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FORMAT 2

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	UA Geography Program	College/ School	SNRAS
Prepared by	Wanda Tangermann	Phone	7494
Email Contact	wrtangermann@alaska.edu	Faculty Contact	Cary de Wit

1. COURSE IDENTIFICATION:

Dept	GEOG	Course #	692	No. of Credits	1-6
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COURSE TITLE

Graduate Seminar

2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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NUMBER	TITLE	DESCRIPTION
PREQUISITES		FREQUENCY OF OFFERING
CREDITS (including credit distribution)	X	COURSE CLASSIFICATION
CROSS-LISTED	Yes Dept. NRM	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
STACKED (400/600) Include syllabi.	Dept.	Course #
OTHER (please specify)		

3. 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
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**OTHER FORMAT (specify
all that apply)**

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

Regularly scheduled NRM Graduate Seminar is usually offered as 1 credit hour meeting once per week every semester. Additional seminar courses may be offered, as demand warrants, with topical focus and variable credits (up to 3).

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement
for the baccalaureate core?

YES ☐

NO ☐

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

O = Oral Intensive, ☐

W = Writing Intensive, ☐

Natural Science, ☐

Format 6 also submitted ☐

Format 7 submitted ☐

Format 8 submitted ☐

5. 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).

Seminar topics, speakers, readings vary from
semester to semester. Three grad seminar
courses are required for all MS students.

How many times may the course be repeated for credit?

3 TIMES

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

3 CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

GEOG F692 Graduate Seminar

1-6 Credits

Topics in natural resources management and geography explored through readings, student presentations, group discussions and guest speakers. Prerequisites: Graduate standing or permission of instructor. (0+0)

NRM F692 Graduate Seminar

1-3 Credits

Topics in natural resources management and geography explored through readings, student presentations, group discussions and guest speakers. Prerequisites: Graduate standing or permission of instructor. Cross-listed with ~~GEOG~~ F692 (0+0+1-3)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

GEOG F692 Graduate Seminar

~~1-6~~ 1-3 Credits

Topics in natural resources management and geography explored through readings, student presentations, group discussions and guest speakers. Prerequisites: Graduate standing or permission of instructor. ~~(0+0)~~ (1-3+0+0) ~~(1-3+0)~~ Cross-listed with NRM F692.

NRM F692 Graduate Seminar

1-3 Credits

Topics in natural resources management and geography explored through readings, student presentations, group discussions and guest speakers. Prerequisites: Graduate standing or permission of instructor. Cross-listed with ~~GEOG~~ F692 ~~(0+0+1-3)~~ (1-3+0+0) ~~(1-3+0)~~

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☒ Yes

If Yes, DEPT ☐ NRM

NUMBER ☐ 692

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER: ☐

PASS/FAIL: ☒ X

10. **ESTIMATED IMPACT**

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

None, correcting course information in catalog

11. **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 ☒ X Yes ☐ N/A ☐

12. **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)

None, correcting course information in catalog

13. POSITIVE AND NEGATIVE IMPACTS

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

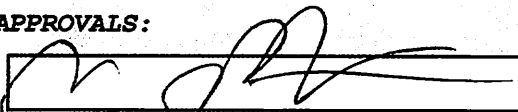
None

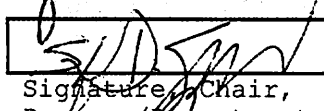
JUSTIFICATION FOR ACTION REQUESTED

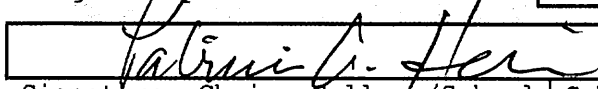
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.


Correcting credit hour distribution in course description



APPROVALS:

 Date 12/20/2011
Signature, Chair,
Program/Department of: Geography


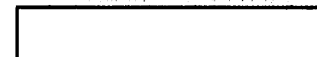
 20 December 2011
Signature, Chair,
Program/Department of: Natural Resources Management

 Date Dec 20, 2011
Signature, Chair, College/School
Curriculum Council for: School of Natural Resources and
Agricultural Sciences

 Date 12-21-11
Signature, Dean, College/School
of: Natural Resources and Agricultural Sciences

 Date 
Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

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

 Date 
Signature, Chair, UAF Faculty Senate Curriculum
Review Committee

NRM/GEOG 692 Syllabus

Graduate Seminar in Natural Resource Management & Geography

FALL 2011

Thurs 3:40 - 5:10 pm

AHRB 183 1-2 Credits

Instructors

	Cary de Wit Associate Professor of Geography	Patricia Heiser Associate Professor of Geography
Office:	317 O'Neill	368 O'Neill
Phone:	474-7141	474-7068
Office Hrs:	Wed & Fri 10-12, and by appointment	Tue Thur 9-11
Email:	c.dewit@alaska.edu	paheiser@alaska.edu

Seminar Theme: Environmental Decision-Making

Course Description and Objectives

This semester's seminar will focus on "environmental decision-making" and risk assessment associated with environmental change and environmental hazards. Environmental Decision-Making refers to the process by which resource managers, policy-makers, and elected officials arrive at decisions that concern the environment, and which may affect public well-being. Examples would be decisions about seismic risk to infrastructure, about wild-fire prevention and abatement, about whether it's better to flood one place to spare another, about the viability of offshore drilling, or about whether the potential benefits of a wind farm are worth its aesthetic drawbacks. In most cases, these decisions have to be made with incomplete information, and often in a climate of contentious debate among public officials, resource managers, private business interests, and members of the public. This seminar is intended to illuminate what goes into such decisions. Students in the seminar will learn to identify and evaluate the multiple considerations and interests that a given decision involves, and ideally will learn how the best decisions can be made in sub-optimal circumstances.

Prerequisites

Graduate standing or permission of instructor.

Assigned Readings

Relevant readings will be assigned throughout the semester.

Disabilities

If you have a (medical/cognitive/sensory/mobility) disability that may prevent you from fully demonstrating your potential in this course, arrange as soon as possible to have a UAF representative from Disability Services provide me a letter that explains any special accommodations you may need.

GRADING AND COURSE CREDIT

Grades are based on written reflections about presentations or readings (details below), class participation (posing questions to speakers, discussing readings), and showing up.

Final grades are based on your point total as a percentage of possible points.

	Points Possible	% of Final Grade
Prep and Reflection papers (10 pts/week)	130	65%
Class Participation (Readings & discussion)	50	25%
Showing up	20	10%
Total Points Possible:	200	

Grading Scale

A = 90% - 100%
B = 80% - 89.9%
C = 70% - 79.9%
D = 60% - 69.9%

STUDENT RESPONSIBILITIES

Preparation Papers (ONE-page to include the following):

1. Identification of the issues/impacts/risks/trade-offs involved in the coming week's presentation/discussion topic, based on your own background research and reading.

Guiding Questions:

Identify the character of risks and challenges to the decision-making process (e.g. political, environmental, economic, cultural risks).

Assess the quality & reliability of data (who did the research, who funded it, who interpreted it, etc.).

Identify the influences that could distort the collection, interpretation, access to, or biased presentation of the data (e.g. political climate, ideological influences, emotional reactions & emotional manipulation, economic conditions, popular assumptions and perceptions, etc.).

2. List of sources you consulted in your background research (including websites).
3. A minimum of TWO thoughtful questions, based on your prior research and reading, that you are prepared to ask in class. Questions should be specific to the topic at hand (to demonstrate that you have given some serious thought to the issues).

To be handed in as hard copy BEFORE each presentation. No Preparation Papers accepted after the beginning of class.

Follow-up Reflection Papers (ONE-page to address the following):

Based on reading/discussion/presentation, what is the meat of the issue?

What risks are being assessed? Are the right ones being assessed?

Is one kind of risk being balanced against another (e.g. environmental risk vs. economic risk)?

How does your independent research correlate with what the speaker presented?

Did the presentation/discussion change your perspective on the decision-making process, or suggest a different decision from what you originally would have made?

To be handed in as hard copy by the beginning of the next class. No Reflection Papers accepted after the beginning of the next class.

Plagiarism

Any act of plagiarism will result in a failing grade for the course, and possible expulsion from the university. It is **YOUR** responsibility to know what constitutes plagiarism. Pleading that you "didn't know" you were plagiarizing will not get you off the hook. Plagiarism, simply put, is presenting ideas or words as your own, when they are not. You can use other people's ideas and words as long as you give them credit by citing the source of the information.

Plagiarism includes (without crediting the source) cutting and pasting text from websites (even if there's no author given), copying from printed sources, turning in an assignment that was written by someone else (even in modified form), turning in a paper that you have previously written for another class, etc.

The simplest essential test for plagiarism is to ask yourself: "Am I presenting something that I created through my own research, reading, thinking, or creative process, or did I save effort by plugging in what someone else had already done?" If you're not sure, please ask.

All other forms of academic dishonesty and/or misconduct will also result in a failing grade for the course.

TENTATIVE SCHEDULE OF SPEAKERS

Redoubt Eruption and Drift River Oil Tank Farm: An Environmental Decision Case Study
Bob Swenson, Alaska State Geologist

Flood Inundation Modeling
Matt Balazs, Geoscience Grad Student

AVO, Puff and Ash-Cloud Warning Systems
John Dehn, Associate Research Professor of Volcanology; Peter Webley, Assistant Research Professor of Volcanology

Chukchi Sea Drilling Risks and Decision-Making
Mark Myers, Alaska Department of Natural Resources

Pebble Mine versus Salmon
Carol Ann Woody, PhD, Fisheries Scientist

Fairbanks North Star Borough Air Quality Issues
Jim Whittaker, Former FNSB Mayor

Seismic Risk Assessment in Alaska
Rod Combellick, Engineering Geologist, AK Division of Geological and Geophysical Surveys

Food Security and Vulnerability Assessment
Craig Gerlach, Professor of Cross-Cultural Studies

Radioactive Particles and Coal Ash from Asia
Cathy Cahill, Associate Professor of Atmospheric Science

Coastal Erosion and Flooding Risk Assessment
Nicole Kinsman, Engineering Geologist, AK Division of Geological and Geophysical Surveys

Arctic National Wildlife Refuge — Balancing Visitor Access & Impact
Richard Voss, Refuge Manager

Permafrost Vulnerability Mapping
Torre Jorgenson, Landscape Ecology Consultant, Alaska EcoScience

Infectious Disease Pandemic Potential in Alaska
Biological Research & Diagnostics Facility/Virology Lab