

FORMAT 1

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
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SUBMITTED BY:

Department	Justice	College/School	CLA
Prepared by	J. Robert Duke	Phone	474-6501
Email Contact	jrduke@alaska.edu	Faculty Contact	Rob Duke

1. ACTION DESIRED

(CHECK ONE):

Trial Course ☐New Course ☒**2. COURSE IDENTIFICATION:**

Dept

JUST

Course#

F498

No. of
Credits

3

Justify upper/lower
division status &
number of credits:

Course is designed for senior level class as one option to satisfy the capstone experience. The course is research oriented and involves the completion of a major project or research paper. Consists of three hours per week of lecture/discussion.

3. PROPOSED COURSE TITLE:

Research Project

4. To be 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. To be STACKED?

YES/NO

No

If yes,
Dept.

Course #

6. FREQUENCY OF OFFERING:

Spring

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

7. SEMESTER & YEAR OF FIRST OFFERING

(AY2011-12 if approved by 3/1/2012;
otherwise AY2012-13)

Spring 2017

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)

☐

1

☐

2

☐

3

☐

4

☐

5

☒

X

6 weeks to
full semester

OTHER FORMAT

(specify)

Mode of delivery
(specify lecture,
field trips, labs,
etc)

Lecture/Group Discussion

9. CONTACT HOURS PER WEEK:

3

LECTURE

hours/weeks

☐

LAB

hours /week

☐

PRACTICUM

hours /week

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)

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

Justice F498 Research Project
3 Credits Offered Spring

This course surveys the basic practical and theoretical foundations of conflict, conflict resolution and restorative practices. It introduces students to the basic theories and practices of conflict resolution and peace-making, providing students with grounding in theories, applications, and dynamics of conflict and key conflict resolution processes. (Prerequisites: ENGL F111, COMM F131 or F141, and PS/ECON F100x or JUST F110) (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 ☒ X

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES: ☐ NO: ☒ X

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

O = Oral Intensive, ☐ Format 6 W = Writing Intensive, ☐ Format 7 Natural Science, ☐ Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES ☐

NO ☒ X

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

N/A

How many times may the course be repeated for credit?

N/A

TIMES

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

N/A

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?

N/A

CREDITS

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

LETTER: ☒ X

PASS/FAIL: ☐

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES ENGL F111, COMM F131 or F141, and PS/ECON F100x or JUST F110

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

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$0.00

Has a memo been submitted through your dean to the Provost for fee approval?

N/A

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.:

Fall 2011 Just F293 Dispute Resolution and Restorative Practices

18. ESTIMATED IMPACT

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

The course will be instructed as part of Dr. Duke's (Summer Sessions) or Dr. Jarrett's (Fall/Spring) normal workload and will not have any budget ramifications. Because the course will be offered as part of the Justice Department's normal instructional load it will not require more facilities/space than ordinarily required for the delivery of the Justice curriculum.

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 ☐

X ☒

Sufficient journals and books on dispute resolution and restorative justice are present in our collection.

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)

The course does not directly impact other departments or disciplines. Justice faculty members have spoken with faculty in Psychology, Social Work, and Communications and no concerns were voiced by those faculty members. In fact, there was much support the implementation of the course allows the Justice Department to better utilize the expertise of its faculty members.

21. POSITIVE AND NEGATIVE IMPACTS

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

The Justice Department does not perceive this course as negatively impacting any departments or programs. The course is part of curriculum changes being proposed for the Bachelor of Arts in Justice, and a proposed minor in Dispute Resolution. The course and the proposed minor are likely to be beneficial for Social Work, Psychology and Sociology majors.


The course, proposed minor and curriculum changes to the Justice major reflect the Department's effort to create a restorative justice emphasis in its undergraduate program. Restorative justice has been adopted as the operational paradigm for Alaska's Division of Juvenile Justice, and consequently, the Department believes it is important to adopt a restorative justice emphasis in its undergraduate program.

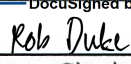
JUSTIFICATION FOR ACTION REQUESTED

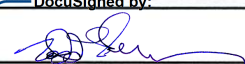
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

The Justice Department is preparing curriculum changes to its undergraduate curriculum to create a restorative justice emphasis area. The Department believes that restorative Justice holds particular pertinence to the justice needs of rural Alaska and the curriculum will be unique in Alaska. It is anticipated that the course will become a prerequisite for the remaining courses making up the restorative justice emphasis.

APPROVALS: Add additional signature lines as needed.

	Date	9/3/15
Signature, Chair, Program/Department of: JUSTICE		

DocuSigned by: 	Date	December 8, 2015
Signature, Chair, College/School Curriculum Council for:		

DocuSigned by: 	Date	December 8, 2015
Signature, Dean, College/School of:		

	Date	
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Signature of Provost (if applicable)

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

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

	Date	
Signature, Chair		
Faculty Senate Review Committee: ___Curriculum Review ___GAAC		
___Core Review ___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). Note: 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 it listed below are included. If items are missing or unclear, the proposed course (or changes to 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:

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 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.



Course Syllabus

Course Title: Research Project (JUSTICE 498)

Course Location: *[BlackBoard]* **Course Session:** *[Semester: Spring]* **Time:** *[N/A]*

Instructor Name & Contact Information:

J. Robert Duke, Assistant Professor
Office located at 502C Gruening
Office Hours: *[To be determined (TBD)]*
Office Phone: 474-6501
jrduke@alaska.edu

Course Reading Materials:

All reading material will be provided by the instructor.

Catalog Course Description:

Justice F498 Research Project

3 Credits Offered Spring

Major concepts of the structure and process of criminal justice revisited with emphasis on current issues. This course represents one of three ways to satisfy the capstone experience requirement. It requires the successful completion of a research paper or project. (Prerequisites: Senior standing; JUST F335; or JUST F345W; or JUST F454W; or JUST F453O) (3 + 0).

Research Project Summary:

The Justice B.A. does not require a thesis, but does require a capstone experience. One option for the capstone experience is to complete a research project. When you take JUST F345W (Police Problem--writing intensive); JUST F335W (Gender and Crime—writing intensive); JUST F454W (Advanced Problems in Procedural Law—writing intensive); or JUST F453O (Comparative Criminology—oral intensive), you are encouraged to choose a topic that can lead into a project.

Restrictions: n/a

Essential Equipment and Facilities

- A. Students must have the ability to access both the UAF website and the Blackboard portal to their class site. It is recommended that either Windows Explorer or Mozilla Fire Fox be used as their internet browser. Both are available as free downloads.

B. Class specific requirements: None

Course Goals:

- I. To ensure that students leave the program with appropriate communication skills;
- II. To integrate learning from the major requirements;
- III. Guide the students through a project relevant to their educational goals;
- IV. Provide a basis for evaluating student performance in the program; and
- V. Be a suitable means of assessing the major requirements.

Student Learning Outcomes:

By the end of the course, the student should be able to . . .

1. Use a research library and correspond with a research librarian;
2. Use online databases (e.g. JSTOR, ABA/INFORM, BASE, Rasmussen Online Library, etc.);
3. Find a suitable question and topic of interest to the justice, management, or social sciences;
4. Master the Argument of Discovery;
5. Master the Argument of Advocacy;
6. Learn to develop data into evidence through the use of logic;
7. Learn to develop warrants to support conclusions based upon evidence gathered;
8. Master the use of Argument Patterns;
9. Master the identification of fallacious arguments;
10. Identify the parts of a good literature review; and
11. Successfully defend the research findings, recommendations, and conclusions.

Course Calendar:

Offered Spring Semester

Segments are completed approximately every two weeks.

- I. Segment 1: Finding a Topic:
 - Lecture: Topic selection
 - Scoop.It Blog entries: 3 entries required in order to facilitate exposure to current topics suitable for research.
 - Discussion Board: introductions, group assistance with finding suitable topics and research resources.
 - Black Board Collaborate Session to discuss possible topics; overview of the project; and writing the introduction.
 - Introduction/concept paper due
- II. Segment 2: Searching the Literature
 - Lecture: How to utilize your research library and online resources.
 - Discussion Board: Reflective essay on resources and methods used to develop topic and research question; continued group assistance with finding suitable topics and research resources.

- Black Board Collaborate Session to discuss research databases; overview of the online resources available; and writing the thesis or problem statement.
 - List of articles/books due.
- III. Segment 3: Developing the Argument
- Lecture: The literature introduction
 - Discussion Board: Reflective essay on the different ways to convert your data into evidence; group assistance with identifying appropriate arguments for/against your thesis statement.
 - Black Board Collaborate Session to introduce the method of discovery advocated by the professor.
 - Annotated Bibliography Due.
- IV. Segment 4: Surveying the Literature
- Lecture: The literature review: Part I: the Argument of Discovery.
 - Discussion Board: Reflective essay: How do you organize and use logic to determine the various categories or arguments there are related to your thesis or problem statement? Group assistance with identifying appropriate arguments for/against your thesis statement.
 - Black Board Collaborate Session to discuss the method of discovery advocated by the professor.
 - Argument of Discovery Paper Due.
- V. Segment 5: Critiquing the Literature
- Lecture: The literature review: Part II: the Argument of Advocacy.
 - Discussion Board: Reflective essay: How do you organize and use logic to support the resolution you propose to satisfy your thesis or problem statement? Group assistance with identifying appropriate arguments for/against your proposed resolution.
 - Black Board Collaborate Session to discuss the method of discovery advocated by the professor.
 - Argument of Advocacy Paper Due.
- VI. Segment 6: Writing the Review
- Lecture: The literature review: Pulling it all together: Documenting your methodology
 - Discussion Board: How do you document your methodology? Is your method primarily based upon archival research; or, based upon the development of discourse among various experts? Group assistance with identifying suitable descriptions for each student's work.
 - Black Board Collaborate Session to discuss describing your methodology.
 - Literature Review Due.
 - Methodology Due.
- VII. Segment 7: Outlining, Auditing, Editing the Final Draft
- Lecture: Bringing the argument together—what are findings?
 - Discussion Board: What are your most interesting findings? Discuss at least one confounding argument and how you might recommend future research to further resolve any ambiguities that were revealed. Group assistance with identifying future research questions and/or methods.
 - Black Board Collaborate Session to discuss how to argue findings; where do you go from here?
 - Findings, Recommendations, and Conclusions Paper Due.
- VII. Segment 8: Defending your work
- Lecture: What's involved in defending your work?

- Discussion Board: Reflection Essay: What did you find most challenging? What would you do differently?
- Black Board Collaborate Sessions (1 each week of the segment) to defend your work. Each student presents Thesis, Method, Findings: 30 minutes.
- Final Paper Due.

Semester Ends: TBD

COURSE POLICIES

I trust that you are familiar with the expected conduct of being a university student, with the honor code for students, and the understanding that plagiarism is not tolerated. While you can certainly collaborate with others, you are to maintain academic integrity of turning in your own original work, cite appropriately those ideas and materials that are not yours, and avoid plagiarism. Failing to do so can result in your failing the course or possible further disciplinary action. (Refer the UAF catalog: http://www.uaf.edu/catalog/catalog_09-10/academics/regs3.html#Student_Conduct.)

Feel free to ask questions. That is how people learn the most. If there is anything that is not easy to understand, you may not be the only one. It is my job to make the explanations understandable and accurate. In each segment, there is a “Questions for the Instructor” tab (it can also be accessed from the Discussion Board tab). You may post a question for me there, and I will answer the question within 24 hours. (I encourage you to answer each other’s questions if you know the answer as well.)

Participation

I expect students to participate early and often in the Discussion Board (answer the question and reply to two of your classmates’ posts).

Late Work Policy

Late work is not accepted. Please keep track of the due dates. These are typically on Thursdays at 11:59 p.m. unless otherwise posted. I will typically be available by phone and email in the afternoon before an assignment deadline.

Academic Integrity

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to: plagiarism, and collusion. Cheating includes providing answers to or taking answers from

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another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct.
(http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct)

HOW TO SUBMIT ASSIGNMENTS

You will submit assignments within Blackboard via the Discussion board, and Assignment links.

HOW TO CHECK YOUR GRADE

Check your grade by clicking on the 'My Grades' link in the left side menu of the Blackboard course shell. A green icon indicates that the assignment has not been graded. Please read all instructor feedback provided on graded assignments.

EFFORT AND STUDENT INVOLVEMENT

Instruction: Lecture/Readings 20%

Individual Research: 60%

Assignments: Quizzes (no quizzes in this course), Homework, Blog posts 0%

Collaboration: Discussion Board, Blog comments, Group Assignments 20%

EXPLANATION OF W, NB, I GRADES

Withdrawals

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Successful, Timely Completion of this Course Starting and establishing your progress through this course early can help to encourage your successful completion of the course. Toward this end, this course adheres to the following UAF eLearning & Distance Education procedures:

The first contact assignment is due one week after the first day of instruction. Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.

The first content assignment is due one week after the first day of instruction. Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.

Failure to submit the first three content assignments by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result in instructor initiated withdrawal from the course (W).

No Basis Grades

This course adheres to the UAF eLearning procedure regarding the granting of NB Grades The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

Incompletes

Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy.

“The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”

INSTRUCTOR RESPONSE TIME

Assignment Return: 4-5 working days

Email/Phone Response: 24 hours M-F

Evaluation:

Method of Instruction:

Lectures, small group discussion, Question/answer, online instructional strategies, which include:

The course utilizes online lectures and research demonstrations. Assessment includes discussions, concept papers, and a research paper completed in modules over the course of the term. Supplemental

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readings and videos will make up the bulk of the online portion of the class. Depending on the subject chose by the student, additional resource materials may also be made available.

Student Performance Requirements:

Students are expected to:

1. Be present on-line as appropriate;
2. Actively participate;
3. Complete all reading assignments;
4. Complete all other assignments in a timely manner.

Attendance:

Students are expected to attend the online sessions. Grading based upon attendance and participation with the instructor when called upon to outline research progress.

Course Grading:

This course is designed with eight Segments (typically with one completed every two weeks) with exercises due most segments that culminate in a completed capstone experience research project.

The entire course has a potential total of 500 points.

There is a Discussion Board due in the each segment; and there are short papers due in most segments.

Methods of Evaluation for Determining Grades:

Discussions: 8 Discussions @5 points each (40 points total);

Blog comments: 1 @ 5 points (5 points total);

Concept paper: Rough Draft Topic and Thesis Introduction: 50 points;

Article List: list 10 articles related to topic: 15 points;

Annotated Bibliography: 50 points;

Argument of Discovery paper: 50 points;

Argument of Advocacy paper: 50 points;

Literature Review (combined Argument of Discovery/Advocacy): 50 points;

Methodology: 50 points;

Findings, Recommendations, and Conclusions: 50 points;

Final Paper: 50 points;

Participation: 8 sessions @ 5 points each (40 points total).

Total: 500 points

Grades awarded according to the following percentages:

A—90-100%

B—80-89%

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C—70-79%

D—55-69%

F—less than 55%

A C- grade is the minimum grade that baccalaureate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

Writing Rubric:

33.33% each	Excellent	Good	Satisfactory	Unacceptable
Organization	90-100%	80-89%	60-79%	Less than 59%
<input type="checkbox"/> Introduction and closing	<input type="checkbox"/> Clear thesis and argument support in intro/closing	<input type="checkbox"/> Clear topic conveyed in intro/closing	<input type="checkbox"/> Intro and closing present	<input type="checkbox"/> Disorganized intro/closing
Communication				
<input type="checkbox"/> Grammar/Word Choices	<input type="checkbox"/> Uses excellent grammar and appropriate word choices.	<input type="checkbox"/> Mostly uses correct Grammar/Word Choices	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs major improvements. <input type="checkbox"/> Errors distract from journal.
Content				
<input type="checkbox"/> Evidence of contemplation. <input type="checkbox"/> Length	<input type="checkbox"/> Clear objective analysis of progress <input type="checkbox"/> At least 3 full paragraphs	<input type="checkbox"/> Good analysis of progress <input type="checkbox"/> 1-2 full paragraphs	<input type="checkbox"/> Less than objective analysis of progress <input type="checkbox"/> 1 paragraph	<input type="checkbox"/> No analysis of progress. <input type="checkbox"/> 1 short paragraph

Writing Criteria for Papers

Correct grammar

Concise and logical writing style

Intro – body – conclusion format

At least three credible references that are not simply internet sites

Use the APA citation style for references

Developing Writing Skills

I encourage you to visit the University Writing Center to gain help with the writing of your final paper. Also, the Writing Center is also there to help you prepare proper APA references. Take full advantage of the Writing Center.

Writing Center Location and Hours:

801 Gruening, 474-5314

Regular Fall/Spring Semester Hours:

10:00 a.m. - 4:00 p.m. Monday - Thursday

7:00 p.m. - 10:00 p.m. Monday - Thursday

10:00 a.m. - 1:00 p.m. Friday

1:00 p.m. - 6:00 p.m. Sunday

For more information visit: <http://www.alaska.edu/english/writing-center/>

SUPPORT SERVICES

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UAF Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process (no exam in this course), and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their learning experience.

Email:

trio.sss@alaska.edu

Campus:

UAF Main Campus

Office:

514 GRUE

Phone:

+1 907 474 6844

Website:

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

UAF Help Desk

Click here <http://www.alaska.edu/oit/> to see about current network outages and news.

Reach the Help Desk at:

Email:

helpdesk@alaska.edu

Campus:

UAF Main Campus

Office:

103 Butro

Phone:

Phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

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Website:

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

Students with Disabilities –

Please note Disability Services provide a variety of services to ensure equal access for all students. Interpreting services, educational assistance, note taking, and exam accommodations for students are the most frequently provided accommodations. The staff of Disability Services works with faculty and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)474-5655.

UAF Office of Disability Services

Whitaker Building, Room 208

Phone: (907) 474-5655

TTY: (907) 474-1827

Fax: (907) 474-5688

Disability Services E-mail: uaf-disabilityservices@alaska.edu