

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Environmental Studies	College/School	CRCD
Prepared by	Clint Reigh	Phone	907-842-5109
Email Contact	creigh@alaska.edu	Faculty Contact	Dr. Todd Radenbaugh

**1. ACTION DESIRED (CHECK ONE):**

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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**2. COURSE IDENTIFICATION:**

Dept	ENVI	Course #	250	No. of Credits	1-3
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Justify upper/lower division status & number of credits: ENVI 101, English 111, 100 level science course, or permission of instructor

**3. PROPOSED COURSE TITLE:** Current Topics in Environmental Studies

**4. To be CROSS LISTED? YES/NO**

NO	If yes, Dept:	Course #
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(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

**5. To be STACKED? YES/NO**

NO	If yes, Dept.	Course #
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

**6. FREQUENCY OF OFFERING:** As Demand Warrants

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING** (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

Spring 2014

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

**COURSE FORMAT:** (check all that apply)

<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
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OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) Course will follow a lecture format using any combination of the following delivery methods: e-learning, face to face, audio conference, and field trip.

**9. CONTACT HOURS PER WEEK:**

LECTURE hours/weeks	LAB hours /week	PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type) Will depend on course content and delivery method (13.5 hours of lecture per credit)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

Example of a complete description:

**FISH F487 W, O Fisheries Management**

**3 Credits Offered Spring**

**Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)**

**ENVI F250** Current topics in Environmental Studies.  
 1-3 credits Offered as demand warrants  
 Using multiple scientific viewpoints, a specific environmental issue is explored through case studies and in-depth discussions with an emphasis on complex connections between ecosystems and society. Themes include sustainability, resource development, indigenous viewpoints, resource management, building technology, and energy applications. Topics announced prior to each offering and course may be repeated for credit towards a certificate or degree program to a maximum of 3 credits. Prerequisite: ENVI 101, English 111, 100 level science class, or permission of instructor. (1-3+0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If **YES**, attach form. YES:  NO:

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

O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  Natural Science, ("X" for Core) Format 8

**11.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

**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).

As this is a course is to meet program needs in environmental studies. The course will cover different topics and themes with each offering. Course may be repeated for credit towards a certificate or degree program to a maximum of 3 credits.

How many times may the course be repeated for credit?	3-9	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	9	CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	9	CREDITS

**13. GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES** This course requires ENVI 101, English F111X or 100 level science course or permission of instructor.

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

**15. SPECIAL RESTRICTIONS, CONDITIONS** none

**16. PROPOSED COURSE FEES** none

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

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes

Yes/No

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

ENVI 293 Climate Change in Southwest Alaska (SP 2011),  
ENVI 293 Grant Writing for Sustainable Energy (SP 2012)

**18. ESTIMATED IMPACT**

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

Minimal impact on budget, facilities, and classroom space. Classes will be taught by both regular faculty and approved adjunct instructors.

**19. LIBRARY COLLECTIONS**

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

No

Yes

Library collections should be adequate (contacted 9/19/13)

**20. IMPACTS ON PROGRAMS/DEPTS**

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

Include information on the Programs/Departments contacted (e.g., email, memo)

Environmental Studies, but courses already taught as ENVI 293 courses

Minimal impact on English or science departments for prerequisite course.

No expected increase in enrollment in prerequisite departments from offering proposed course.

**21. POSITIVE AND NEGATIVE IMPACTS**

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

The UAF BBC Environmental Studies Program and its students will benefit from the proposed course as students, employers, and community partners frequently request special topics courses. We have already held these types of courses as ENVI 293. As a result, there is a now need for a Current Topics catalog course in the Environmental Studies Program.

**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 UAF Bristol Bay Campus serves the educational needs of communities in Southwest Alaska. Due to the rapidly changing environment in Southwest Alaska it is important to have a dynamic and topical course that includes sustainability, resource development, resource management, field methods, building technology, and energy. There needs to be an avenue to address current environmental topics that impact rural residents and communities.

The syllabus of the proposed course maintains academic rigor by providing a forum for critical thinking and understanding of data on a range of important current environmental topics. Students will be required to understand, analyze, and discuss course material in both formal and informal formats. Special focus will be placed upon the scientific method, traditional knowledge, and cultural practices as they relate to environmental issues and civic engagement.

**APPROVALS: Add additional signature lines as needed.**

	Date	3-Oct-2013
Signature, Chair, Program/Department of: Environmental Studies		

	Date	7 Oct 2013
Signature, Chair, College/School Curriculum Council for: CRCD		

	Date	10/7/13
Signature, Dean, College/School of: CRCD		

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

	Date	
Signature of Provost (if above level of approved programs)		

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

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

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

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).** The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate 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 (or changes to it) may 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 (see #6)**

##### **6. Student Learning Outcomes (more specific)**

##### **7. 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.).

##### **8. 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.

##### **9. Course policies:**

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

##### **10. 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.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

##### **11. Support Services:**

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

##### **12. Disabilities Services: Note that the phone# and location have been updated.**

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

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

8/1/2012



Crystal Frank &lt;cafrank@alaska.edu&gt;

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**Re: ENVI 250**

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Todd Radenbaugh &lt;taradenbaugh@alaska.edu&gt;

Mon, Oct 7, 2013 at 10:26 AM

To: Jak Maier &lt;jamaier@alaska.edu&gt;, Crystal Frank &lt;cafrank@alaska.edu&gt;

For ENVI 250, Changed the last bullet to to read:

Course Outcomes:

Upon completion of this course, students will:

- Apply the scientific method to local environmental issues
- Demonstrate an understanding of a current environmental issue and how it is defined by current scientific data.
- **Be able to summarize current information related to an environmental topic then suggest what additional information may be useful.**

On Mon, Oct 7, 2013 at 8:43 AM, Jak Maier &lt;jamaier@alaska.edu&gt; wrote:

Hi Todd,

I've been looking over your ENVI 250 syllabus over the weekend and I've noticed something that will definitely get the attention of the Curriculum Review committee, I believe. Your second Course Outcome is "Be able to critically analyze a simple data set and suggest if there is a way to improve data collection". I don't see that happening very clearly in the course calendar or in the evaluation section. It needs to be obvious that the students are critically assessing a data set, including how the data were collected so that they may think of better ways to do it, as per the outcome. Right now, the course just looks like the students are attending a series of seminars. The course happens so fast, its hard to imagine that the students could even absorb all of the information and develop a cogent critique of how the data were collected and presented.

Anyway, there may be some question of this. I'm wondering if you could strengthen the link between your Course Outcomes and the Course Calendar and evaluation sections of the syllabus.

Best wishes,

Jak

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*JAK Maier*

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Todd A. Radenbaugh, PhD  
Associate Professor Environmental Science  
UAF Bristol Bay Campus  
Bristol Bay Environmental Science Lab  
907.842.5109

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 **ENVI 250 syllabus Oct 4.docx**

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## ENVI 250: Current Topics in Environmental Studies Syllabus

### Course Information

Term:	On demand
Course Title:	Current Topics in Environmental Studies
Dept. & Num:	ENVI 250
Credits:	1-3
Grading	Letter grade
Prerequisites:	ENVI 101, English 111, 100 level science course, or permission of instructor
Dates:	TBA
Days - times:	TBA
Location:	UAF Bristol Bay Campus or other approved location

Instructor:	Dr. Todd Radenbaugh
Position:	Faculty
Phone:	907-842-5109
Fax:	907-842-5692
Email:	TARadenbaugh@alaska.edu
Office Hours	Available during the date the course is offered

Text:	Course related handouts
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### Purpose:

There is a need for continual discussion of current topics in environmental studies to understand the dynamics of social-ecological interactions.

### Course Description

Using multiple scientific viewpoints, a specific environmental issue is explored through case studies and in-depth discussions with an emphasis on complex connections between ecosystems and society. Themes include sustainability, resource development, indigenous viewpoints, resource management, building technology, and energy applications. Topics announced prior to each offering and course may be repeated for credit towards a certificate or degree program to a maximum of 3 credits. Prerequisite: ENVI 101, English 111, 100 level science class, or permission of instructor. (1-3+0)

### Course Goals

- Examine how environmental science research methods can influence regional regulations and policy
- Explore the significance of data collection and analysis in promoting civic engagement.

### Course Outcomes:

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

- Apply the scientific method to local environmental issues
- Demonstrate an understanding of a current environmental issue and how it is defined by current scientific data.
- Summarize current information related to an environmental topic then suggest what additional information may be useful.

**Instructional Methods:**

Course may use one or more of the following methods: lectures (face to face or distance education), class/panel discussions, constructive class debate, student exercises, data collection/analysis (creating graphs and tables), presentations by students, class projects, and photograph analysis

**Course Calendar**

- Each time this course is taught the instructor must develop and submit a course schedule to the ENVI Program Head for approval.
- Number of lecture and homework hours will be consistent with UAF policy (e.g. one credit hour will be at least 800 - minutes of lecture, plus 1,600 minutes of study time)

Example course syllabus for one credit class:

**Course Title:** Current Topics in Environmental Studies: Influences of Changing Climate on Bristol Bay Landscapes

**Thursday, October 17th**

5:00pm – Introductions – pre-test of knowledge on topic

6:00pm – What climate change means to you

7:00pm – What is climate change?

8:00pm – Homework assignment - list evidence of climate change witnessed in your community

**Friday, October 18th**

9:00 am – Discussion of homework assignment

10:00am – Ice Ages in Bristol Bay: An Introduction

10:45am – break

11:00am – Lessons from the past: climate and ecological change

12:00pm – Lunch

1:00 pm – Lessons from the Ice Ages: The amazing speed of deglaciation

3:30 pm – break

3:45 pm – Bristol Bay ecosystems: past, present & future

4:30 pm – CO<sub>2</sub> through geologic time,

5:00 pm – Homework assignment – calculating your carbon footprint

**Saturday, October 19th**

9:00 am – Reconstructing Past Climate Change using trees, sediments, and isotopes

10:00am – Discussion, carbon footprints

10:45am – break

11:00am – Ecological impacts of climate change

12:00pm – Lunch

1:00 pm – Warming and the industrial revolution

2:00 pm – The Political Realm –Kyoto and the Intergovernmental Panel on Climate Change

3:30 pm – break

3:45 pm –Energy Use - Future Use of Fossil Fuels Climate and CO<sub>2</sub>

5:00 pm – Post-test - Class evaluation

**Expectations of Course Participants**

Participants will read assigned materials, contribute to the class discussions, and complete field or laboratory assignments. Reference and reading materials will be reviewed before the class so participants can share their learning and insights during the course.



**Course Evaluation:**

Course grading will be **Letter Grading**

Students will keep daily journals to summarize course discussions and presentations. Students will be required to prepare a position paper or presentation justifying a viewpoint on the course topic. Students will be given a Student Assessment of their Learning Gains (SALG).

Percent breakdown of grade

- 60% — Journal entries addressing discussion questions and reflecting on guest speakers
- 5% — Daily class discussion in sessions with other students, speakers, and other participants
- 30% — Position Paper and/or Presentation
- 5% — Participation and attendance

Final Grade is determined as follows: A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%, F = 0%-59% (instructor has right to use +/- system per UAF policy)

**Journal Requirement** Each student will be required to keep a journal of the class sessions and make notes on what they learned.

- To complete the course all students need to log as least 14 hours of course attendance and participate for a minimum of 3 days.
- The journal will be graded based on how well each student articulates what they learned from interactions with speakers and other participants.

**Grading Rubric for Journal**

	5 (Excellent)	4 (Good)	2-3 (Fair)	0-1 (Poor)
<b>Content</b>	Entries are meaningful and interesting and help the reader understand student perspectives on content; written details focus on important content	Entries are meaningful and detail course activities; written details help the reader understand topics in interesting ways.	Entries weakly detail content or are confusing; written details help reader understand course content.	Entries are incomplete or unrelated to course content.
<b>Comprehension of Material</b>	Entries show evidence of conceptual understanding; Able to make connections between concepts.	Entries show evidence that conceptual understanding; Can understand most of what was being communicated.	Entries show less than half of the material was understood.	Entries show student did not understand what was being communicated.
<b>Organization</b>	Journal entries are logical and coherent.	Journal entries are generally logical and effective with few minor problems.	Journal entry is somewhat illogical and confusing in places.	Journal entry lacks logical order and organization.
<b>Effort</b>	Exceeds the requirements of the assignment; demonstrates exemplary care and detail	Fulfills all of the requirements of the assignment; shows attention to detail	Fulfills most of the requirements of the assignment; little attention to detail.	Fulfills few of the requirements of the assignment; no regard for detail
<b>Grammar, Mechanics, Spelling, and Sentence Structure</b>	Journal entries are written in complete sentences; no grammar or spelling errors.	Journal entries are simple bullets; few grammar or spelling errors.	Journal entries poorly organized; many grammar or spelling errors.	Journal entries are incomprehensible due to organization or spelling and grammar errors.

**Grading Rubric for Position Paper or Presentation**

CATEGORY	5 (Excellent)	4 (Good)	2-3 (Fair)	0-1 (Poor)
<b>Knowledge gained from the course.</b>	More than six significant concepts	five or more significant concepts	Includes three or four significant concepts	Includes two or less significant concepts
<b>Planning, outlines, and layout for</b>	Outline illustrates all aspects of the project and	Outline illustrates most aspects presented in the	Outline does not adequately illustrate	Outline is unrelated to the project that was

<b>presentation/paper</b>	allows delivery in a format and sequence that is clear and concise; Viewpoints from the course are thoroughly represented; The layout is visually pleasing and contributes to the overall viewpoint.	project and allows delivery in a format and sequence that is adequate; Viewpoints from the course are represented adequately; The layout is visually pleasing and contributes to the overall message.	project delivered and does not follow a well-developed sequence; Viewpoints from the course are not well represented; The layout has limited visual impact.	delivered. Viewpoints from the course are not addressed; The layout is visually distracting.
<b>Introduction</b>	Section presents the overall topic and draws the audience into the project with compelling questions or by relating to the audience's interests or goals.	Section clearly and coherently describes the topic to the audience.	Section does not clearly and coherently describe the topic to the audience; Section may be overly detailed or incomplete	Section does not relate to the topic; The information delivered is incomprehensible and is not interesting or relevant to the audience.
<b>Content/graphics</b>	Content is written clearly and concisely; Images and data are used and clearly support viewpoint; Includes motivating questions and advanced organizers or figures; Gives the audience a clear sense of the main idea; Information is accurate, current and comes mainly from primary sources.	Content is mostly clear and concise; Images and data are used to support viewpoint; Includes persuasive information, images, and data from reliable sources.	Content is vague in conveying ideas and concepts; It does not include adequate support of data tables, graphs, and images; Includes some persuasive information but with few facts; Sources used may be unreliable.	Content lacks clear grounding in data and has limited logical relevance to viewpoint; Includes no images or data to support viewpoint; Lacks persuasive information; Data is incomplete, out of date and/or incorrect; Sources are missing.
<b>Conclusions and Citations</b>	Conclusions presented are clear and are drawn directly from data presented in project; Conclusions are based on information obtained in the course or from peer reviewed sources.	Conclusions mostly drawn from data presented in project; Conclusions are mostly based on information obtained in the course or from peer reviewed sources.	Conclusions are poorly related to information presented in project; Conclusions are not based on information obtained in the course or other reliable sources.	No conclusions were presented or were incomprehensible; incomplete sources for information presented.

### Course Policies:

Individuals enrolling in the UAF course agree to:

- To conduct themselves honestly and responsibly, and to respect the rights of others according to the Student Code of Conduct (<http://www.uaf.edu/catalog/current/academics/regs3.html>)
- Attend course in accordance to the rules stated in this syllabus.
- Turn in all assignments at the end of the course.
- The instructor reserves the right to amend this course outline as needed.

### Support and Disability Services:

University of Alaska Fairbanks Bristol Bay Campus Student Services at:

PO Box 1070

Dillingham, Alaska 99576

907-842-5109, 800-478-5109, Fax: 907-842-5692

Tutoring is available to eligible students through UAF Student Support Services or Bristol Bay Campus. Contact UAF via the Internet at <http://www.uaf.edu/sssp/> or UAF BBC by calling the toll free number at 1.800.478.5109.

Library services are available at <http://www.uaf.edu/library/> or call the toll free library information number at 1.800.478.5348 and ask for the off-campus librarian.

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDC) 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 the Bristol Bay Campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, [fydso@uaf.edu](mailto:fydso@uaf.edu)

“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. I will work with the Office of Disabilities Services (203 WHIT, 474.7043) to provide reasonable accommodation to students with disabilities.”

*In Compliance with UAF Faculty Senate Resolution/2004*