

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

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

2. COURSE IDENTIFICATION: Dept **ENVI** Course # **116P** 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 landfill operation and management for rural environmental workers.**

3. PROPOSED COURSE TITLE: **Rural Alaska Landfill Operator (RALO)**

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 format over 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 F116P Rural Alaska Landfill Operator (RALO)

1 credit Offered as demand warrants

Covers best practices in managing rural landfills in compliance with State of Alaska regulations and guidelines with an emphasis on operator and public safety. This course is designed to train operators for rural Alaska Class II and Class III landfills and a passing grade results in formal recognition by the Solid Waste Association of North America-Alaska (SWANA-Alaska). *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?

0

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**

none

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

15. SPECIAL RESTRICTIONS, CONDITIONS

none

16. PROPOSED COURSE FEES

none

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

Yes/No **17. PREVIOUS HISTORY**

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

Yes/No

Yes

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

Spring 2014, ENVI 193 Rural Alaska Landfill Operator (RALO) Course Description:

This course is designed by the Solid Waste Association of North America Alaska Chapter ("SWANA-Alaska") to train landfill operators for rural Alaska Class II and Class III landfills and a passing grade

results in certification by SWANA-Alaska. Students will learn best practices in managing a landfill in compliance with State of Alaska regulations and guidelines. Operator roles and responsibilities are discussed with emphasis on operator and public safety.

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 approved adjunct instructors.

19. LIBRARY COLLECTIONS

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

No Yes **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 will benefit from the proposed course. Although UAF BBC serves the communities in Southwest Alaska, the course will be offered to communities throughout the state. Rural communities require informed individuals to operate solid waste facilities as well as manage hazardous waste and recycling efforts. There are no 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.

The UAF College of Rural and Community Development serves the educational needs of communities in rural Alaska. This course meets those needs by offering students an overview of rural Alaska landfill operation and is offered in cooperation with Solid Waste Association of North America – Alaska Chapter (SWANA-Alaska). The course of study included in ENVI F116P could lead to significant improvements to public health in rural communities and the applied approach 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 subject to less stringent federal laws applying to municipal solid waste disposal facilities. Some basic facts related to these landfills illustrate the public health implications of this exemption. These sites are unlined and allow untreated waste burning. Nearly three-quarters are located within one mile of community homes and within one-

quarter mile of drinking water sources. Nearly all are proximate to waterways that residents depend upon for subsistence activities and diet. The community health risks presented by these circumstances are significant. Because landfills are unlined and waste smoke is untreated, a typical community waste-stream is replete with materials that can leach out or emit toxic contaminants into the surrounding land and local air.

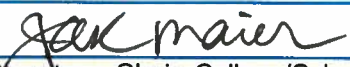
A majority of rural Alaskan landfills are close to their useful life expectancy but State funding for new facilities is limited to about one landfill per year across Alaska. Due to a limited road system in rural communities, residents can't rely on hubs or neighboring communities to serve as a landfill. The majority of communities receive barges just a few times during summer. The cost of over-winter storage and baling, barge shipping, and regional landfill tipping fees is so infeasible, consideration of the option is no longer required by the State. A study conducted in four villages in 2001 found that residents who visited their waste sites were 2 to 3.7 times a week were more likely to experience health issues. 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 period. Taken together, these facts point to a need for improved management of landfill operation.

In rural communities, waste workers often perform multiple program roles such as managers, equipment drivers, mechanics, planners, collectors, community educators, etc. All this is often done under a budget that severely restricts personnel hours, fuel expenses, and maintenance costs. Workers therefore require 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. These workers of often the community members responsible for reporting, compliance, and determining the waste management approaches that best suit their community so informed decision making is of paramount importance. ENVI F116P aims to provide a knowledge and skills base for rural solid waste operators while maintaining academic rigor by requiring students to: participate in class discussions, complete thorough course activities, develop strategies for managing landfills, and apply course material to real-world landfill operation scenarios. Students must complete several activities that mimic the compliance activities incumbent upon rural Class II and Class III landfill operators. By building student knowledge and ability, this course leaves students with more capacity and resources to manage a waste program that serve small, remote communities.

APPROVALS: Add additional signature lines as needed.

	Date	02/OCT/2014
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Signature, Chair, Program/Department of: Environmental Studies

	Date	2 Oct 2014
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Signature, Chair, College/School Curriculum Council for: CRCD

 For Pete Pinney	Date	10/3/14
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Signature, Dean, College/School of:

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

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

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

	Date	
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Signature, Chair

Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC

___ Core Review ___ SADAC

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

	Date	
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Signature, Chair, Program/Department of: _____

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

	Date	
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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 Alaska Landfill Operator (RALO)
Dept. & Num:	ENVI 116P
Credits:	1
Grading	Pass/Fail
Prerequisites:	none
Dates:	<i>various</i>
Days - times:	<i>Wednesday through Friday</i>
Location:	<i>Invited location in Alaska</i>

Instructor:	Ted Jacobson
Position:	Adjunct Instructor
Phone:	(907) 770-9060
Fax:	
Email:	tjacobson@ruralcap.com
Office Hours	Available by appointment

Text:	Course related handouts
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Course Description:

Covers best practices in managing rural landfills in compliance with State of Alaska regulations and guidelines with an emphasis on operator and public safety. This course is designed to train operators for rural Alaska Class II and Class III landfills and a passing grade results in formal recognition by the Solid Waste Association of North America-Alaska (SWANA-Alaska). *Graded pass/fail (1+0).*

Goals:

The goal of the course is to train students in safe operation of a rural Alaska landfill and teach techniques to minimize the risk of solid waste disposal to the public and surrounding environment. The course will cover: best practices, decision-making skills and guidelines, operation of heavy equipment commonly used at rural landfills, and maintenance of facility infrastructure. Students will participate in group activities and discussions while learning about landfill operation issues and potential solutions.

Learning Objectives:

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

- Describe and perform the daily, monthly, and annual tasks for safe operation of a landfill facility in compliance with State of Alaska Class II/III regulations.
- Visually inspect for landfill facility problems and understand the steps to correct them.
- Identify deficits in rural landfill operational practices and know how to address them.
- Plan for improved practical integration of resource recovery with landfill operation.
- Earn a SWANA-Alaska Certification for Landfill Operation.

Instructional Methods

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

- discussions

Course Readings:

All class materials will be provided to students in electronic format prior to the class. Please complete the course readings and summary assignments prior to the first day of class.

Reading #1- Solid Waste in Rural Alaska

- Tips for Solid Waste Management in Rural Alaska
(<https://dec.alaska.gov/eh/docs/sw/Monthly%20Visual%20Monitoring%20Template%202014.dotx>)
- Alaska DEC Rural Alaska Fact Sheets
- (<http://dec.alaska.gov/eh/sw/RuralAK.htm>)
- Summary assignment #1
 - List and describe the required components of a landfill in rural Alaska.

Reading #2- Permitting your Landfill

- Class III Landfill Permit Application
(<https://dec.alaska.gov/eh/docs/sw/PermitApps/Class%20III%20Application.pdf>)
- Class III Landfill Renewal Application
(<https://dec.alaska.gov/eh/docs/sw/PermitApps/Class%20III%20Renewal.pdf>)
- Class III Landfill Operation Plan Template
(<https://dec.alaska.gov/eh/docs/sw/PermitApps/Class%20III%20Ops%20Plan.pdf>)
- Landfill Owner Consent Form
(<https://dec.alaska.gov/eh/docs/sw/PermitApps/Landowner%20Consent%20Form.pdf>)
- Monthly Visual Monitoring Form (Landfill Owner Consent Form
(<https://dec.alaska.gov/eh/docs/sw/Monthly%20Visual%20Monitoring%20Template%202014.dotx>)
- Summary assignment #2
 - Describe the advantages/disadvantages of the different ways waste is collected and delivered to rural landfills.
 - When is a landfill full? What are some ways to extend the life of a landfill?

Reading #3- Rural Landfill Considerations

- Open Burning in Rural Alaska
(https://dec.alaska.gov/eh/docs/sw/Open_Burning_Rural_AK.pdf)
- Construction and Demolition Debris
(https://dec.alaska.gov/eh/docs/sw/C&D_Debris_Rural_AK.pdf)
- Marine Debris
(https://dec.alaska.gov/eh/docs/sw/Marine_Debris_in_AK.pdf)
- Summary assignment #3
 - What are the most important safety procedures that landfill operators need to comply with?
 - When managing a waste stream to minimize the risks to rural residents, how would a community use burying vs burning waste?

Course Schedule

<i>Date / Time</i>	<i>Topic</i>	<i>Type of Instruction</i>	<i>Credit Hours</i>
Wednesday 12:00 pm	Introduction to Landfills	Classroom	1.5

	Dumps to Landfills (Practices and Circumstances that make a dump become a landfill) *Assignment 1: List and describe the required components of a landfill in rural Alaska.		
1:30 pm	Administrator/Operator Roles in the Landfill Landfill Classification	Classroom	1.5
3:00	Break		
3:15pm	Operator Personal Protective Equipment Landfill Equipment	Classroom	1.5
4:45 pm	Discussion and closing statements	Classroom	0
Thursday			
8:00 am	So you Need a Landfill, Huh? Waste Collection Programs: Types and Integration with Landfill Operation *Assignment 2: Describe the advantages/disadvantages of the different ways waste is collected and delivered to rural landfills. When is a landfill full? What are some ways to extend the life of a landfill?	Classroom	1.5
9:30 am	Break		
9:45 am	Waste Collection Programs: Types and Integration with Landfill Operation Landfill Cover: How's and Why's	Classroom	1.5
11:15 am	Lunch		
1:00 pm	Consolidation and Compaction	Classroom	1.5
2:30 pm	Break		
2:45 pm	Landfill Tour, Matsu Valley	Field trip	1.5
4:45 pm	Discussion and closing statements	Classroom	0
Friday			
8:00 am	ADEC Landfill Inspection Recordkeeping	Classroom	1.5
9:45 am	Public Safety Burning Waste *Assignment 3: What are the most important safety procedures that landfill operators need to comply with? When managing a waste stream to minimize the risks to rural residents, how would a community use burying vs burning waste?	Classroom	1.5
11:15 am	Lunch		
1:00 pm	Funding Water and Snow Removal Landfill Resource Recovery	Classroom	1.5
2:30 pm	Break		
2:45 pm	Backhaul/Recycling Education and Training Contacts	Classroom	1.5
4:15 pm	Final Exam	Classroom	1
Total Instructional Hours = 17.5			

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.

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. (45) 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. (44-32) Reflection applies course content and readings to student's home setting. (39-30)	Answers to less than 70% of multiple choice questions are correct. (44-32) Reflection is incomplete or does not apply to course content and readings. (29-0)

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 (CRCD) 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

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.