE):
   - Trial Course
   - New Course
   - X

2. **COURSE IDENTIFICATION**
   - Dept: HUMS
   - Course #: 275
   - No. of Credits: 3
   - Justify upper/lower division status & number of credits:
     - Human Services faculty seeks to offer courses that are specific to children and family topics. This course is proposed as an elective course and will be 3 cr.

3. **PROPOSED COURSE TITLE:**
   - Childhood Trauma and Systems of Care

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

5. **STACKED?**
   - YES/NO: No
   - If yes, Dept:
   - Course #:

6. **FREQUENCY OF OFFERING:**
   - Every Spring
   - (Every or Alternate) Fall, Spring, Summer - or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING** (if approved)
   - Spring 2010

8. **COURSE FORMAT:**
   - COURSE FORMAT:
     - (check one)
     - 1
     - 2
     - 3
     - 4
     - 5
     - X
     - 6 weeks to full semester
   - OTHER FORMAT (specify)
     - Weekly audio conference lecture and Blackboard posting of assignments, reading and other student communication.

9. **CONTACT HOURS PER WEEK:**
   - 3 LECTURE hours/weeks
   - LAB hours /week
   - PRACTICUM hours /week
   - Audio 1.5 Hours X 2 Week, 14 Weeks to meet Instructor-Student contact requirements.
10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title and credits (50 words or less, if possible):

A general overview of childhood trauma will be provided through the exploration of biological, psychological and social experiences that affect mental health from infancy to young adulthood. This course will build on attachment and other human development theories that require students to consider best practices to assist children and families.

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.)

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>N = Natural Science</th>
<th>S = Social Sciences</th>
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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:

<table>
<thead>
<tr>
<th>O = Oral Intensive, Format 6</th>
<th>W = Writing Intensive, Format 7</th>
<th>Natural Science, Format 8</th>
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12. **COURSE REPEATABILITY:**

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

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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

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

13. **GRADING SYSTEM:**

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<th>LETTER:</th>
<th>PASS/FAIL:</th>
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| X | |

14. **PREREQUISITES**

**PSY 240: Lifespan Developmental Psychology**

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

**RECOMMENDED**

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

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16. **PROPOSED COURSE FEES**

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

17. **PREVIOUS HISTORY**

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

If yes, give semester, year, course #, etc.: **Spring 2010**
18. ESTIMATED IMPACT

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

None

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffk1j@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [ ] Yes [x] Discuss fair use laws on reading and book materials.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

This course offers another 200 level offerings for Human Services students.

21. POSITIVE AND NEGATIVE IMPACTS

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

Positive: This course has the potential for being cross listed with Early Childhood Education and possibly the Justice Department as an elective. This possibility will be explored with department coordinators.

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 Human Services faculty recognizes the need to increase course availability for students interested in working with children and families. The HUMS curriculum has an interdisciplinary concentration that students can select. Students who have child welfare certificates for example may require an additional course specific to children and family topics. Adoption of HUMS 275 also builds on existing knowledge of healthy human development within the HUMS curriculum with the focus shifting on potential reasons for emotional and mental health problems prevalent in children and youth. Students have an opportunity to better understand causes of emotional problems by exploring childhood trauma and its overall effects on family and society. For example, the state of Alaska has a mandate to “Bring the Kids Home” to end out of state residential placements of Severely Emotionally Disturbed (SED) youth. The Systems of Care philosophy introduced in this course is well known nationally through its core values and principles that have led community efforts to create Wraparound programs to support families with children who have emotional and behavioral problems. Students taking this class will be challenged to learn early prevention and intervention practices necessary to work with children, support the state’s mandate through their community involvement, but more importantly increase their competency level and skills when working with families.
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<tr>
<th>APPROVALS:</th>
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<tr>
<td><strong>Signature, Chair,</strong> Program/Department of:</td>
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<td><strong>Date</strong></td>
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<td><strong>Signature, Chair, College/School Curriculum Council for:</strong></td>
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<td><strong>Date</strong></td>
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<tr>
<td><strong>Signature, Dean, College/School of:</strong></td>
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<td><strong>Date</strong></td>
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<tr>
<td><strong>Signature of Provost (if applicable)</strong></td>
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Offerings above the level of approved programs must be approved in advance by the Provost.

<table>
<thead>
<tr>
<th>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE</th>
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<tr>
<td><strong>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</strong></td>
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<th>ADDITIONAL SIGNATURES: (If required)</th>
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<td><strong>Signature, Chair,</strong> Program/Department of:</td>
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ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.
The department 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
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)

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.

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

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.)

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

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 (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities.”
UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development

HUMS 275: Childhood Trauma and Systems of Care, 3 cr.

Course Syllabus

**Instructor:** Leona Schick, MSW
Coordinator, Human Services Cross-Regional Program
Assistant Professor of Human Services
2221 Northern Lights Blvd., Suite 109
Anchorage, Alaska 99508
Telephone number: (907) 786-1628
Fax Line: (907) 786-1657; Email Address: lschick1@alaska.edu

**Required Reading:**


**Recommended Reading:**
Herman, J. (1997). *Trauma and recovery: The aftermath of violence-from domestic abuse to political terror.* New York, NY: BasicBooks


**Additional Required Reading:** Posted on Blackboard.

**Scheduled Meeting Days and Times:** Monday and Wednesday, 12:00 – 1:30 pm

**Audio conference:**

**Instructional Method:** The course will be offered primarily through audio conference twice weekly with readings posted on Blackboard. Students will also be required to access the internet.

**COURSE DESCRIPTION**
A general overview of childhood trauma will be provided through the exploration of biological, psychological and social experiences that affect mental health from infancy to young adulthood. This course will build on attachment and other human development theories that require students to consider best practices to assist children and families.
Pre-requisite: PSY 240 Lifespan Developmental Psychology, 3 cr.

GOAL STATEMENT
To increase student awareness and understanding of children and family mental health needs after experiencing trauma.

COURSE OBJECTIVES
The student will be able to:
1. Identify and define at least six sources of childhood trauma.
2. Understand and analyze the data related to prevalence, etiology and risk factors of childhood trauma sources within one’s community, state and the nation.
3. Understand healthy child development in-utero to young adulthood to differentiate against development related to traumatic experiences.
4. Evaluate clinical assessment criteria necessary to measure level of child trauma to understand rationale for best practices and intervention.
5. Distinguish between continuums of care based on case studies introduced in course to support development of their theoretical orientation to working with children and families.
6. Identify informal and natural supports and resources in their communities.
7. Understand the System of Care philosophy by applying its guiding values and principles to case studies provided and setting a foundation for adopting best practices to assist children and families who have experienced trauma.

GRADING CRITERIA
Performance in this course will be evaluated based on the completion of the following:

5 % Attendance
Besides credit toward the final grade, it is to your benefit to attend class since much learning about course material occurs during the class times from discussing experiences, readings and knowledge gleaned from guest speakers. Attendance will be taken at the very beginning of each class; and calculated in the final grade (see grading policy).
- If you call in late, after attendance has been taken, it is your responsibility to inform the instructor of your presence at the first opportunity. Otherwise, it will be assumed you missed the entire class.
- Patterns of chronic lateness without a reasonable excuse will affect your grade. Chronic lateness means if you are continuously late more than ten minutes after the class starts.
- Out of respect for your fellow peers, as well as the instructor, plan to be on time.
- Also, announcements regarding any changes, upcoming activities or how the class will proceed that day occur right after attendance is taken. Students who call in late may not be briefed on these announcements. It will become your responsibility to find out from a classmate any missed announcements.
- If you are called on and do not respond, attendance points will be reduced for that class period. In other words, plan to stay and to be focused for the entire session as students may be called on up to the final minutes of class.
- If you must miss a class, it is best to speak with the instructor ahead of time, if
possible.

- All classes will be recorded.

15% Participation
Being prepared for class is vital to being successful in this course. This means coming to class prepared to discuss the readings. Minimally, the required reading(s) should be done, and some thought given to the concepts of trauma. A consistent lack of preparation will be a factor in the final course grade. If some of the reading material seems dense, consider it an opportunity for growth.

Some suggestions for working with the course readings:

- Look up words you do not understand. Having a dictionary near you and using it is a must!
- List one or two ideas from each reading which struck you, that could be shared in class and discussed. Also, jot down your own questions about the reading content.
- See if ideas from the article/readings can be applied to understand better your community, or to more effectively practice as a human service worker.

20% Child Development/Trauma Papers
To complete this assignment students will be required to complete 3, 1-1/2 pages double-spaced papers demonstrating their understanding of how trauma has impacted children’s lives developmentally (e.g., early childhood, school-age and adolescence). They are due on April 7, April 21 and May 12.

20% Mid-Term Exam
To complete the mid-term exam, students must go to Blackboard “Assignments” and read the Williams, Collier & Matthews chapter on treating school age children. Review the case studies presented and select one. What is the presenting problem? As case manager and paraprofessional in your community, you must assess the family and seek consultation to provide services. I need to know how you think! Answer these questions:

1) What is your first plan of action to stabilize this family?
2) Which natural and formal supports are available to help the child and family?
3) What information is needed to fully understand your client family?
4) How do you handle client resistance, or resistance from community resources?
5) What is your short or long term plan of services?
Include one (1) research article from the internet or University library on-line that is specific to intervention and services and how would you incorporate this intervention when working with the child and family. Your written assignment should be no less than 3 double spaced pages. It is due on March 24, 2010.

15% Oral Presentation
To prepare for the oral report, students are asked to identify at a minimum one (1) child trauma event (or theme) from course readings or class discussions and locate a written resource that covers trauma, its causes, consequences and possible interventions to assist traumatized children. By event or theme, you want to differentiate between intentional harm to a person versus a natural disaster. Each student will have 8-10 minutes for their
presentation on May 19, our final class. Any powerpoint slides or handouts to share should be forwarded to the instructor at least 2 weeks prior to the last class for posting.

A brief outline of your presentation is to be submitted to the instructor. List the title of your presentation and your cited resource on a one page paper. **This outline is due on May 12, 2010.**

**25% Final Paper**
To complete the final assignment, students will develop a community map of available resources for children who experience traumatic events. It may be helpful to categorize types of traumatic events that your community experienced first. Once you complete your resource listing, interview at least one resource in your community that you identified on your list. Interview this human services worker on services they provide children and families who experience trauma. For smaller communities, seek out a teacher or school counselor. Describe how parents are involved in the intervention and treatment process and how children are referred for additional clinical help. What community strengths and challenges did you uncover? Think about the System of Care philosophy and any possibilities to improve interventions to families. **Submit a paper no less than five double-spaced pages by or on May 21, 2010.** One page is the list of your community resources. Make sure you include reference to your interview as well for this assignment.

**Evaluation**

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<tr>
<td>5%</td>
<td>Attendance</td>
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<tr>
<td>15%</td>
<td>Participation</td>
</tr>
<tr>
<td>20%</td>
<td>Child development/trauma papers (3)</td>
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<tr>
<td>20%</td>
<td>Mid Term Exam</td>
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<tr>
<td>15%</td>
<td>Oral Presentation</td>
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<tr>
<td>25%</td>
<td>Final Paper</td>
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**Grading**
Your grade is computed by the weight given to each assignment as well as to attendance and participation. Letter grades for the course will be determined as follows and will reflect the **Grading System and Grade Point Average Computation** policy state in the current UAF Catalog. To translate those weights into a letter grade, use this scale:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>96-93%</td>
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<tr>
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<td>92-90%</td>
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<td>62-60%</td>
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CLASS SCHEDULE AND TOPICS

Week One February 8 & 10
Introductions and review of course syllabus.
Topic: Trauma defined and an overview of the impact of trauma on children will be presented. Students also will be introduced to the Systems of Care philosophy and practice in providing supports to children and families who experience traumatic events.
Readings:

Week Two February 15 & 17
Topic: The developmental effects of trauma on children will be discussed--from infancy through adolescence. Students will explore the significance and importance of healthy child attachment and bonding to care providers necessary for social and emotional development. Case studies that show missed opportunities of attachment and long term impact on child functioning will be introduced through assigned readings.
Readings:

Week Three February 22 & 24
Topic: Perspectives of trauma on brain development and functioning--Defining medical and mental health concerns (adverse experiences) such as dissociation, hallucinations, externalizing and internalizing behaviors children display that indicate traumatic experiences.
Readings:
Week Four
March 1 & 3

Topic: Children’s witness to intentional violence and war resulting in unspoken emotional pain of Posttraumatic Stress Disorder (PTSD), and its secondary symptoms that are carried throughout a lifetime. Students will consider how intentional violence on children and their families impact their ability to trust others.

Readings:


Spring Break March 8 – 12, 2010

Week Five March 15 & 17
Topic: Children’s witness to intentional violence and war…cont.
Readings:

Topic Change mid-week: Threats to life and personal losses children experience due to natural disasters. Students will be asked to consider intervention practices developed by community leaders and response teams to help children and their families who are in immediate crisis.
Readings:

Week Six March 22 & 24
Topic: Threats to life and personal losses children experience due to natural disasters…con’t.
Readings:


**Mid-term Exam due 3/24.**

March 24 Change of Topic: Exploring the impact on children’s emotional and developmental well-being as a result of interpersonal violence, separation from a parent or significant caregivers or loss as a result of death.

Readings:


**Week Seven** March 29 & 31

Topic: Exploring the impact on children’s emotional and developmental wellbeing…cont.

Readings:


**Assignment:**
Write your first child development/trauma assignment. Submit a 1-1/2 page double spaced paper on a pre-school child’s response to a traumatic event. Consider what has been discussed so far in class and in your assigned readings in relation to memory,
attachment or bonding, and as a helper how you might intervene so that the child’s development is not significantly impacted by trauma. **Assignment is due on April 7, 2010.**

**Week Eight** April 5 & 7
Topic: Exploring the impact on children’s emotional and developmental wellbeing…cont.
Readings:

Topic: Child maltreatment, the impact of physical and sexual abuse on child development and their interpersonal relationships with others. Emotional and physical neglect of children will also be discussed in class.
Readings:

**Week Nine** April 12 & 14
Topic: Child maltreatment, the impact of physical and sexual abuse on child development…cont.
Readings:

**Assignment:**
Write your second child development/trauma paper. Submit a 1-1/2 page paper on the impact of violence and abuse on school age children. Identify a developmental risk caused by a violent act or abuse. How does this risk affect the physical, emotional or...
cognitive wellbeing of children? What intervention could make a difference?

**Assignment is due on April 21, 2010.**

**Week Ten** April 19 & 21
Topic: Generational abuses and historical trauma that impact the development of children.
Readings:

April 21 Change of Topic: Ethical and legal considerations when assisting children and families due to abuse and victimization. Students will explore child rights against a continuum of care, from crisis intervention to children receiving therapeutic services.
Readings:

**Week Eleven** April 26 & 28
Topic: System of care practice, preparing to provide assessment and intervention for children and families in crisis or due to traumatic experiences.
**Tentative guest presenter:** Teisha Simmons, UAF Faculty.
Readings:
**Week Twelve** May 3 & 5

Topic: Moving children and families from crisis response to assessment of therapeutic needs. Students will consider the emotional well-being of parents in making sound therapeutic judgments for their traumatized children.

Readings:


**Assignments:**
Write and submit your third child development/trauma paper. Make sure this paper is 1-1/2 page, double spaced on the topic of peer relationships in adolescent development. Consider how peer supports can help a youth face or heal from a traumatic event. AND turn in your oral presentation outline. **Both assignments are due on May 12, 2010.**

**Week Thirteen** May 10 & 12

Topic: Moving children and families from crisis response to assessment of therapeutic needs. Students will consider the child and family in-context (e.g., culturally sensitive and appropriate) when assisting in trauma cases.

Readings:


**Topic:** Clinical interventions to help children recover or cope with traumatic experiences. **Tentative guest presenter:** Kimber Evensen, LCSW will introduce and describe Eye Movement Desensitization and Reprocessing Therapy (EMDR), an Evidence Based Practice, to help children relax and process traumatic events.
Final Paper Due: May 21, 2010

**Week Fourteen** May 17 & 19
Topic: Cognitive-behavioral practices to help children process traumatic events.
Readings:

**Week Fifteen** May 24
Topic: Students will discuss the System of Care philosophy and consider ways for families to build stronger community connections and people resources for their children to overcome traumatic experiences.
Readings:

& **Student Presentations.**
UNIVERSITY POLICIES

Academic Regulations

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

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.

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. http://www-app.umuc.edu/vailtutor/
The Student Code of Conduct can be located on pages 47-48 of the 2009-2010 catalog. Please refer to those pages for more complete information. This honor code also obligates you to: 1) get permission before collaborating with another student on a graded assignment; 2) cite any resources you use to complete a graded assignment to avoid suggestion that you are representing others’ work as your own; 3) get permission before submitting the same assignment for credit in two courses.

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.

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 Students Services
http://www.uaaf.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

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.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 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 course you are asking. 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
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 backup.

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.

DISABILITIES SERVICES

The Human Services cross-regional 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. Disability services also provides assistant 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
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](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](mailto:fydso@uaf.edu)