



**UNIVERSITY**  
*of* **ALASKA**  
**SOUTHEAST**

SCHOOL OF  
EDUCATION

University of Alaska Southeast  
School of Education

Secondary and Middle Grades  
Education Handbook

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## Letter to Mentor Teachers and Administrators

Dear Administrators and Mentor Teachers,

It is with much appreciation that I write to thank you for your service as a mentor to pre-service teachers. Your dedication, expertise, and mentorship are an invaluable asset to the future teachers of Alaska.

Each semester our students gain invaluable practicum experience as they work with children and host teachers—we appreciate your support in their gaining this experience as they engage in honing their craft as educators. While we understand the tremendous contributions and efforts of host teachers and schools, we do hope this is a mutually beneficial experience with the host teacher sharing expertise and the practicum student providing extra support in the classroom. We hope you will be in touch immediately as problems arise.

This handbook overviews the expectations and procedures we have for our students and their time in practicum experiences and is designed to be a resource for both you and the student.

Please review and let me know if you have any questions or concerns. I am eager to support your work however is helpful.

Thank you for sharing your profession, enthusiasm, and expertise with future teachers.



Elaine Alvey, Ph.D.  
Assistant Professor of Education  
Coordinator of Secondary Education  
University of Alaska Southeast  
[ealvey@alaska.edu](mailto:ealvey@alaska.edu)  
907-310-9650



## Program Overview

The Master of Arts in Teaching Secondary and Middle Grades Education program (grades 6-12) is an 11-month program for students who have completed a baccalaureate degree and who are seeking a teaching certificate in secondary and middle grades education. Students with appropriately qualifying education credential may also be eligible to pursue a certification only option. Applicants to this program should have an undergraduate degree in a field related to a subject taught in Alaska secondary schools.

The program requires a full-time, year-long teaching internship in an Alaskan middle school or secondary school. Placements for this program are made throughout Alaska in accordance with the geographic preferences of candidates. A total of 36 graduate credits for the Masters of Arts and 24 graduate hours are required for the Certification only option.

Each cohort begins coursework in the summer. The eight-week summer program prepares the intern to begin the teaching internship when the public-school districts begin. All courses are offered via synchronous e-Learning only.

## UAS Mission Statement

### UAS School of Education Teacher Education Mission Statement

Working cooperatively with P-12 schools and the community, faculty of the UAS School of Education at the University of Alaska Southeast identify, prepare and strengthen effective teachers for sustained contributions to the education profession in rural and urban settings in Alaska and the nation.

### Vision

Our graduates will be informed, reflective and responsive teachers within diverse classroom, school and community contexts.

### SOE Student Goals

These goals are the essential understandings for initial licensure across the University of Alaska Southeast School of Education. These have been designed for alignment with InTASC and Alaska Beginning Teacher Standards.

1. Educators articulate, maintain and develop a philosophy of education that is demonstrated in practice.
2. Educators understand how human development affects learning and apply that understanding to practice.
3. Educators differentiate instruction with respect for individual and cultural characteristics.
4. Educators possess current academic content knowledge.
5. Educators facilitate student learning by using assessment to guide planning, instruction'
6. Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.
7. Educators work as partners with parents, families and the community.
8. Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships and habits of mind.
9. Educators use technology effectively, creatively, and wisely in their practice.

## Roles of Candidates, Instructors, & Mentor Teachers

These roles are recommendations that should be reviewed and negotiated as appropriate between candidates, instructors, and mentor teachers. We understand that schools are dynamic places and flexibility is required. These responsibilities might be dramatically different where candidates are serving as primary instructors on emergency certifications or program enrollment certifications.

### Recommended Criteria for Selection of Mentor Teachers

Mentor teachers are essential teacher educators and closely shape the classroom practice of their mentees. Mentor teachers should be committed to:

- An understanding of the teacher's role as central to the learning process and critical in the shaping of excellence
- A philosophy of teaching which revolves around learning and preparing students for work and citizenship
- An understanding and appreciation for multidisciplinary approaches to learning
- An openness to integrate diverse perspectives into the curriculum

- An interest in participating and committing time to mentoring an intern
- A willingness to work collaboratively with university faculty to contribute to the preparation of pre-service teachers
- An ongoing commitment to reflective practice and professional development.

According to DEED policy, mentor teachers must:

- Be fully certified (not on an emergency credential)
- Have at least 3 years of experience
- Have at least one year of experience in the host district

### **Roles and Responsibilities of the Mentor Teacher**

The **mentor teacher** assumes responsibility for:

- Collaboratively planning, teaching, and reflecting on practice with the candidate.
- Acquainting the intern with the needs of the students, the curriculum, and various plans for instruction used in the school and the classroom.
- Providing informal assessment feedback regarding the candidates' work.
- Modeling a variety of teaching techniques and strategies, while sharing the wisdom of practice, providing constructive feedback, to support candidates' development of knowledge, skills, and dispositions to teach independently.
- Providing frequent encouragement, constructive criticism, and recognition of success.
- Facilitating a thoughtful process for candidates to take full responsibility for teaching for the time specified in the program they serve.
- Completing a host teacher honorarium information form to receive an honorarium for services from the university, as a token of appreciation. The amount is \$100 per semester.
- Providing time for and maintaining communication with the university supervisor/partner.
- Completing the following formal assessments of candidate performance. The assessments will be shared electronically with the host teacher at the appropriate time in the semester:
  - The Professional Characteristics Assessment (Once each semester)
  - The STOT guide and formal observation (Once each semester)

### **Roles and Responsibilities of the University Supervisor**

The university supervisor is a facilitator whose primary purpose is to work collaboratively with the mentor teacher to guide the learning experiences of the interns and to evaluate their growth and progress. In this role, the supervisor serves as a liaison between the university and the school. This person is a first-line contact for candidates and hosts as they encounter challenges.

The **University supervisor**/partner assumes responsibility for:

- Being respectful of the extensive demands placed upon practicing teachers who mentor interns in addition to their regular teaching responsibilities.
- Providing pertinent materials to interns, mentor teachers, and building administrators.
- Providing each intern and mentor teacher with an orientation to the internship year, a projected observation schedule, and their specific expectations.
- Collaborating regularly with the mentor teacher regarding the professional progress of the intern.
- Scheduling regular conferences/communication with the intern to discuss issues and concerns.
- Visiting each intern at least once a month. As appropriate, the visit may be for curriculum planning, observation and evaluation, or generally monitoring the student's progress.
- Working with the intern and the mentor to establish a tentative timeline for the intern to assume classroom and teaching responsibilities.
- Assisting the intern and/or mentor teacher in reaching solutions for problems that arise.
- Completing the following formal assessments of candidate performance
  - The STOT guide and formal observation (three times each semester)

### **Roles of the School Principal**

The **school principal** may wish to:

- Orient interns to the general philosophy, goals, and standard procedures of the school district and the school site.
- Introduce interns to the faculty, welcome them to faculty meetings and other school functions, and make them feel that they are an accepted member of the school staff.
- Confer with the university supervisor/partner regarding the intern whenever the need arises.
- Assist the mentor teacher in guiding and directing the intern's program.
- Observe the intern if time and schedule permit.
- Periodically ascertain that all is well between the mentor teacher, the intern, and the university supervisor/partner. If concerns appear, contact the university supervisor or the faculty and staff of the University.
- Promote the concept that participation in teacher education programs is a stimulating professional opportunity and responsibility.
- Provide the faculty of the SOE with suggestions regarding the program and activities.

## Roles and Responsibilities of the Intern

- Interns follow the school district's calendar and adhere to a teacher's contract day. That usually includes arrival at least 30 minutes prior to the school opening and remaining until at least 30 minutes after dismissal.
- Absences from the internship should be avoided. If an illness causes you to miss days, notify the school, mentor teacher, and university supervisor/partner as soon as possible. Make arrangements for lesson plans and materials to be delivered to the school.
- Behave professionally in relationships with students, faculty, non-teaching staff, parents, and administrators.
- Make it a priority to become acquainted with other school staff members such as: teachers, special service personnel, nurses, librarians, secretaries, and building engineers within the first two weeks.
- Attend faculty meetings, extracurricular events, parent nights, etc. whenever possible and appropriate.
- Attend and participate in all in-service activities just as the mentor teacher does.
- Contact parents only when it is done as a joint effort and responsibility with your mentor teacher.
- Attend and participate in all course meetings as scheduled.
- Dress appropriately at all times and in accordance with the professional standards of the school and district.
- Formal written lesson plans are required. Students should be prepared to teach when they are on duty to provide instruction.
- Complete self-evaluations as required throughout the internship. Be willing to conference with the mentor teacher and university supervisor/partner. Contact the university supervisor and program coordinator if problems arise.
- Teach at least 4 weeks of full-day instruction in the spring semester.
- In accordance with Alaska State Code, student teachers should complete at least 500 hours of lead instructional time over at least 15 weeks.
- Ensure satisfactory performance on key program assessments including:
  - UbD Unit Plan
  - Teacher Work Sample
  - STOT observations

## Suggested Timeline for Intern Teaching Responsibilities

This timeline will vary from classroom to classroom as the university supervisor, the mentor teacher and the candidate develop a plan for assuming teaching responsibilities that is appropriate for all parties, especially the students in the classroom. In some classroom this timeline might be accelerated, whereas in others, the process might be slower. This timeline is to serve as a general guideline for the process. Key programmatic assessments are in bold.

First Quarter	<ul style="list-style-type: none"> <li>• Focus on observation</li> <li>• Learning classroom procedures and policies</li> <li>• Candidates working with small groups</li> <li>• By the end of the quarter, co-planning, and teaching for at least one course</li> <li>• Teach several lessons to receive feedback from mentor and supervisor</li> <li>• Craft <b>UbD Unit Plan</b> to demonstrate competency in curriculum design prior to take over</li> </ul>
Second Quarter	<ul style="list-style-type: none"> <li>• Gradually assuming responsibility</li> <li>• Working with small groups</li> <li>• By the end of the quarter, candidates should be co-planning and teaching one-two periods</li> <li>• Teach several lessons to receive feedback from mentor and supervisor</li> <li>• <b>First semester STOT observation completed</b></li> <li>• <b>PCA assessment</b></li> </ul>
Third Quarter	<ul style="list-style-type: none"> <li>• Teaches for the <b>Teacher Work Sample</b></li> <li>• Host teacher and the intern create a schedule so that the candidate assumes full teaching responsibilities for at least four- seven weeks.</li> <li>• Receive regular feedback from host teacher and field supervisor.</li> <li>• Full time teaching could span third and 4<sup>th</sup> quarters.</li> </ul>
Fourth Quarter	<ul style="list-style-type: none"> <li>• Candidate teaches 4-7 weeks in accordance with schedule as determined with host and supervisor.</li> <li>• Begin fade out to support smooth transition back to host.</li> <li>• <b>Second semester STOT observation completed</b></li> <li>• <b>PCA assessment</b></li> <li>• <b>Submission of final Teacher Work Sample</b></li> </ul> <p><b>UAS students conclude placement with the UAS semester.</b></p>

# Appendix A: Teacher Education Standards

- InTASC Standards: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>
- Alaska Cultural Standards: <https://education.alaska.gov/standards/cultural>
- Alaska Professional Standards for Teachers: <https://education.alaska.gov/ptpc>
- CAEP Standards: <http://caepnet.org/standards/2022-itp/introduction>
- Alaska Beginning Teacher Standards:  
<https://education.alaska.gov/teachercertification/pdf/BeginningTeacherStandards.pdf>

# Appendix B: Professionalism Contract for Student Teachers



11066 Auke Lake Way  
Juneau, Alaska 99801, HA2 (mailstop)  
Tel: (907) 796-6076  
Fax: (907) 796-6059  
Toll free: 1-866-465-6424  
[uas.alaska.edu/education](https://uas.alaska.edu/education)

## Professionalism Contraction for Student Teachers

During the student teaching placement, you are expected to meet the professional standards for educators. The following document overviews some key policies and procedures related to professionalism in school settings. There expectations are in addition to the professional standards set by the state of Alaska in the Code of Ethics for professional educators (<https://education.alaska.gov/ptpc>).

- **Absenteeism** – If you are not able to make it to your school/classroom, you must inform the mentor teacher in a timely fashion. In most cases this should be done the evening prior to the absence. If you are responsible for teaching that day, all of your lesson materials and complete lesson plans must be provided to the mentor teacher before the start of classes. There are no exceptions to this policy. Certified teachers are also expected to notify the school and provide lesson plans. You are also required to inform your UAS supervisor of your absence. It's critical that you are punctual for all of your responsibilities, including the start of the school day. And, you need to devote whatever time is necessary to complete your work, including early mornings, evenings and/or weekends. If you are absent from your classroom placement for more than five days in the fall semester, arrive unprepared, or are chronically late, you may be at risk of an administrative withdraw from the course and removal from your placement.
- **Job Fairs** – You are approved to attend one job fair during the spring semester. The Alaska Job Fair is held in Anchorage in March or April of each year for 2-3 days. All interns are encouraged to attend this event and your participation (absences from the school site) are approved. If you do not wish to attend this job fair, you are expected to be in your classroom as usual. If you do not attend the AK fair you may elect, with approval, to attend another fair in the spring.
- **Travel/Vacation Days** – Your internship is based on the work/vacation schedule of your host school. You must abide by that schedule, rather than the UAS calendar. You are

expected to be in your classroom each day that school is in session. Do not make plans to travel during periods when your host school is in session.

- **Ethical Conduct-** Student teachers must abide by the Alaska Code of Ethics and Teaching Standards These ethical and professional standards are required of all certified teachers in the state.
  - Violations of the code of ethics can result in suspension, termination, revocation of a teaching certificate, and when appropriate, criminal charges.
  - Complaints are brought forward to the Alaska Professional Teaching Practices Commission.
  - Violation of the code of ethics can result in your withdrawal from the MAT program.
  
- **Extracurricular Assignments:** Interns are strongly encouraged to avoid any extracurricular assignments (coaching, chaperoning, sponsoring etc.) Sometimes in small schools, this can be very difficult, please discuss this with the program coordinator, host teacher, and University Supervisor.
  
- **Homework and Coursework:** All coursework must be submitted on time, unless prior discussion and approval from the instructor. You are expected to participate in these graduate level courses fully and will on time, high quality work. You should NOT do homework while you in your internship classroom unless it is an assignment that requires observation.
  
- **Phone & Technology Policy:** It is the expectation that you would be present for the teaching and learning in your placement classroom. You should not have a phone visible and should only have a computer out when it is directly relevant to your work in the classroom.
  
- **Mentor Teacher/School Relationship** - Your mentor teacher and host school have graciously agreed to allow you to practice teaching during this academic year. This is completely voluntary on their part. Should they decide, for any reason, that it is not in the best interest of the district or the students to allow you to continue in the building/placement, they can rescind the offer at any time. This action by the teacher/district could result in your removal from the program.
  
- **Substitute Teaching:** As an intern you are allowed to substitute for your host teacher(s) when they are out of the building. Occasionally, with your host teacher's permission, you can also sub for other teachers in the same department or school. However, substitute teaching should never interfere with your classroom responsibilities. When

you are teaching full time in the spring, you should not accept substitute assignments outside of the classroom(s) where you are assigned. Any substitute position lasting longer than 2-3 days must be approved in advance by the program director.

- **Class Attendance:** All class sessions are mandatory. Staff meetings, parent conferences, IEP meetings etc. do not supersede class attendance. Please make arrangements to be logged in and prepared for class on time every week.

I have read and understand the internship professionalism responsibilities and expectations.

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Signature

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Date

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Printed Name

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Student ID

# Appendix C: Catalog Course Scope

## Secondary Education Graduate Certificate

[Overview](#)
[Certificate Requirements](#)
[Program Learning Outcomes](#)

<b>Minimum Credits</b>		<b>24</b>
<a href="#">ALST S600</a>	Alaska Resources, People and Perspectives <sup>1</sup>	3
<a href="#">ED S620</a>	Curriculum Development	3
<a href="#">ED S680</a>	Perspectives in Multicultural Education <sup>1</sup>	3
<a href="#">ED S691</a>	Internship: (Education Internship) <sup>1</sup>	3
<a href="#">ED S692</a>	Education Seminar <sup>2</sup>	3
<a href="#">EDSE S682</a>	Inclusive Education for Students with Disabilities	3

<sup>1</sup> Classes needed for state certification

<sup>2</sup> Requires a full-time teaching placement in a secondary school. Two semesters are required (Fall and Spring) for a total of 6 credits.

<sup>3</sup> Two semesters are required (Fall and Spring) for a total of 6 credits.

## Secondary and Middle Grades Education, M.A.T.

[Overview](#)
[Degree Requirements](#)
[Program Learning Outcomes](#)

<b>Major Requirements</b>		<b>36</b>
<b>Summer (8 weeks June-Aug)</b>		
<a href="#">ALST S600</a>	Alaska Resources, People and Perspectives <sup>1</sup>	3
<a href="#">ED S631</a>	Educational Psychology	3
<a href="#">ED S669</a>	Literacy in Middle and Secondary Schools	3
<a href="#">ED S680</a>	Perspectives in Multicultural Education <sup>1</sup>	3
<b>Fall Semester</b>		
<a href="#">ED S606</a>	Secondary Methods for Teaching STEM	3
or <a href="#">ED S607</a>	Secondary Methods for Teaching in the Humanities	
<a href="#">ED S620</a>	Curriculum Development	3
<a href="#">ED S691</a>	Internship: (Education Internship) <sup>2</sup>	3
<a href="#">ED S692</a>	Education Seminar	3
<b>Spring Semester</b>		
<a href="#">ED S627</a>	Educational Research	3
<a href="#">ED S691</a>	Internship: (Education Internship) <sup>2</sup>	3
<a href="#">ED S692</a>	Education Seminar	3
<a href="#">EDSE S682</a>	Inclusive Education for Students with Disabilities	3

<sup>1</sup> Classes needed for state certification

<sup>2</sup> Requires current full-time placement in a secondary school

# Appendix D: Advising Checklist

## Requirements Prior to Admission

Date Completed	Task
	Program Application
	Basic Competency Exam
	Praxis II (In content area of endorsement & placement)
	Interview
	Transcript Evaluation
	UAS Placement Request Form

## Requirements Prior to Start of Student Teaching

Date Completed	Task
	Application for Student Teaching Placement with District (watch for very early deadlines)
	State of Alaska Professional Responsibility Mandated Trainings
	Student Teaching Authorization OR Program Enrollment Certification
	Maintain 3.0 GPA in education coursework
	Signed Student Teaching Professionalism Contract

## Requirements Prior to Program Completion

Date Completed	Task
	ALST S600 Alaska Resources, People, and Perspectives (Offered Summer)
	*ED S631 Educational Psychology (Offered Summer)
	*ED S669 Literacy in Middle and Secondary Schools (Offered Summer)
	ED S680 Perspectives in Multicultural Education (Offered Summer)
	*Method Course (Offered Fall)
	ED S620 Curriculum Development (Offered Fall, must be in conjunction with student teaching)
	ED S692 Educational Seminar x2 (Must take in subsequent fall and spring)
	*ED S627 Educational Research (Offered Spring, must be in conjunction with student teaching)
	ED S691 Internship x2 (Must take in subsequent fall and spring, 15 weeks/500 hours)
	EDSE 682 Inclusive Education for Students with Disabilities
	3.0 GPA Overall GPA
	Meet performance expectations on Professional Characteristics Assessment
	Meet performance expectations on UbD Unit
	Meet performance expectation on Teacher Work Sample
	Meet performance expectations on STOT observations (1 formal each semester)
	Meet any outstanding provisions outlined at admission

\*courses required for MAT students, they may not be required for certification students; any course substitutions must be approved

## Appendix E: Assessment Tool Resources

The School of Education at the University of Alaska Southeast assesses teachers using a number of common assessments to ensure that all completing candidates meet minimum competencies. You can find more information on the assessment systems used at <https://sites.google.com/alaska.edu/uas-soe-caep/home?authuser=0>. Each of the tools is overviewed below with additional resources.

Assessment Tool	Resources	Use and Timeframe
STOT Observation Guide	Rubrics, trainings, information on validity: <a href="https://www.ndacte.org/stot-presentation-caep-march-2017/">https://www.ndacte.org/stot-presentation-caep-march-2017/</a>	This observation guide is used during formal observations throughout the program. Host teachers complete one formal observation a semester and university supervisors complete three formal observations a semester.
Teacher Work Sample	Rubrics, Examples, Instructions: <a href="https://www.wku.edu/rtwsc/">https://www.wku.edu/rtwsc/</a>	The teacher work sample is a portfolio that is created by the student in the final semester of student teaching.
Professional Characteristics Assessment	<a href="https://sites.google.com/alaska.edu/uas-soe-caep/home?authuser=0">https://sites.google.com/alaska.edu/uas-soe-caep/home?authuser=0</a> .	This very brief dispositional survey is completed by host teachers once each semester.
LiveText	<a href="https://www.livetext.com/">https://www.livetext.com/</a>	LiveText is the online storage system that UAS uses to store and organize student performance data. The PCA and STOT are administered through this system in order to ensure proper storage, review, and analysis of assessment data.

# Appendix F: University Non-Discrimination

## Notice of Nondiscrimination (BOR Policy & Regulation 01.02.020)

The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status.

When implementing this commitment, the University is guided by Title VI and VII of the Civil Rights Act of 1964 and Civil Rights Act of 1991; Title IX of the Education Amendments of 1972; Executive Order 11246, and Executive Order 11375, as amended; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967 and Age Discrimination Act of 1975; Vietnam Era Veterans Readjustment Assistance Act of 1974; Americans with Disabilities Act (ADA) of 1990; the Americans with Disabilities Act Amendments Act of 2008; Genetic Information Nondiscrimination Act of 2008; Pregnancy Discrimination Act; Immigration Reform & Control Act; Vocational Rehabilitation Act of 1973 and other federal laws or Alaska Statutes which guarantee equal opportunity to individuals and protected classes within our society.

The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment.

This policy therefore affects employment policies and actions, as well as the delivery of educational services at all levels and facilities of the University. Further, the University's objective of ensuring equal opportunity will be met by taking affirmative action: i.e., making intensified, goal-oriented efforts to substantially increase the participation of groups where their representation is less than proportionate to their availability; providing reasonable accommodations to employees and students with disabilities; and ensuring that employment opportunities are widely disseminated to agencies and organizations that serve underrepresented protected classes.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

### **University of Alaska Anchorage**

Director, Office of Equity and Compliance

3190 Alumni Drive, Suite 352

Anchorage, AK 99508

Phone: 907-786-0818

E-mail: [uaa\\_titleix@alaska.edu](mailto:uaa_titleix@alaska.edu)

Website: <https://www.uaa.alaska.edu/about/equity-and-compliance/>

**University of Alaska Fairbanks**

Director, ADA/504 Coordinator, Department of Equity and Compliance  
1692 Tok Lane, 3rd Floor Constitution Hall  
PO Box 756910  
Fairbanks, AK 99775-6910  
Phone: 907-474-7300  
E-mail: [uaf-deo@alaska.edu](mailto:uaf-deo@alaska.edu)  
Website: <https://www.uaf.edu/equity>

**University of Alaska Southeast**

UAS Title IX Coordinator  
11066 Auke Lake Way,  
Juneau, AK 99801  
Phone: 907-796-6371  
E-Mail: [uas.titleix@alaska.edu](mailto:uas.titleix@alaska.edu)  
<http://www.uas.alaska.edu/titleix>

For sex discrimination claims or other inquiries concerning the application of Title IX of the Education Amendments of 1972 and its implementing regulations, individuals may contact the University's Title IX Coordinator or the Assistant Secretary in the U.S. Department of Education Office of Civil Rights, or both:

**UAA Title IX Coordinator**

3190 Alumni Drive, Suite 352  
Anchorage, AK 99508  
Phone: 907-786-0818  
E-Mail: [uaa\\_titleix@alaska.edu](mailto:uaa_titleix@alaska.edu)  
Website: [www.uaa.alaska.edu/about/equity-and-compliance/](http://www.uaa.alaska.edu/about/equity-and-compliance/)

**UAF Title IX Coordinator**

1692 Tok Lane, 3rd Floor Constitution Hall  
Fairbanks, AK 99775-6910  
Phone: 907-474-7300  
E-Mail: [uaf-tix@alaska.edu](mailto:uaf-tix@alaska.edu)  
<http://www.uaf.edu/equity>

**UAS Title IX Coordinator**

11066 Auke Lake Way  
Juneau, AK 99801  
Phone: 907-796-6371  
E-Mail: [uas.titleix@alaska.edu](mailto:uas.titleix@alaska.edu)  
<http://www.uas.alaska.edu/titleix>

**Office for Civil Rights, Seattle Office**

U.S. Department of Education  
915 Second Ave., Room 3310  
Seattle, WA 98174-1099  
Phone: 206-607-1600  
TDD: 800-877-8339  
E-mail: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
Website: <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

For employment or educational discrimination, students, parents, employees and applicants for employment may file a complaint with the U.S. Department of Education within 180 calendar days of the alleged discriminatory act.

**Office for Civil Rights, Seattle Office**

U.S. Department of Education  
915 Second Ave., Room 3310  
Seattle, WA 98174-1099  
Phone: 206-607-1600  
TDD: 800-877-8339  
E-mail: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
Website: <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

For employment discrimination, employees and applicants for employment may file a complaint with the Equal Employment Opportunity Commission at the below addresses within 180 calendar days of the alleged discriminatory act.

**Equal Employment Opportunity Commission**

Federal Office Building  
909 First Avenue  
Suite 400  
Seattle, WA 98104-1061  
Phone: 800-669-4000  
Fax: 206-220-6911  
TTY: 800-669-6820  
Website: <http://www.eeoc.gov/employees/charge.cfm>

For educational discrimination, individuals may file a complaint with the U. S. Department of Justice

**U.S. Department of Justice Civil Rights Division**

950 Pennsylvania Avenue, N.W.  
Educational Opportunities Section, PHB  
Washington, D.C. 20530  
Phone: 202-514-4092 or 1-877-292-3804 (toll-free)

Fax: 202-514-8337

E-mail: [education@usdoj.gov](mailto:education@usdoj.gov)

Website: <http://www.justice.gov/crt/how-file-complaint#three>

For employment or educational discrimination, individuals may file a complaint with the State of Alaska:

**Alaska State Human Rights Commission**

800 A Street, Suite 204

Anchorage, AK 99501-3669

Anchorage Area: 907-274-4692

Anchorage Area TTY/TDD: 907-276-3177

Toll-Free Complaint Hot Line (in-state only): 800-478-4692

TTY/TDD Toll-Free Complaint Hot Line (in-state only): 800-478-3177

Website: [www.humanrights.alaska.gov](http://www.humanrights.alaska.gov)

For discrimination related to a Department of Labor funded grant, individuals may file a complaint with the U. S. Department of Labor within 180 calendar days of the alleged discriminatory act.

**U.S. Department of Labor**

ATTENTION: Office of External Enforcement

Director, Civil Rights Center

200 Constitution Avenue, NW

Room N-4123

Washington, DC 20210

Fax: 202-693-6505, ATTENTION: Office of External Enforcement (limit of 15 pages)

E-mail: [CRCEXternalComplaints@dol.gov](mailto:CRCEXternalComplaints@dol.gov)

Website: <http://www.dol.gov/oasam/programs/crc/index.htm>

For discrimination related to a National Science Foundation funded grant, individuals may file a complaint with the National Science Foundation within 90 calendar days of the alleged discriminatory act on the basis of race, sex (including sexual harassment), color, national origin and disability. Age discrimination complaints may be filed within 180 calendar days of the alleged discriminatory act.

**National Science Foundation**

NSF Awardee Compliance Manager

Office of Diversity & Inclusion (ODI)

2415 Eisenhower Avenue

Alexandria, VA 22314

Phone: 703-292-8020

E-mail: [ProgramComplaints@nsf.gov](mailto:ProgramComplaints@nsf.gov)

Website: <https://www.nsf.gov/od/odi/>

UA's grievance procedures and grievance process under Title IX, including how to report or file a formal complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how UA will respond are located in UA Board of Regents' Policy and Regulation Chapter 01.04. This chapter defines prohibited behavior and details the administrative grievance procedures and grievance process for inquiries, investigations, hearings, and appeals which apply when prohibited behavior is alleged to have occurred.

For discrimination related to a United States Department of Agriculture (USDA) funded grant, individuals may file a complaint with the USDA within 180 calendar days of the alleged discriminatory act. In programs that receive Federal financial assistance from USDA, discrimination is prohibited on the bases of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity.

**U.S. Department of Agriculture**

Director, Center for Civil Rights Enforcement 1400 Independence Avenue, SW Washington, DC 20250-9410

Phone: (866) 632-9992

E-mail: CR-INFO@usda.gov

Website: <https://www.usda.gov/oascr/filing-program-discrimination-complaint-usda-customer>