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(Email electronic copy to jbharvie@alaska.edu)

REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Elementary	College/School	School of Education
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See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept	ED	Course #	F486 O/2	No. of Credits	3
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COURSE TITLE	Media Literacy
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Existing Course	<input checked="" type="checkbox"/>	New Course Pending Approval*	<input type="checkbox"/>
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*Must be approved by appropriate Curriculum Council.)

2. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits. If there extensive changes to an existing course, include the CHANGED CATALOG DESCRIPTION as well. (Doing so will facilitate correct Banner entries.)

ED F486 O/2 Media Literacy (h)

3 Credits

Promotes critical thinking skills that empower people to make independent judgments and informed decisions in response to information conveyed through the channels of mass communications. Emphasis on developing students and others into critical viewers, listeners and readers of media. Prerequisites: COMM F131X or COMM F141X; junior standing; laptop computer. (3+0)

CHANGES:

ED F486 W/O/2 Media Literacy (h)

3 Credits

Promotes critical thinking skills that empower people to make independent judgments and informed decisions in response to information conveyed through the channels of mass communications. Emphasis on developing students and others into critical viewers, listeners and readers of media. Prerequisites: ENGL 111X and ENGL 211X or 213X, COMM F131X or COMM F141X; junior standing; laptop computer. (3+0)

JUSTIFICATION FOR ACTION REQUESTED

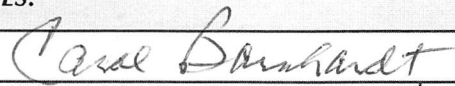
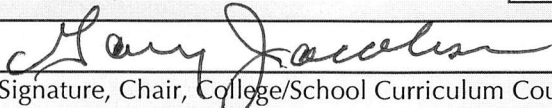
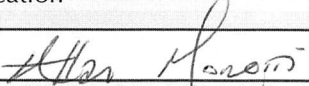
The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

In an effort to assure that all students who participate in the year-long school internship have strong writing skills, we are requesting that the second of our required writing intensive courses be moved to ED 486 Media Literacy, a course that must be completed prior to the internship year and a course that lends itself well to the writing intensive requirements.

The **attached syllabus** must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter.

- A** A majority of the final grade is derived from writing activities
- B** A research paper/project
- C** Personal conference with the student
- D** Drafts/revisions/Feedback

APPROVALS:

	Date	9/30/14
Signature, Chair, Program/Department of: Elementary	Carol Barnhardt	
	Date	10/1/14
Signature, Chair, College/School Curriculum Council for: Education	Gary Jacobsen	
	Date	10/2/14
Signature, Dean, College/School of: Education	Allan Morotti	

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

Signature, Chair, Senate Core Review Committee	Date
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These guidelines are included for your reference.

November 12, 1990
UAF Faculty Senate Meeting #22

GUIDELINES FOR CORE WRITING INTENSIVE DESIGNATOR:

A. General guidelines for 3-credit course with "W" designator

1. The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"- designated courses.
2. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]
3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.
4. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.
5. Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.

B. Guidelines for the "W" designator in Technical courses

1. In order to ensure that technical disciplines can meet the goals of the writing intensive requirements without compromising the technical quality of their courses, such disciplines may substitute longer courses or a series of courses (typically 1-credit labs) for each of the two necessary 3-credit writing intensive or "W"-designated courses. Courses meeting all the general guidelines will, of course, also be acceptable.
2. The longer course option allows the "W" designator for a 4- or 5-credit course in which written material comprises a portion of the grade equivalent to "a majority" of a 3-credit course. The course must also meet the other general guidelines.
3. The series option allows a student to replace one or both 3-credit "W" courses with a series of courses, each of which may be less than three credits--e.g., a series of 1-credit or 1-credit-equivalent laboratories. Each series, however, must sum to the equivalent of at least one 3-credit "W"- designated course. The initial course in the series will be designated "W1" and, while less than three credits, will fulfill all the other general requirements for a "W." The subsequent courses will base a majority of the grade on written material. Students must take the "W1" course before taking the other courses in the series.

** To grade a course on written work means to use the student's written work as the basis for his or her grade. Written work is graded mainly on content and organization, with tone, word choice, sentence structure, grammar, punctuation, and spelling accounting for a smaller fraction of the grade.

Effective: November 29, 1990

University of Alaska, Fairbanks
School of Education
“Preparing professional educators who are culturally responsive, effective practitioners”
ED486OW: Media Literacy
3 Credits – Writing and Oral Intensive

Website: <http://classes.uaf.edu>

ALL ED486 students MUST have a laptop computer readily available in class to complete work.

The Mission of the School of Education is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’ Schools. Such educators have the following professional characteristics. They

- respond to the individual needs of the child,
- seek to develop the classroom as an inclusive community of learners,
- work collaboratively within the community of which the school is a part, and
- affirm the varied cultures and languages of Alaska’s children.

This course supports the UAF School of Education’s mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska’s students, schools, and communities.

COURSE DESCRIPTION:

Media literacy promotes the critical thinking skills that empower people to make independent judgments and informed decisions in response to information conveyed through the channels of mass communication. Emphasis is on the role of teachers in developing young students into critical viewers, listeners and readers of media.

This course is designated as both an Oral-Intensive (O) and Writing Intensive (W) course. This designation is evident by the “O” and “W” with the course number.

- ✓ In regards to the Oral Intensive requirements, ED486 students will be required to participate in the following activities that reflect growing competence with PUBLIC oral communication – over 15% of the final grade is determined by oral proficiency (A):
 - B. Students will lead three+ oral presentations of not less than 10 minutes: Chapter Overview, Book Share, and Unit Presentation.
 - C. Presentations will be followed by short “Question and Answer” sessions
 - D. Students will receive feedback from the instructor on presentations.
- ✎ In regards to the Writing Intensive requirements, all the oral presentations will include a written component. The following will apply regarding the written assignments – (A) over 80% of the final grade is determined by writing proficiency:
 - A. Students will complete an ungraded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.
 - B. Students will complete one research-based project: Media Literacy Unit.
 - C. Students will meet individually with the teacher at least once during the term to discuss their writing.
 - D. Students will receive comments from the teacher and/or peers on drafts of written work. Students will be provided the opportunity to work through a draft-and-redraft process so that they can apply feedback and become more effective writers.

- C. Students will meet individually with the teacher at least once during the term to discuss their writing.
- B. Students will complete one research-based project: Media Literacy Unit.

All Alaska and UAF School of Education Standards and Performances for Culturally Responsive, Effective Practitioners are addressed in this course with special emphasis on standards 1, 2, 4, 7, and 9.

Alaska Teacher Standards and UAF School of Education Teacher Programs Performances and Competencies

The Alaska Teacher Standards serve as the basis for the UAF Elementary Education program. Elementary faculty developed additional performances and competencies defining what a “minimally competent” teacher would look like understanding and demonstrating effective, culturally responsive practice. During the Elementary Internship year, students must demonstrate competency in each AK/UAF standards to earn licensure and meet degree requirements. The following rows include the standards and competencies related to this course.

- Click <http://tinyurl.com/AK-SOE-Elem-Standards> for the complete list of the Alaska Teacher Standards and UAF SOE Performances for Culturally Responsive, Effective Practitioners.
- Click <http://tinyurl.com/UAF-Elem-Competencies> for the list of all competencies.

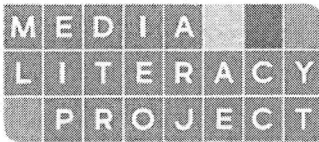
ED486: Media Literacy	Competencies
<p>Standard I: Philosophy and Application to Practice The teacher can describe his/her philosophy of education and demonstrate its relation to his/her practice.</p>	<p>1-3 Demonstrate flexibility, persistence and an ability to take risks as reflected on PCFF's (see page 7)</p>
<p>Standard II: Learning Theory and Application to Practice The teacher understands how students learn and develop, and applies that knowledge in teaching practice.</p>	<p>2-5 Demonstrate a belief in the ability of all children to learn as reflected on PCFF's</p>
<p>Standard III: Integration of Community & Cultural Diversity The teacher teaches with respect for students' individual and cultural characteristics.</p>	<p>3-1 Develop and teach a variety of units or lessons that meaningfully incorporate characteristics of the students' and local community's culture into instructional strategies that support student learning.</p>
<p>Standard IV: Knowledge of Content Area and How to Teach It The teacher knows the appropriate subject matter content and how to teach it in the ten Alaska student content areas</p>	<p>4-3 Use a variety of instructional strategies, and when appropriate, uses technology to support instruction in the content areas 4-4 Help students make connections within and across disciplines. 4-5 Connect content in a teaching activity to students' prior knowledge and to practical "real-life" situations encountered outside the school (especially in the students' community.) 4-7 Clearly communicate information and instructions</p>
<p>Standard V: Multiple Assessments Linked with Varied Instructional Strategies & Resources The teacher facilitates, monitors and assesses student learning</p>	<p>5-9 Demonstrate the ability to continually modify and adapt plans based on assessment information and to be flexible in the teaching process.</p>
<p>Standard VI: Effective Learning Environments Created The teacher knows how to create and maintain a learning environment in which all students are actively engaged and contributing members.</p>	<p>6-1 Establish a positive climate in the classroom 6-5 Make plans ahead of time 6-5 Write lesson and unit plans that have clear expectations for students 6-7 Understand and apply knowledge of effective methods of verbal, nonverbal and media communication techniques to enhance student learning and foster a safe, positive and collaborative classroom environment.</p>
<p>Standard VII: Partnerships with Parents, Families and Communities The teacher works as a partner with parents, families, and with the community.</p>	<p>7-6 Demonstrate respect for students, colleagues, families and community members</p>
<p>Standard VIII. Participation in and Contributions to the Teaching Profession The teacher participates in and contributes to the teaching profession.</p>	<p>8-2 Adheres to the State's Code of Ethics (see http://www.educ.state.ak.us/TeacherCertification/20AAC10.html) 8-3 Actively seek and accept suggestions from university instructors and try to meaningfully incorporate suggestions in teaching plans 8-4 Recognize that self reflection is one of the key components the lifelong process of becoming a better teacher and demonstrate a capacity to engage in thoughtful self reflection 8-5 Provide evidence of commitment to continual learning 8-6 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals 8-7 Seek opportunities to grow professionally 8-8 Participate in, and value, planning with mentor teacher and peers 8-9 Demonstrate ability to work cooperatively with colleagues through serving on committees, volunteer assignments and positive contributions to grade-level and faculty meetings and in-service activities</p>

<p>Standard IX: Use of Technology as a Professional and with Students The teacher uses technology as a professional and with students</p>	<p>9-1: Demonstrate knowledge and application of technology for professional responsibilities (e.g. lesson planning, recording of grades, communication with students, families and colleagues, delivering instruction) 9-2: Provide instruction and support for students in the use of technology</p>
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REQUIRED READINGS:



Potter, W. James (2011) Media Literacy 6th Edition ISBN: 9781452206257



New Mexico Media Literacy Project – Media Literacy Area
http://www.nmmlp.org/media_literacy/index.html

Book Share: Choose one to review or submit the title of another for instructor approval
Click on book for description:

Filter Bubble



Author: Pariser
Edition:
ISBN: 9781594203008

I Know Who You Are & I Saw What You Did



Author: Andrews
Edition:
ISBN: 9781451650518

Influencing Machine



Special Order [Contact Bookstore]
Author: Gladstone
Edition:
ISBN: 9780393342468

Young & the Digital



Author: Watkins
Edition:
ISBN: 9780807006160

Shallows



Author: Carr
Edition:
ISBN: 9780393339758

Teaching Digital Natives



Author: Prensky
Edition:
ISBN: 9781412975414

Alone Together



Author: Turkle
Edition:
ISBN: 9780465031467

Suggested Resources

John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning – Available as Free PDF Downloads at <http://mitpress.mit.edu/catalog/browse/browse.asp?type=6&serid=178>

Curriculum resources:

Center for Media Literacy, Five Key Questions that can Change the World: classroom activity guide with 25 core lesson plans for K-12 media literacy. Available as free PDF download at:

http://www.medialit.org/pdf/mlk/02_5KQ_ClassroomGuide.pdf

Media Awareness Network – The Lesson Library Available for free at

<http://www.media-awareness.ca/english/teachers/index.cfm>

National Institute of Child Health and Development - Media Smart Youth Available for free at

http://www.nichd.nih.gov/msy/program_materials.htm

GRADING

All assignments MUST be completed and turned in ON TIME. Rubrics will be provided for all assignments. All responses will be assessed in relation to **depth, thoughtfulness, clarity and quality**. Although UAF does give instructors the option to use +/- grades, I will not use those additional marks in determining your final grade.

A = 90+% B= 80+% C=70+% D=60+%

Chapter Overview including Oral Presentation:	30%
Book Share/Media Blog including Oral Presentation:	15%
Deconstructing Media Research/Media Blog:	15%
Media Diary/Media Blog:	10%
Media Literacy Unit Project including Oral Presentation:	30%

REQUIRED ACTIVITIES:

All written work (peer responses, presentation slides, blog submissions, discussion board submissions, etc.) submitted by students will be evaluated based on the framework below plus assignment specific criteria provided on individual assignment rubrics.

Score	100-85	85-70	70 below
Content	<ul style="list-style-type: none"> √ Written Response is clear and focused holding the readers attention √ Relevant anecdotes and details from personal experience enrich topic going beyond the obvious or predictable √ Shows insight and understanding of topic √ Written from knowledge and experience 	<ul style="list-style-type: none"> √ Written response is clear and focused √ Details included are complete but may be predictable or lacking personal insight √ Knowledge of subject area evident, but difficulty moving from general observation to specifics is obvious 	<ul style="list-style-type: none"> √ Basic development of topic is evident √ Ideas are clear, but may not be detailed or personal enough to show understanding of topic √ Everything seems as important as everything else; what is critical fo understanding is unclear
Organization/ Mechanics	<ul style="list-style-type: none"> √ Organization and presentation is logical, compelling, and well controlled with an inviting introduction, clear, thoughtful transitions, and satisfying conclusion. √ Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) enhance readability and errors are found only when "hunted." √ Creative use of technology is evident demonstrating competency with technology, as appropriate. 	<ul style="list-style-type: none"> √ Organization structure is strong with a recognizable introduction, well-placed transitions and clear conclusion. √ Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) are used correctly in most instances; problems do not distort meaning. √ Effective use of technology is evident demonstrating competency with technology, as appropriate. 	<ul style="list-style-type: none"> √ Some organization evident with predictable sequencing, transition may be used inconsistently resulting in confusing connections between ideas, some ideas left without supporting information √ Errors in spelling, punctuation and/or grammar distract from meaning, extensive editing in needed. √ Use of technology is evident demonstrating competency with technology, as appropriate.

Oral Presentations

Throughout the semester, ED486 students will do at least three oral presentations: two group chapter reviews and one individual Media Literacy Unit presentation. Rubrics will be provided. Students may also receive feedback through the Formative Oral Presentation Rubric used during the Elementary Internship Year (see below). ED486 students are expected to gain confidence and ease with sharing information with groups as the class progresses.

Criteria	Target	Acceptable	Unacceptable
Style: Engagement and vigor	The intern teaches with energy and confidence, and the students	The intern teaches with energy and confidence most of the time, and	The intern teaches in a lackluster way and without confidence,

<p>(holding audience's attention) Confidence of manner Responsiveness to audience's questions Spontaneity (sparing use of notes, no reading unless appropriate or required for understanding) Ability to foster collaborative communication in the classroom Ability to respond appropriately to verbal and non-verbal communication differences based on cultural differences among students and/or classroom contexts.</p>	<p>appear engaged and interested. The intern notices questions from students and addresses them in a timely manner. The intern speaks naturally, with few notes. The intern is able to encourage participation, collaboration and risk-taking through the use of carefully considered questions and thoughtful facilitation of oral interactions. The intern recognizes and responds appropriately to verbal and non-verbal communication differences among students and/or classroom contexts.</p>	<p>most of the students appear engaged and interested. The intern notices questions from students and addresses the majority of them in a timely manner. The intern usually speaks naturally, with few notes. Intern is able to engage students in an acceptable level of participation through appropriate questions and facilitation of group and individual conversations. The intern provides some evidence of ability to recognize cultural communication differences.</p>	<p>and/or finds it necessary to refer to notes often. Students' attention wanders often and they do not appear interested in the lesson The intern overlooks questions from the students or else does not address them in a timely manner. Intern makes questionable choices when facilitating classroom or individual student discussions. Intern does not encourage student collaboration or risk-taking during oral interactions. Intern does not appear to recognize communication differences based on cultural differences among students and or classroom contexts</p>
<p>Mechanics: Eye contact with entire audience, facial expressiveness Fluency (minimal use of filled pauses (uh, like, well, okay?)) Hand and arm gestures, body movement, with no fidgeting Voice control (pitch, loudness, speed, clear enunciation) Follows grammatical rules appropriate for academic/school contexts Use of visual aids and media as appropriate (chalkboard, computer graphics, etc.)</p>	<p>The intern makes eye contact with the students and is engaging, speaks in a fluent and expressive manner, and uses appropriate but not distracting gestures. The intern's voice varies in pitch and is loud enough to be heard by everyone, and words are enunciated clearly. The intern speaks using grammatical rules appropriate for academic/school contexts Relevant visual aids and/or other media enhance communication of lesson expectations and/or content.</p>	<p>The intern makes eye contact with the students most of the time The intern usually speaks in a fluent and expressive manner, is engaging, and some gestures are used, although the intern may fidget occasionally. The intern's voice varies in pitch and is loud enough to be heard by everyone most of the time, and words are enunciated clearly most of the time. The intern speaks using grammatical rules appropriate for academic/school contexts with only a limited number of minor inappropriate forms. Relevant visual aids and/or other media support the communication of lesson expectations and/or content.</p>	<p>The intern does not make eye contact with the entire audience, and his/her facial expressions do not vary much. The intern's speech is not very fluent and he/she pauses often (using uh, like, well). There are few appropriate hand gestures or the applicant fidgets often. There is little use of visual aids. The intern's voice does not vary in pitch, the words are not clear, and/or it is hard for all of the students to hear. The intern frequently does not follow grammatical rules appropriate for academic/school contexts and is not aware of this. Inappropriate or missing visual aids and/or other media interfere or detract from the communication of lesson expectations and/or content.</p>
<p>Organization: Purposefulness, clear identification of topics to be addressed Logical order of key points Clarity of key points Smoothness of flow, good tempo</p>	<p>Teaching is purposeful and the lesson's main ideas are clearly identifiable, following each other in a logical order, and they are clear and memorable. Teaching moves along smoothly at a good pace for the students, thus holding their attention.</p>	<p>The intern teaches purposefully most of the time, and the main ideas are clearly identifiable and memorable, and they follow each other in a mostly logical order. Teaching moves along smoothly and keeps the students' attention most of the time.</p>	<p>The organization of the lesson is not very evident and the lessons main ideas do not follow each other in a logical order, and/or it is hard to identify the main ideas. The pace of the lesson is not smooth or well-paced, and students lose their focus and attention often as a result.</p>
<p>Content Relevance and accuracy of information</p>	<p>The information presented is accurate and relevant.</p>	<p>The information presented is accurate and mostly relevant.</p>	<p>The information presented is inaccurate and it is often hard to understand why the information is included.</p>

48-Hour Media Diary (Media Blog):

ED486 students will keep note of their media use for one week day and one weekend day. What types of media do you use most often: newspapers, CDs, DVDs, books, the Web, email, MP3s, television, etc? What are you using it for? This is a start of noticing your personal use of media. This assignment will have two parts –

Part One: Collect written data for two days - one weekday and one weekend day.

Part Two: Write a 700+word post on your media blog about your media use.

Assignment guidelines and rubric will be provided in class.

Deconstructing Media (Media Blog):

As teachers of media literacy, we need to help students learn to view and interact with media critically. The **Deconstructing Media** area of the New Mexico Media Project will guide us in evaluating the media that we interact with on a monthly basis. Please see

http://www.nmmlp.org/media_literacy/deconstructing_media.html

ED486 students will NOTICE their interaction with 4 different media: television programs, magazines, advertisements, radio, CDs, movies, video games, commercials, blogs, podcasts, etc. in any medium, both print and electronic. Students will complete 4 posts on their media blog - one monthly for each media. Each post must describe the piece of media in detail, including the context for viewing (about 1 paragraph) and response to **7 questions listed on the Deconstructing Media site:**

http://www.nmmlp.org/media_literacy/deconstructing_media.html After posting, each ED486 student will provide feedback to two peers by commenting on peer media blogs.

Book Share (Media Blog):

Making connections to what we read is critical for comprehension, and actively learning about the media saturated culture in which we live is important for teachers to gain insights that lead to the development of engaging lessons that connect with the experiences of children. ED486 students will:

- Choose a book published in the last 5 years from a suggested list
- Share with the class both orally and in writing on their media blog about the book. Students must share a brief summary as well as three major connections they made as they read the book: Text to Self, Text to Text and Text to World. See <http://tinyurl.com/TextConnections> for more details.

Students may read a book that is not on the suggested list with instructor approval.

Expectations for writing and oral presentations as described above will be the basis for the final grade of this assignment.

Media Literacy Unit:

After the completion of the class chapter review presentations, ED486 students will research a media literacy topic of interest and create a 5+ lesson Media Literacy Unit. The Media Literacy Unit will help elementary age students understand a key topic in media literacy. Assignment guidelines and rubric will be provided in class.

OTHER POLICIES:

Attendance Policy

Students are expected to attend all classes and be actively involved in class discussions and class projects. In case of absence students are responsible for getting information from other students. Due to the high level of student group work involved in this class, *regular attendance is very important and will be included in determination of the course grade.* All handouts will be posted on the ED 486 Blackboard site. Students are expected to submit all assignments on time. Late assignments will be accepted only when students have an occasional legitimate and excused absence.

Plagiarism

The following is excerpted from the **UAF Student Code of Conduct (BOR POLICY 09.02.02):**

As with all members of the university community, the University of Alaska requires students to conduct

themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited by the standards and guidelines described in this section and in University Regulation and MAU rules and procedures, collectively referred to as the Student Code of Conduct, or Code. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized by the university.

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of prohibited forms of conduct including *cheating, plagiarism, or other forms of academic dishonesty*.

The University has established procedures for enforcing the UA code of conduct. Each student at the University shall be afforded due process in all disciplinary matters. For a complete guide to these procedures, please refer to Regents regulation 09.02. Copies of this are available at <http://www.alaska.edu/bor/policy/09-02.doc>.

Support Services

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

The Student Support Services (SSS) program located in 512 Gruening Building, provides opportunities for academic development, assists students with college requirements, and serves to motivate students towards the successful completion of their degree program..

Services include:

- * Free tutorial services
- * Instruction in mathematics skills
- * Academic advising, mentoring and personal support
- * Cultural and social engagement
- * Use of laptop computers, labs, and other technology resources
- * Direct financial assistance to qualified low-income participants

All services are provided free of charge to eligible students. Our program is staffed with both professional and certified student tutors.

Disabilities Services

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

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the university's rural campuses; Tanana Valley Campus, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

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