

**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**

**SUBMITTED BY:**

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

**1. ACTION DESIRED (CHECK ONE):** Trial Course  New Course

**2. COURSE IDENTIFICATION:** Dept **ENVI** Course # **115P** No. of Credits **1**

Justify upper/lower division status & number of credits: **There are no prerequisites for this course. It is designed to serve as an introduction to solid and hazardous waste management for rural environmental workers.**

**3. PROPOSED COURSE TITLE:** **Rural Solid and Hazardous Waste Management**

**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 additional required signatures.)

**5. To be STACKED? YES/NO** **NO** If yes, Dept.  Course #

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:** **Spring**  
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 2015**

**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  6 weeks to full semester

**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: elearning, face to face, audio conference, and field trip.**

**9. CONTACT HOURS PER WEEK:** **13.5** 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)** **Course could be offered in an intensive or distance format over a period of 3-5 days or over a period of up to 4 weeks.**

**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 F115P Rural Solid and Hazardous Waste Management**  
1 credit Offered as demand warrants  
An overview of solid and hazardous waste management focusing on rural Alaskan communities. Topics covered include: workplace safety, worker roles, recycling facility operation, solid waste composting, hazardous material and waste inventorying, toxicology principles, risk assessment, hazardous site community open dumpsite assessment, and the implications of the National Environmental Policy Act. *Graded pass/fail (1+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:  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, ("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).

How many times may the course be repeated for credit?  TIMES  
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?  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?  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**   
These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**   
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/No

If yes, give semester, year, course #, etc.:  
 Spring 2013 ENVI 193 Solid and Hazardous Waste Management Course Description: This course includes worker roles and safety for solid waste management positions including operator, recycling facility operation, biosolid and

solid waste composting, hazardous material and waste inventoring, toxicology principles, risk assessment, hazardous site inventory and community open dumpsite assessment, and NEPA introduction.

**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 UAF CRCD Faculty or approved adjunct instructors. The course will be available to be taught through all UAF CRCD MOUs.**

**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  **no additional resources needed**

**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 and Tribal Management have been identified as programs/departments that should be positively impacted by the addition of the course.**

**Memo from Kevin Illingworth, Coordinator of Tribal Management Program**

*"This email is to support the Environmental Studies program in the development of ENVI 115 Rural Solid and Hazardous Waste Management, ENVI 116 Rural Alaska Landfill Operator, ENVI 117 Community Spill Response. This course will have a positive impact on the Tribal Management Program and on the academic and vocational success of Tribal Management students and tribal communities in Alaska.*

*Tribes across the State of Alaska are in dire need for education and training opportunities related to environmental science and natural resource management. In 2001 the Tribal Management Program responded to this need by developing an area of emphasis in Environmental and Natural Resource Management within the Tribal Management program. With limited resources, the TM program has focused it's efforts on the Natural Resource Management side, and is very pleased to see the expansion coursework within the Environmental Studies program to help meet this need. Several TM graduates have graduated with ENVI coursework, and we expect that number to increase as more ENVI courses become available, both as on-sit intensives, as well as distance courses.*

*The Tribal Management program strongly supports the Environmental Studies program in the development of these much needed courses." 9/18/2014*

**21. POSITIVE AND NEGATIVE IMPACTS**

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

**The CRCD academic programs and rural communities across Alaska will benefit from the proposed course. Rural communities require informed individuals to operate solid waste facilities as well as manage hazardous waste and recycling efforts. This course will offer educational opportunities for rural environmental workers. There are no foreseen negative impacts on other programs or departments.**

**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.

**This course introduces students to solid and hazardous waste issues and management techniques for rural Alaskan communities. Each rural Alaskan community has a landfill so public health depends upon environmental workers with the skills necessary to manage solid and hazardous waste. This course will provide an overview on the unique needs and circumstances of solid and hazardous waste management in rural Alaskan communities and also will provide opportunities for students to develop an understanding of problems that they will likely face working at rural waste facilities.**

**Under a State of Alaska exemption, small rural Alaska communities are the only communities in the United States subject to less stringent federal laws applying to municipal solid waste disposal facilities. As a result, rural landfills are the source of negative impacts on public health, in part because they are unlined**

and allow untreated waste burning. Nearly three-quarters of rural landfills are located within one mile of community homes and one-quarter mile of drinking water sources. Most are proximate to waterways that residents depend upon for subsistence activities and diet. The community health risks presented by these circumstances are significant.


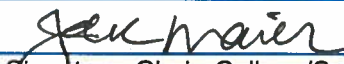

Because Alaskan rural landfills are mostly unlined and waste is burned in the open, smoke is untreated. The typical community waste-stream is, therefore, replete with materials that often leach out or emit toxic contaminants into the surrounding landscape and groundwater. A retrospective cohort study performed in four villages in 2001 found that residents who visited their waste sites were 2 to 3.7 times more likely to experience faintness, fever, vomiting, stomach pain, ear and eye irritation, headache, and/or numbness. A 2006 study found that babies born to mothers residing in communities with dump sites ranked as being of high hazard, and/or having high hazard contents (e.g. no separation of hazardous wastes), presented increased risks for lower birth weight, and shorter gestation periods. Because of the lack of roads and the distance separating villages, the majority of communities receive barges just a few times during summer. The cost of baling and shipping solid waste, by air or barge, is so infeasible the State no longer considers this an option. To make matters worse, the majority of established rural landfills are approaching the end of their useful life expectancy. The aging of landfills has significant logistical and economic concerns that demand innovative and resourceful management of waste.

In rural communities, waste workers often must perform each solid waste program role – including being managers, equipment drivers, mechanics, planners, collectors, community educators, etc. Workers are required to perform all of these duties in a manner that best protects community health and meets minimum state guidelines, while keeping to a budget that severely restricts personnel hours, fuel expenses, and maintenance costs. Workers need a solid understanding of exposure pathways, waste properties, behavioral attitudes, and how the various factors and dynamics of a community program can affect one another.

Training on waste stream issues will allow landfill operators to modify collection efforts, reduce landfill maintenance, and reduce or eliminate primary exposure pathways. Determination of the best collection procedures, however, varies from community to community. Decision making skills are needed to calculate numeric tradeoffs and budgets related to waste stream inventorying and implementing solid waste “best practices.”

This ENVI 115P course maintains academic rigor by requiring students to: participate in class discussions, complete thorough course activities, develop strategies for addressing rural solid waste issues, and apply course material to real-world solid and hazardous waste management scenarios. Students must complete several activities that mimic the types of calculations and procedural steps to manage hazardous waste.

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

	Date	02/Oct/2014
Signature, Chair, Program/Department of: Environmental Studies		
	Date	20 Oct 2014
Signature, Chair, College/School Curriculum Council for: CRCD		
 For Pete Pinney	Date	10/3/14
Signature, Dean, College/School of:		

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

Signature of Provost (if above level of approved programs)	Date	
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Signature, Chair	Date	
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).** 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

**University of Alaska Fairbanks  
Bristol Bay Campus**

**Course Syllabus**

Term:	Spring or Fall
Course Title:	Rural Solid and Hazardous Waste Management
Dept. & Num:	ENVI 115P
Credits:	1
Grading	Pass/Fail
Prerequisites:	none
Dates:	<i>various</i>
Days - times:	<i>Wednesday through Friday</i>
Location:	<i>to be determined</i>

Instructor:	Dr. Lynn Zender
Position:	Adjunct Instructor
Phone:	907-277-2111
Fax:	877-335-6780
Email:	lzender@zendergroup.org
Office Hours	Available by appointment

<b>Text:</b>	Course related readings will be provided by the instructor prior to class (see Course Readings , page 2)
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**Course Description:**

An overview of solid and hazardous waste management focusing on rural Alaskan communities. Topics covered include: workplace safety, worker roles, recycling facility operation, solid waste composting, hazardous material and waste inventorying, toxicology principles, risk assessment, hazardous site community open dumpsite assessment, and implications of the National Environmental Policy Act.

**Goals:**

This course introduces students to rural solid and hazardous waste management and related issues in Alaskan communities. Course activities will investigate specific solutions communities have implemented to address some solid waste issues. Students will participate in group activities and discussions while learning the established methods of solid and hazardous waste management and rural recycling facility operation. Students will examine the role of human habits and their relationship to the issues and potential solutions in rural Alaska.

**Learning Objectives:**

Upon completion of this course, the student will be able to:

- Apply workplace safety measures to solid waste management
- Address worker roles in addressing waste management issues in a rural setting
- Establish and operate a rural recycling facility
- Follow established methods of solid and hazardous waste management
- Apply established methods to real world situations
- Describe the impacts of various solid waste components on rural communities
- Describe how human behavioral habits impact the environment and how changing habits can improve environmental health

- Relate solid and hazardous waste management methods to NEPA regulations

### **Instructional Methods**

- homework (readings and summary assignments completed prior to first class)
- lectures and presentations
- group activities
- discussions

### **Course Readings:**

Please complete the course readings and summary assignments prior to the first day of class.

#### Reading #1- Solid Waste in Alaska

- Alaska DEC Disposal Fact Sheets(<http://dec.alaska.gov/eh/sw/FactSheets.html>)
- Alaska DEC Rural Alaska Fact Sheets(<http://dec.alaska.gov/eh/sw/RuralAK.htm>)
- Summary assignment #1
  - Provide three different methods used to dispose of solid waste in rural Alaska
  - Describe two benefits to rural communities for each disposal method provided.
  - Describe two risks to rural communities for each disposal method provided.

#### Reading #2- Recycling in Rural Alaska

- Backhaul: A “How to” Guide  
([http://www.yritwc.org/Portals/0/PDFs/2008\\_backhaul\\_manual.pdf](http://www.yritwc.org/Portals/0/PDFs/2008_backhaul_manual.pdf))
- Hauling Back of Recyclables from Rural Alaska  
(<http://www.yritwc.org/Portals/0/PDFs/SustainabilityPlanMultiMediaFinal.pdf>)
- Summary assignment #2
  - Explain the 3 R’s as they relate to rural Alaska waste management.
  - Describe how each of the R’s would work well in your community or pose serious challenges.

#### Reading #3- Solid Waste and Rural Communities

- Chemicals in Your Community  
(<http://www4.nau.edu/itep/waste/HazSubMap/docs/EmPlanning/EPACChemicalsInYourCommunity.pdf>)
- Tribal Decision Makers Guide to Solid Waste Management  
(<http://www.epa.gov/waste/wyl/tribal/pdfxt/trib-dmg.pdf>)
- Summary assignment #3
  - Explain how monitoring programs could be used in your community to best protect human health.
  - Explain three challenges to implementing community wide solid and hazardous waste plans in rural Alaska.



## Course Schedule

<i>Date / Time</i>	<i>Topic</i>	<i>Type of Instruction</i>	<i>Hours</i>
Wednesday			
12:00pm	Introduction to Solid Waste in Rural Alaska – <i>reading #1</i>	Classroom	1
1:00pm	Solid Waste Exposure Pathways and Health Risks – <i>reading #1</i>	Classroom	1
2:00 pm	Waste Collection Programs and User Fees – <i>reading #3</i>	Classroom	1.5
3:30 pm	Break	Classroom	0
3:45pm	Waste stream Characterization and Community Demographic and Behavioral Factors – <i>reading #1 and #3</i>	Classroom	1.5
5:14: pm	Discussion and closing statements	Classroom	0
Thursday			
8:00am	Scrap Metal Recycling	Field Trip	1.5
9:30 am	Break		
10:00am	Recycling and Backhaul Part 1: How to package and label. – <i>reading #2</i>	Classroom	2.5
12:30 pm	lunch		
1:30 pm	Recycling and Backhaul Part 2: Inventorying and Tracking – <i>reading #2</i>	Classroom	1.5
3:00pm	Break		
3:15pm	Recycling and Backhaul Part 3: How to Set up, Operate, and Upgrade a Program – <i>reading #2</i>	Classroom	1.5
4:45 pm	Discussion and closing statements	Classroom	0
Friday			
8:00 am	Community Education and Operator Resources – <i>reading #1 and #3</i>	Classroom	1
9:00 am	Break		
9:30 am	Basics of Solid Waste Planning: Budgets, Planning Horizons, Community Development, Assessing Needs, NEPA – <i>reading #1 and #3</i>	Classroom	2
11:30pm	Lunch		
1:30 pm	Final Exam	Classroom	1
2:30 pm	Discussion and closing statements	Classroom	0
<b>Total Instructional Hours = 16.0</b>			

### Evaluation and Grading Policy:

This course is a pass fail course. Students must receive greater than 70% in order to pass. Grades will be determined based on the percentages listed below:

- 10% — classroom participation – Students will be expected to: attend every class, answer questions, participate in demonstrations, and contribute to course discussions.
- 45% — summary assignments (15% each) – A summary assignment for each reading must be completed prior to the first class. Students are expected to answer each of the summary assignment questions based on reading material and use examples from the reading to support those answers.
- 45% — final exam – The final exam will be made up of multiple choice questions to test general knowledge from the course and readings. A reflection section will require students to apply their own experience to the course content.

Grades will be assigned based upon the following rubric:

	Excellent	Proficient	Below Proficient
Participation (10 points)	Student attends all classes and arrives on time. Student adds ideas to class discussion. Student is on task during assignments. (10-9)	Student attends most classes and mostly arrives on time. Student sometimes adds ideas to class discussion. Student is mostly on task during assignments. (8-7)	Student misses three or more classes or is mostly late. Student rarely participates in class discussion. Student is off task during assignments. (6-0)
Summary Assignments (15 points each)	Student completes entire summary assignment. Student adds their ideas based upon assigned readings. Student applies their own knowledge and experience to assignment material. (15-14)	Student completes entire summary assignment. Student shows evidence of completion of assigned readings and has knowledge of assignment material. (13-11)	Student summary assignment is incomplete. Student lacks knowledge of assignment material. (10-0)
Final Exam (45 points)	Answers to all multiple choice questions are correct. Reflection clearly and concisely applies course content and readings to student's home setting. (45-40)	Answers to at least 70% of multiple choice questions are correct. Reflection applies course content and readings to student's home setting. (39-31)	Answers to less than 70% of multiple choice questions are correct. Reflection is incomplete or does not apply to course content and readings. (30-0)

**Course Policies:**

- Students will conduct themselves honestly and responsibly, and respect the rights of others.
- Attendance is mandatory.
- Students must follow the rules and directions of any sponsoring business.

The instructor reserves the right to amend the course outline as needed to meet student educational needs.

**Student Support 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

Support and 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 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 (CRCDD) campuses and UAF's Center for Distance Education (CDE). Disability Services provides academic accommodations to enrolled students who are identified as

being eligible for these services and insures that UAF students have equal access to the campus and course materials. If you have specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let the instructor know as soon as possible so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Disability Services and request a letter of accommodation.

Disability Services is located in room **208 of the Whitaker Building** on the UAF Fairbanks Campus and can be reached weekdays between 8:00 am and 5:00 pm at:

Phone - (907) 474-5655

TTY - (907) 474-1827

Email - [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu)

**Federal reporting obligations under Title IX:**

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.