

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	Fisheries Division	College/School	School of Fisheries and Ocean Sciences
Prepared by	Shannon Atkinson	Phone	907-796-5453
Email Contact	Atkinson@sfos.uaf.edu	Faculty Contact	Shannon Atkinson

1. COURSE IDENTIFICATION:

Dept	FISH	Course #	094	No. of Credits	2
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COURSE TITLE	Skeleton Articulation as an Introduction to Marine Conservation Biology
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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	<input checked="" type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input type="checkbox"/>	
CREDITS (including credit distribution)	<input type="checkbox"/>	COURSE CLASSIFICATION		<input type="checkbox"/>	
CROSS-LISTED	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
OTHER (please specify)	Request to change from FISH 094 to FISH 194				

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
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)	Lectures, labs and field trips.					

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	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>
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5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	
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How many times may the course be repeated for credit?	0	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	2	CREDITS
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6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

FISH 094 - Biodiversity of Nature and Environmental Stewardship. 2 credits (1+3); course designed for high school students; graded Pass/Fail and repeatable based upon different course content (articulating a different species each year) up to three times for a maximum of 6 credits; prerequisites include a GPA of 2.5 or higher; high school biology recommended; to be offered as demand warrants; first offering in Spring 2011.

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.

FISH ~~194~~ 094 - ~~Distinctive Education in Motion: Biodiversity of Nature and Environmental Stewardship (DEM BONES)~~ Skeleton Articulation as an Introduction to Marine Conservation Biology 2 credits (1+3); course designed for high school students; graded Pass/Fail ~~and repeatable based upon different course content (articulating a different species each year) up to three~~ two times for a maximum of ~~6~~ 4 credits; prerequisites include a GPA of 2.5 or higher; ~~to be offered to high school juniors and seniors biology recommended; to be offered as demand warrants with at least 1 biology and 1 math class completed ;~~ first offering in Spring ~~2010~~ 2012

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO NO If Yes, DEPT NUMBER

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

9. GRADING SYSTEM: Specify only one

LETTER: PASS/FAIL:

10. ESTIMATED IMPACT

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

I will be teaching the class in conjunction with the high school Marine Biology teacher in hopes of sparking high school student's interest in attending the science and marine biology programs in the UA system. The lab that is used is the Thunder Mountain High School's Marine Biology Lab which does not impede on UAF facility space. A teaching assistant is desirable to assist with preparation of the carcass, class course material preparation, and procurement of supplies needed for the class, and assisting students during the class / lab periods.

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 Yes **Reference Books and Handouts will be provided in class**

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)

No negative impacts are anticipated. Positive impacts include the potential to recruit high school students to the Fisheries Undergraduate degree program.

13. POSITIVE AND NEGATIVE IMPACTS

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

Positive impacts include the potential to recruit high school students to the Fisheries Undergraduate degree program, as well as to publicize the positive nature of UAF in areas outside of Fairbanks.

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.

One of the primary commitments of the University of Alaska Fairbanks (UAF) School of Fisheries and Ocean Sciences (SFOS) is the training of future professionals in the field of ocean sciences. Public agencies and marine industries throughout Alaska and beyond need knowledgeable and experienced freshwater and marine scientists, technicians, economists, social scientists, and managers focused on the larger field of marine conservation and sustainable use. While SFOS is located in numerous places across the State of Alaska, the undergraduate offerings in Juneau are slim for hands-on interactive classes. Skeleton Articulation as an Introduction to Marine Conservation Biology class is aimed at students that have a high likelihood of entering the sciences as they are already motivated to be taking marine biology at the high school level. The current class is operating above the 094 level that this class has currently been designated at, thus the change will reflect the current level of the class. The additional prerequisites will ensure that the class can remain aimed at a 194 level and detailed lectures and reading assignments have been added to the syllabus. The unique ability to use marine mammals as a teaching tool underscores the exceptional opportunities Alaskan youth have to learn while making positive, beneficial contributions to a world-wide scientific knowledge base. The class was taught in Spring 2011 and received outstanding reviews from students, teachers, the school district and the community as a whole. Upgrading the number to the 100 level will hopefully make it eligible for the school districts ‘College Connection’ program or their Tech Prep Program, thereby targeting more students that are prospective UA students.

APPROVALS: As per attached.

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

	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		

JUSTIFICATION FOR ACTION REQUESTED

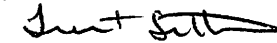
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

One of the primary commitments of the University of Alaska Fairbanks (UAF) School of Fisheries and Ocean Sciences (SFOS) is the training of future professionals in the field of ocean sciences. Public agencies and marine industries throughout Alaska and beyond need knowledgeable and experienced freshwater and marine scientists, technicians, economists, social scientists, and managers focused on the larger field of marine conservation and sustainable use. While SFOS is located in numerous places across the State of Alaska, the undergraduate offerings in Juneau are slim for hands-on interactive classes. The DEM BONES class is aimed at students that have a high likelihood of entering the sciences as they are already motivated to be taking marine biology at the high school level. The current class is operating above the 094 level that this class has currently been designated at, thus the change will reflect the current level of the class. The additional prerequisites will ensure that the class can remain aimed at a 194 level. The unique ability to use marine mammals as a teaching tool underscores the exceptional opportunities Alaskan youth have to learn while making positive, beneficial contributions to a world-wide scientific knowledge base. The class was taught in Spring 2011 and received outstanding reviews from students, teachers, the school district and the community as a whole. Upgrading the number to the 100 level will make it eligible for the school districts 'College Connection' program, thereby targeting more students that are prospective UA students.


APPROVALS:

 Date 09/02/11

Signature, Chair,
Program/Department of: Fisheries Division

 Date 09/02/11

Signature, Chair, College/School Curriculum
Council for: SFOS curricula committee

 Date 09/06/11

Signature, Dean, College/School
of: SFOS Assoc. Dean

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

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

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide 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 change will 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.)

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

Syllabus FISH 194
Skeleton Articulation as an
Introduction to Marine Conservation Biology

Course Credits: 2

Contact Hours: 1 h lecture/3 h lab

Course Prerequisites: High School Juniors and Seniors with a GPA of 2.5 or better academic standing and 1 biology and math class completed.

Recommended Courses: Biology or AP Biology

Meeting Location and Time: Monday and Wednesday 1:00 – 3:00pm. (Proposed time only; the actual time will be worked out with the school). Each class will begin with a 0.5 hour lecture. Location for the articulation process is Thunder Mountain High School. Field trips will be taken to Ted Stevens Marine Research Institute, Necropsy Laboratory 17109 Point Lena Loop Rd, and possibly UAF Fisheries Division 17101 Point Lena Loop Rd.

Instructor:

Dr. Shannon Atkinson
UAF Fisheries Division bldg
Room 313
Voice: 796-5453
Email: atkinson@sfos.uaf.edu

Office Hours: TBA

Required text: There is no required text for this course. However, *Biology of Marine Mammals*. Edited by John E Reynolds and Sentiel A. Rommel is used as a reference manual. Students in the class will receive several handouts detailing the preparation for and the process of skeletal articulation, as well as chapters from textbooks dealing with specific lecture topics. These are identified in the course calendar section of this syllabus. Articulation manuals, bone treatment manuals and medical texts will be available in the classroom.

Recommended reading: One copy of the reference text as well as specific reading assignments, articulation manuals, and other pertinent articles will be available in the classroom as reference material.

Course Description: Under the supervision and mentorship of the instructor and an articulator, students will prepare and articulate the skeleton of a marine mammal. Although the core of the class will be the lab-based articulation process, the class will also have lectures and field trips that address the physiology and function of each section of the specimen, the animal's relationship to and use of its environment, the animal's historical and cultural significance in Alaska as well as its significance in global economic development and current issues in conservation of the species. This class fits into the broader SFOS undergraduate curricula in that it is an introductory course that highlights many issues pertinent to fisheries and ecosystem management.

Catalogue Description: FISH 194 – Skeleton Articulation as an Introduction to Marine Conservation Biology 2 credits (1+3); course designed for high school students; course is graded

as pass/fail; prerequisites include a GPA of 2.5 or higher; to be offered to high school juniors and seniors with at least 1 biology and 1 math class completed; first offering in Spring 2012

Course Goal: One of the primary commitments of the University of Alaska Fairbanks (UAF) School of Fisheries and Ocean Sciences (SFOS) is the training of future professionals in the field of ocean sciences. Public agencies and marine industries throughout Alaska and beyond need knowledgeable and experienced freshwater and marine scientists, technicians, economists, social scientists, and managers focused on the larger field of marine conservation and sustainable use. Skeleton articulation in the classroom setting opens the door for a broad range of topics ranging from mechanics of locomotion, animal physiology, cultural significance of the animal, using learned information as a conservation management tool while at the same time providing a hands-on, cooperative approach to scientific discovery. The unique ability to use marine mammals as a teaching tool underscores the exceptional opportunities Alaskan youth have to learn while making positive, beneficial contributions to a world-wide scientific knowledge base.

Student Learning Outcomes: By the end of the class, students should be able to:

1. Be familiar with the chosen specimen and the physical means by which it interacts with its environment.
2. Be familiar with anatomical and physiological terminology, such as the names of bones, the bone's contribution to overall structure and function and physiological processes involved in that function. For example: a femur would be discussed as 1) the bone itself 2) it's relation to other bones within the limb 3) the role that the bone plays in the overall function of the limb (ie. locomotion) 4) other structures (ie musculature, nerves and blood supply) that coordinate to allow the use of the limb in the process of locomotion.
3. Be familiar with the specimen's life history, such as diet, reproduction and social structure.
4. Understand the historical, cultural and environmental role of the animal. For example, the sea otter's role in early exploration, early global economy, Native Alaskan cultural significance and the impact on Alaska's history, as well as the animal's ecological role as a keystone species, particularly its relationship to healthy kelp forests.
5. Understand conservation issues surrounding the species and current management policies. For example, the rapidly expanding sea otter population in southeast Alaska is creating increasing opportunities for fisheries competition. As sea otters are federally managed, laws and policies regarding their management are discussed.
6. Be able to work in a team in a challenging creative process.

Instructional Methods: Learning will be primarily "hands-on" and include lectures and class discussions and field trips. As segments of the skeleton are worked on, discussions will cover structure and function, as well as associated tissues and their contribution to the animal's interaction with its environment. Traditional Native Alaskan use of each particular section will also be discussed, as well as the animal's role in historical global economic development.

COURSE CALENDAR (SUBJECT TO CHANGE)

The course has been designed such that it will occur over the school semester. Monday and Wednesday, 1:00 – 3:00pm have nominally been chosen, although past experience in Spring

2011 demonstrated that the days and times are likely to change. Each class will begin with a 1/2 hour lecture followed by 1.5 hour lab. Students will be required to commit 4 hours a week. Class discussions will be determined by the instructor based upon progress during the articulation process. There is some flexibility “built in” in the course calendar. The exact condition of the specimen to be articulated will be unknown until such time as it is needed for the class

There is no required text for this course. Upon signing up for this course, initial training in laboratory and equipment safety is conducted. This has been coordinated with UAF’s Environmental Health and Safety Office and they receive all student quizzes to ensure compliance. The students will receive a packet that includes this syllabus and several handouts detailing the preparation for and the process of skeletal articulation as well as chapters from textbooks that are pertinent to the lectures. Articulation manuals, bone treatment manuals and medical texts will be available in the classroom.

<u>Date</u>	<u>Description (Lecture/Lab)</u>	<u>Reading Assignment</u>
23-Jan	Complete Safety Training	UAF EHSO Skillsoft Program and quizzes
25-Jan	Overall life history/flensing of front and rear limbs	Chapter 1 Biology of Marine Mammals
30-Jan	Anatomy/Skull and comparative anatomy	
4-Feb	Anatomy/Vertebrae, sternum, pelvis and tail	Handout from Bone Builders Manual
6-Feb	Biomechanics/Continue with above	
8-Feb	Physiology/Start articulation - lay out bones in order	Handout from Pinniped Articulation Manual
13-Feb	Reproduction/Continue articulating limbs and glue teeth	
15-Feb	Physiology/Continue processing vertebrae and ribs being processed	
20-Feb	Nutrition/Finish stand and lay out vertebrae bones in approximate order	Nutrition project handout
22-Feb	Grad student talk - Marine Mammal's life history	
27-Feb	Ecology/Vertebrae column construction along a temp wire shape/position of perm rod support	Chapter 6 World Atlas of Biodiversity
29-Feb	Biodiversity/Final positioning of skeleton	
5-Mar	Midterm student evaluations	Career handouts
7-Mar	Field trip Necropsy - TSMRI/Facility Tour	
12-Mar	Marine Mammal Protection Act/Perm attachment of vertebrae column	
14-Mar	Field trip Necropsy - TSMRI Career Talk	
19-Mar	Marine Policy/Begin rib attachment	
21-Mar	USFWS career lecture/Rib drilling	
26-Mar	Environment Stewardship/Rib attachment	Atkinson et al. 2008

28-Mar	Marine Mammal Research/Scapula, final positioning & permanent support structure design	publication
2-Apr	No Class (testing week)	
9-Apr	Conservation Management/Final positioning	
11-Apr	Human Impact/Complete ribs and prep for extremities. Work on display	Examples of Final Reports
16-Apr	Relation to Fisheries/Attach scapula and innominates	
18-Apr	Cultural Significance/Attach skeleton to permanent support structure	Chapter from "The Earth is Faster Now"
23-Apr	Guest lecture Native culture/Make display labels	
25-Apr	Economics/Attach paws and flipper	Guidance for report preparation
30-Apr	Final student assessment/Attach skull	
2-May	Last day of instruction - Student assessment	

ASSIGNMENTS

Forms:

Release form must be signed by the students and parents in advance of attendance. These forms are the ones used in Spring 2011 and are attached.

Reading Assignments:

Specific reading assignments are listed under the course Calendar (above)

Mid-point and Final Evaluations. Evaluations of the student's progress will be performed both at the mid-point and at the end of the class. The evaluations serve as a means to monitor the student's progress and achievement of learning objectives. The faculty advisor and support staff are both involved in oversight and supervision of the class, and discussion of the progress with the students.

Final Report: A final report of the experience will be required prior to the final class meeting. The form of the report will be discussed with each student and may be a traditional scientific report or may be a more descriptive narrative. Failure to turn in this report will result in a failing grade.

COURSE POLICIES

Academic Honesty: The final report submitted is to be entirely your own work, unless you receive specific instructions to the contrary. All aspects of your course work are covered by the Honor system. Any suspected violations (e.g. cheating, plagiarism) will be promptly reported and appropriate action(s) will be taken. Additionally, you will receive a zero for the report. Honesty in your academic work will develop into professional integrity. The faculty and students of the University of Alaska Fairbanks will not tolerate any form of academic

dishonesty. Violations of lab safety procedures will not be tolerated. Major violations or repeated minor violations will result in expulsion from the course.

EVALUATION/ GRADING

Pass/Fail Grading: For this course, attendance (25%), participation (25%) and teamwork (25%) are of primary importance and will account for 75% of the grade. The remaining 25% of the grade is based on the final report. Students will receive a passing grade as measured by: attendance as recorded in the attendance log; teamwork as measured by the instructor's observations in the class setting; completion of the project as measured by the instructor's observation and according to the articulation manuals for the particular species of the articulation subject; and preparation of the final report. Failure to turn in a final report will result in a failing grade. Absences for 3 or more classes per semester without an acceptable excuse constitute significant disruption of the class and will result in a failing grade. Acceptable excuses for lack of attendance include illnesses, family emergencies and absence due to school-sponsored programs. Those students with school-sponsored program commitments that will affect attendance are expected to plan in advance with both the class and the instructor for sessions missed. Because the course is based on the individual experience, a grading curve does not apply.

Assignments: A final report of the experience accounts for 25% of the evaluation, and is mandatory. No student can pass the class without submitting the final report. The reports must demonstrate the following: 1) Working knowledge of skeletal structures, such as terminology, location and function. 2) Working knowledge of the animal's life history, such as habitat, diet and reproductive patterns. 3) Working knowledge of conservation and management of the species, such as governing agencies, current policies, and current impacts on the species. This content can be measured using the articulation manuals that will be available throughout the course.

Support/ Disabilities Services: If you need accommodation because of a disability, please contact the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities as soon as possible in order to make the necessary arrangements.



Fisheries Division
907-796-5441
907-796-5447 FAX
fisheries@uaf.edu
www.sfos.uaf.edu

School of Fisheries and Ocean Sciences
Juneau Center, 17101 Point Lena Loop Road, Juneau, AK 99801

January 13, 2012

Dear Parents/Guardian:

I am excited about your son/daughter's desire to participate in the FISH 194 Skeleton Articulation as an Introduction to Marine Conservation Biology class at the Juneau Center of SFOS at the University of Alaska Fairbanks (UAF). I will be serving as the primary instructor for UAF course and Ms. Topaz Shryock from Thunder Mountain High School for this course. I take the responsibility of mentoring students seriously, and I want to provide you with information to assist you in determining if your son/daughter can participate in the class in a UAF lab. As the direct supervisor of the students I, or my designee, will be in the presence of your son/daughter at all times while working in the lab.

The class will be articulating marine mammal skeletons. In reviewing the process and procedures with your son/daughter, we have identified the following potential risks:

Working with biological tissues; working with laboratory chemicals; working with power hand tools; working with non-power, sharp hand tools (such as saws or chisels) and working in a laboratory setting.

To reduce the risks I have developed a risk mitigation plan that includes:

1. Safe laboratory practices, to include the requirement for your son/daughter to complete safety training which should reduce risks to a minimum. This training is provided by UAF.
2. Your son/daughter will be under direct supervision at all times while working in the lab, or outside the lab working with course-related materials.

Required safety training:

- Lab Safety – this must be accomplished prior to the start of work in a lab. Your son/daughter can accomplish the training online at www.uaf.edu/safety under training.

I do not expect any accidents or harmful exposure to occur as laboratory protocols are in place to prevent harmful exposure, but accidental exposure cannot be completely ruled out. I want you to be fully aware of the potential risks prior to giving your consent to allow your son/daughter to work in laboratories. I want to assure you that I, or my designee, will be directly supervising your son/daughter during his/her work in the laboratory. Please note if your son/daughter is unwilling or does not follow safety procedures he/she will be asked to leave the lab and his/her participation in the class will be terminated.

Parent interaction is welcome at all stages of this project, and I extend an invitation for you to visit the lab and see where your son/daughter will be working. Please contact me if you wish to stop by and visit the lab or if you have questions.

Photos may be used for the UAF website. Please let us know if you do not want your son/daughter photographed.

Please sign the accompanying release form if you agree and understand the scope of the project your son/daughter will be conducting with UAF. Please send the waiver back to me and once I have received it your son/daughter is welcome to begin work in the lab and we will establish a work schedule at that time.

Sincerely,

Shannon Atkinson, Ph.D.
Professor
907-796-5453
907-796-5447 Fax
Atkinson@sfos.uaf.edu



AGREEMENT TO RELEASE ALL CLAIMS FOR INJURY OR DEATH TO ME AND TO PROTECT THE UNIVERSITY AND OTHERS FROM ANY SUCH CLAIMS WHICH MAY BE BROUGHT (AGREEMENT)

THIS SECTION TO BE COMPLETED BY UA DEPARTMENT	
Department Name:	
Faculty/Staff Contact Name:	Phone:
Name of Course/Activity:	Date(s):
List Activities:	

I _____, being 18 years of age or older, have decided to participate in the above referenced Activity or Course. I have made this choice in recognition and appreciation that there will be known and unknown risks, dangers and hazards, which may be encountered in the above mentioned Activity or Course, which may include or result from the negligence or gross negligence (herein collectively referred to as "fault") of the University of Alaska or my fellow students. With this in mind, I DO HEREBY VOLUNTARILY ASSUME ALL RISKS, DANGERS AND HAZARDS which I may encounter during my participation in, and transportation to, from or as a part of, the Activity or Course. In addition, I declare that I intend to be financially responsible for any death or injury that may occur to me during or as a result of such participation or transportation.

Further, in consideration of being permitted to participate, I hereby agree to release the University of Alaska, its Board of Regents, officers, agents, and employees, (Released Parties) from all liability and claims of any kind, including claims for loss, expense, damages, punitive damages or attorney fees, or loss of companionship or support of family, occurring during or as a result of participation in, or transportation to, from or as a part of, this Activity or Course (Claims). This Release applies even if such Claims are based on the fault of Released Parties.

Further, I promise to indemnify and hold harmless the University of Alaska, and pay its costs of defense, if Claims are brought by me or anyone else against any of the Released Parties to recover money damages related to injuries or death to me. This promise applies even if the Claims are based on the negligence or gross negligence of the University or other related parties.

I understand that special personal medical and accident insurance may be available to me, upon my request at my expense, through University of Alaska managed plans or otherwise, and that any obligation to purchase insurance is entirely mine.

I have entered into this Agreement on the basis of my own information and not in reliance upon representations of the University or other Released Parties. I understand that I have the right to consult an attorney of my choice before signing. I further understand that this document contains the entire agreement and no oral or written agreements limiting or modifying the effect of the terms of this Agreement exist. I agree that if any part of this agreement is held to be invalid or unenforceable for any reason, the balance of the agreement remains valid and enforceable.

I intend that this Agreement is and will be binding on my family, estate, heirs, successors, assigns, insurers, medical providers and personal representatives.

By my signature, I represent that I have knowingly and voluntarily signed this Agreement with the intent that it be a legally binding document designed to protect the University of Alaska and other Released Parties from all Claims which could be brought by myself or anyone else on account of injury or death to me, regardless of cause or fault.

SIGNATURE: _____ DATE: _____

ADDRESS: _____

TELEPHONE: _____

RB: 3-25-2008 Distribution: Original - Department Copy - Participant

STUDENT ACCIDENT INSURANCE MAY BE AVAILABLE THROUGH CAMPUS RISK MANAGEMENT
UAA: 786-1351 UAF: 474-7889 UAS: 465-6496 SW: 450-8150



STUDENT EVALUATION FORM

Mid-point

Final

Date: _____

Organization: _____

Student: _____ Faculty: _____

Please circle rating in each category (1=poor; 3=satisfactory; 5 = excellent)

Independent planning and organization skills	1	2	3	4	5	N/A
Demonstrates self-initiative but requests assistance when needed	1	2	3	4	5	N/A
Punctuality	1	2	3	4	5	N/A
Timeliness on task performance and problem solving	1	2	3	4	5	N/A
Ability to learn and implement novel tasks	1	2	3	4	5	N/A
Data handling, entry, proofing, and/or compilation	1	2	3	4	5	N/A
Cooperatively works as a team member	1	2	3	4	5	N/A
Handles mishaps with maturity and flexibility	1	2	3	4	5	N/A
Accepts and utilizes constructive criticism	1	2	3	4	5	N/A
Original and critical thinking skills	1	2	3	4	5	N/A
Communication skills	1	2	3	4	5	N/A
Field readiness and preparedness	1	2	3	4	5	N/A
Adherence to organizational standards of appearance and conduct	1	2	3	4	5	N/A
Adherence to safety standards	1	2	3	4	5	N/A
Overall work ethic	1	2	3	4	5	N/A
Overall performance	1	2	3	4	5	

Outstanding work qualities:

Areas that need work:

Additional comments:

Signatures:

Professional Advisor: _____ Date: _____

Student: _____ Date: _____

Faculty Advisor: _____ Date: _____

High School Sponsor: _____ Date: _____