

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

<b>Department</b>	<b>Humans and the Environment</b>	<b>College/School</b>	<b>SNRAS</b>
<b>Prepared by</b>	<b>Peter Fix</b>	<b>Phone</b>	<b>6926</b>
<b>Email Contact</b>	<b>pjfix@alaska.edu</b>	<b>Faculty Contact</b>	<b>Peter Fix</b>

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	<b>NRM</b>	Course #	<b>465</b>	No. of Credits	<b>3</b>
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<b>COURSE TITLE</b>	<b>Survey Research in Natural Resources Management</b>
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**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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<b>NUMBER</b>	<input checked="" type="checkbox"/>	<b>TITLE</b>		<b>DESCRIPTION</b>	
<b>PREREQUISITES*</b>			<b>FREQUENCY OF OFFERING</b>		<input checked="" type="checkbox"/>

\*Prerequisites will be required before a student is allowed to enroll in the course.

<b>CREDITS (including credit distribution)</b>	<b>3 (3+0)</b>	<b>COURSE CLASSIFICATION</b>	
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<b>ADD A STACKED LEVEL (400/600)</b> Include syllabi.		Dept.		Course #	
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**How will the two course levels differ from each other? How will each be taught at the appropriate level?:**

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.

<b>ADD NEW CROSS-LISTING</b>		Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
<b>STOP EXISTING CROSS-LISTING</b>		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
<b>OTHER (specify)</b>				

**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 and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

<b>COURSE FORMAT:</b> (check <b>all</b> 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.)	

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach 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 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"/>	X = Baccalaureate Core	<input type="checkbox"/>
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4.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	<input type="checkbox"/>	NO	<input type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	X	<input 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?	<input type="text"/>	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?	<input type="text"/>	CREDITS
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6. **COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)**

**Example of a complete description:**

PS F450 Comparative ~~A~~Indigenous Rights and Policies (s)  
 3 Credits  
 Offered As Demand Warrants  
~~Case study~~ Comparative approach in ~~assessing A~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven A~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

NRM ~~F465-F366~~ Survey Research in Natural Resources Management

3 Credits  
 Offered Spring ~~Even-numbered Years~~

Research methods to support research and planning in recreation and human dimensions of natural resources management. Course topics include quantitative theories and concepts that have been applied to study human dimensions of natural resource management, study design, survey development and administration, sampling and data analysis. Prerequisites: ~~ECON F235 or equivalent, NRM F101, STAT F200X, or permission of instructor.~~ (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

NRM F366 Survey Research in Natural Resources Management

3 Credits  
 Offered Spring

Research methods to support research and planning in recreation and human dimensions of natural resources management. Course topics include quantitative theories and concepts that have been applied to study human dimensions of natural resource management, study design, survey development and administration, sampling and data analysis. Prerequisites: NRM F101, STAT F200X. (3+0)

8. GRADING SYSTEM: Specify only one.

LETTER:	<input checked="" type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. ESTIMATED IMPACT

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

The course will be offered within the existing workload of faculty: a course currently taught by the instructor every year will be switched to every other year and therefore no additional teaching or space requirements.

10. 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	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	It should not impact the library.
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11. 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)

The course is not required in other departments, and, therefore, it should not impact other departments.

12. POSITIVE AND NEGATIVE IMPACTS

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

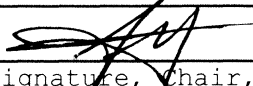
As this will become a required course in the NRM core, students will be better prepared for the NRM capstone courses.

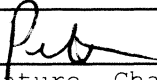
13. JUSTIFICATION FOR ACTION REQUESTED

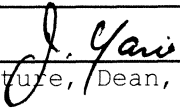
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

This course was previously offered at the 400 level in one concentration within the NRM degree. This course will now be required for all students seeking an NRM degree. The course level is being dropped to encourage students to take the course prior to 400-level NRM capstone courses. While there was previously no prerequisites at the 300 level, a few of the more advanced topics have been dropped to better suit the diversity of students who will be taking the course.

**APPROVALS:** (Additional signature blocks may be added as necessary.)



	Date	10-4-13
Signature, Chair, Program/Department of:	Humanities & the Environment	

	Date	10/4/13
Signature, Chair, College/School Curriculum Council for:	SNRAS	


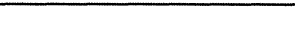
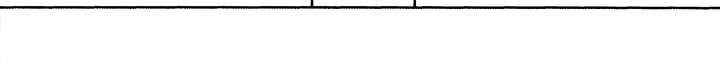
	Date	10/4/13
Signature, Dean, College/School of:	SNRAS	

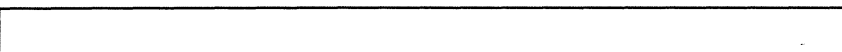
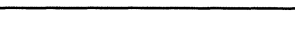
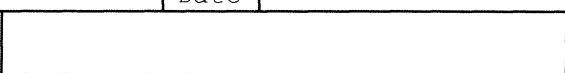
Offerings above the level of approved programs must be approved in advance by the Provost:

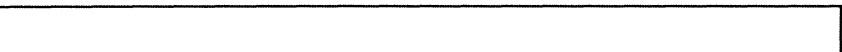
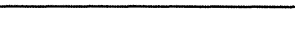
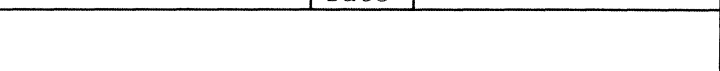
Signature of Provost (if applicable)	Date	
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<b>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.</b>		
	Date	
Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		


Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.



Office of the Dean & Director  
P.O. Box 757140  
Fairbanks, Alaska  
99775-7140  
Phone: (907) 474-7083  
Fax: (907) 474-6567  
email: uaf-snras-afes@alaska.edu

**School of Natural Resources and Agricultural Sciences**  
**Agricultural and Forestry Experiment Station**

**M E M O R A N D U M**

**TO:** Susan Henrichs, Provost 

**FROM:** Stephen D. Sparrow, Interim Dean and Director  
School of Natural Resources and Agricultural Sciences  
Agricultural and Forestry Experiment Station

**DATE:** September 27, 2013

**RE:** Signature Authority

I will be in Girdwood for the 8<sup>th</sup> Circumpolar Agricultural Conference/University of the Arctic Inaugural Food Summit meetings September 29-October 3, and Palmer October 4. During my absence, Professor John Yarie will have signature authority for all routine paperwork for the School of Natural Resources and Agricultural Sciences and Agricultural and Forestry Experiment Station.

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:  
<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 is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":  
[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**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**.

<http://www.uaf.edu/disability/> 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.

## **NRM 366 Survey Research in Natural Resources Management, Spring 2014**

**T&R 9:45 a.m. – 11:15 a.m.  
305 O'Neill**

Instructor: Dr. Peter J. Fix  
Office: 323 O'Neill  
Phone: (907) 474-6926  
Email: [pjfix@alaska.edu](mailto:pjfix@alaska.edu)  
Office hrs: Tuesday Noon to 3 p.m., or by appointment

### **Overview**

Social science surveys can be a valuable tool for natural resource management. As such they are extensively applied to assist in management decisions. However, obtaining valid results requires careful attention to the design of the questionnaire and methods used. This course will explore principles of survey design and analysis, with an emphasis on natural resource-related applications. Prerequisites: NRM F101, STAT F200X.

### **Course Goals**

The course will provide students with knowledge of the following topics:

- Defining study objectives
- Developing a quantitative survey to measure research questions/hypotheses
- Assessing the reliability of a survey and validity of results
- Strengths and weaknesses of different survey methods
- Steps to go from raw survey data to data analysis
- Basic statistical analysis in SPSS
- Writing up results in a report

### **Learning Outcomes**

Upon successful completion of this course, the students will have the skills to:

- Express study objectives in a manner to allow development of a survey to gather relevant data
- Select the most appropriate survey method and develop a survey to meet study objectives
- Code data and conduct statistical analysis to address study objectives
- Present results in an appropriate format (e.g., APA, The Chicago Manual of Style)

### **Class structure / Instructional Methods**

The class will consist of classroom lecture/discussion sections and classes in the computer lab. Computer lab classes will work with the Statistical Package for Social Science (SPSS). SPSS is available in the lab and student versions can be purchased through SPSS [<http://www.onthehub.com/spss/>] for \$40 for 6 months. Case studies will be incorporated throughout the semester.

### **Course Readings**

The course readings will be from Vaske, J. J. (2008). Survey research and analysis: Applications in parks, recreation and human dimensions. State College, PA: Venture Publishing. Additional readings will be posted to Blackboard or placed on reserve at the Biosciences Library.

### **Grading**

Students will be evaluated on a three exams, several assignments, and class participation. Exams and short assignments will be evaluated in comparison to the correct answer as indicated by the course readings. The first two exams will have an in-class component and take home section. The final exam will be entirely take home. Class participation will be evaluated with respect to being prepared for class, answering questions, participating in discussions.

### **Expectations**

- Points, equivalent to one letter grade/day late, will be deducted for late assignments. Assignments are due at the beginning of class on the days noted.
- Students are expected to come to class having read the assigned material.
- Students are expected to be at class and participate in discussion. Two unexcused absences will be allowed.

Plus and minus grades will be used. The components of the final grade and their contribution to the overall grade are as follows.

<b>Weight for final grade</b>		<b>Requirements for letter grade</b>	
Exams	45%	A + > 96%	C+ 77 to 79
Assignments	50%	A 93% to 96 A- 90% to 92	C 73 to 76 C- 70 to 72
Class participation (Based on showing up <i>and</i> participating in discussion.)	5%	B+ 87 to 89 B 83 to 86 B- 80 to 82	D+ 67 to 69 D 63 to 66 D- 60 to 62
			F < 60%



### **Plagiarism & Cheating**

According to the UAF code of conduct "Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless the instructor of the course grants permission. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors." Students are expected to abide by the UAF Student Code of Conduct. You are encouraged to review the UAF Student Code of Conduct at: <http://www.uaf.edu/catalog/current/academics/regs3.html> and <http://www.alaska.edu/bor/policy-regulations/>.

Plagiarism will not be tolerated. Please read the following document that explains what constitutes plagiarism: <http://library.uaf.edu/ls101-plagiarism>.

Also, please read following document that explains how to properly cite sources: <http://library.uaf.edu/ls101-citing>. Plagiarism is a major ethical violation and is grounds for course failure.

### **Disability Services**

If you have a disability that you believe will affect your performance in this course, please speak with me directly AND contact the Disability Services director Mary Matthews (474-5655) at the Center for Health and Counseling. Every effort will be made to accommodate you in accordance with the Americans with Disabilities Act. Further information is available at their website at <http://www.uaf.edu/chc>.

### **Writing Center**

The writing center in the eight floor of the Gruening Building can assist with your writing skills.

## Tentative Class Schedule (Will be revised as necessary)

<u>Class</u>	<u>Topic Covered</u>
1	Introduction to course <ul style="list-style-type: none"><li>• Field, D. R., Brown, P. J., Burdge, R. J. (2004). Coming in from the dark: the evolution of ISSRM and Social Science Research in Resource Management. In Manfredi, M. J., Vaske, J. J., Bruyere, B. L., Field, D. R., &amp; Brown, P. J. (eds) (2004). Society and Natural Resources a Summary of Knowledge. Jefferson, MO: Modern Litho.</li><li>• Chapter 1 in Vaske</li></ul>
2	Theory in human dimensions research <ul style="list-style-type: none"><li>• Chapter 3 in Vaske</li><li>• Chapter 2 in Vaske</li><li>• <i>Assignment: developing constructs</i></li></ul>
3	More on attitudes <ul style="list-style-type: none"><li>• Heberlein, T. A. Ch. 2: Reading water and minds.</li><li>• <i>Assignment: compare and contrast different attitude measures</i></li></ul>
4	Measures of values <ul style="list-style-type: none"><li>• Manfredi, M. J. (2008). Ch 6: Values, ideology and value orientations.</li><li>• <i>Assignment: compare and contrast different values measures</i></li></ul>
5	Case studies: <ul style="list-style-type: none"><li>• Wildlife values in West</li><li>• Attitudes towards a proposed moose hunt in Anchorage</li></ul>
6	Measurement: <ul style="list-style-type: none"><li>• Chapter 4 in Vaske</li></ul>
7	<ul style="list-style-type: none"><li>• Chapter 4, continued</li><li>• <i>Assignment: concepts of measurement</i></li></ul>
8	Linking the survey to analysis: <ul style="list-style-type: none"><li>• Chapter 5 in Vaske; Ch 6 pg. 97-100 (to selecting a level of significance)</li><li>• <i>Assignment: level of measurement</i></li></ul>
9	Writing and conducting surveys: <ul style="list-style-type: none"><li>• Chapter 7 in Vaske</li></ul>
10	<ul style="list-style-type: none"><li>• Chapter 7, continued...</li><li>• <i>Assignment: developing a survey</i></li></ul>
11	Implementation: <ul style="list-style-type: none"><li>• Chapter 8 in Vaske - possible errors, survey administration</li><li>• <i>Assignment: sampling</i></li></ul>
12	Implementation continued <ul style="list-style-type: none"><li>• Case study Denali National Park and Preserve</li><li>• Case study ARSP sampling issues</li></ul>
13	Implementation continued <ul style="list-style-type: none"><li>• Response rate and weighting</li><li>• Case study ARSP analysis issues</li></ul>

- 14 Integrating concepts into study design
- 15 **Exam 1**
- 16 Introduction to SPSS:
- Chapter 9 in Vaske
- 17 Data files:
- Chapter 10 in Vaske
- 18
- *Assignment: constructing datasets*
- 19 Hypothesis testing: Chapter 6 in Vaske
- *Assignment: hypothesis testing*
- 20 Basic analysis:
- Chapter 11 in Vaske
  - *Assignment: analysis*
- 21 Data manipulation:
- Chapter 12 in Vaske
  - Revisit topics of sampling and weighting using SPSS
- 22 Data manipulation:
- Chapter 12 in Vaske
  - *Assignment: analysis*
- 23 Crosstabs:
- Chapter 13 in Vaske
  - *Assignment: analysis*
- 24 Means and t-test:
- Chapter 14 in Vaske
  - *Assignment: analysis*
- 25 **Exam 2**
- 26 Writing up results
- 27
- ANOVA: Chapter 15 in Vaske
  - *Assignment: analysis (in lab)*
- 28
- Integrating analysis and survey design

**Final Exam period** 3:15 to 5:15pm – Final project due