

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

<b>TRIAL COURSE OR NEW COURSE PROPOSAL</b>
--------------------------------------------

**SUBMITTED BY:**

Department	<b>Fish Division</b>	College/School	<b>SFOS</b>
Prepared by	<b>Trent Sutton</b>	Phone	<b>907-474-7285</b>
Email Contact	<b><u>tmsutton@alaska.edu</u></b>	Faculty Contact	<b>Trent Sutton</b>

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

2. COURSE IDENTIFICATION:      Dept      **FISH**      Course #      **102**      No. of Credits      **1**

Justify upper/lower division status & number of credits:

**This course will be a lower-level course for first-year students in the fisheries program. The course will meet one hour per week (1 credit) and will focus on critical thinking skills through a series of case studies as well as providing an orientation for student success at UAF.**

3. PROPOSED COURSE TITLE:      **Fact or Fishin': Case Studies in Fisheries**

4. To be CROSS LISTED?       Yes      If yes,       FYE\*      Course #       100  
YES/NO      Dept:     

(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)      \*FYE approval is separate process from new course.

5. To be STACKED?       No      If yes,            Course #        
YES/NO      Dept.     

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING:      **Fall Semester, Every Year**  
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING  
(AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)      **Fall 2013 Semester as FISH 192**

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:  
(check all that apply)       1       2       3       4       5       6 weeks to full semester

OTHER FORMAT  
(specify)

Mode of delivery  
(specify lecture, field trips, labs, etc)      **Lecture, Class Discussion, Student Presentations**



9. CONTACT HOURS PER WEEK:

1	LECTURE hours/weeks	<input type="checkbox"/>	LAB hours /week	<input type="checkbox"/>	PRACTICUM hours /week	<input type="checkbox"/>
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

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10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

FISH F102 Fact or Fishin': Case Studies in Fisheries  
1 Credit Offered Fall

This seminar will promote active learning, critical thinking, and problem solving through a series of case studies involving current issues in fisheries conservation and management. Students enrolled in this course will also receive instruction on fundamental skills required to successfully complete a four-year degree at UAF. Attendance is mandatory. Prerequisites: This seminar is restricted to first-year students; or permission of instructor. 1 credit (1+ 0).

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:	<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 <input type="checkbox"/>	W = Writing Intensive, Format 7 <input type="checkbox"/>	Natural Science, ("X" for Core) Format 8 <input type="checkbox"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES  NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?	<input type="checkbox"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="checkbox"/>	CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="checkbox"/>	CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:  X --> PASS/FAIL:  X 12/4/2013: Grading mode has been changed to Pass / Fail.



**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

None

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

**15. SPECIAL RESTRICTIONS, CONDITIONS**

This seminar is restricted to first-year students; or permission of instructor

**16. PROPOSED COURSE FEES**

\$0

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

Yes/No

**17. PREVIOUS HISTORY**

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

Yes/No

Yes

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

Fall 2013, FISH 192

**18. ESTIMATED IMPACT**

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

**There is no anticipated impact of this course on budgets, facilities, space, and faculty. FISH F102 Fact or Fishin: Case Studies in Fisheries (1 credit) is a course that is to be taught every fall semester by Fisheries faculty members Trent Sutton and Andy Seitz as part of their annual workload.**

**19. LIBRARY COLLECTIONS**

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

No

Yes

Anne Christie, 13 May 2013; necessary resources are available

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

**The inclusion of FISH F102 in the B.S. in Fisheries Science and the B.A. in Fisheries degree programs will have no impact on any other programs at UAF.**

**21. POSITIVE AND NEGATIVE IMPACTS**

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

**The primary positive impact of FISH F102 is that student retention in the two Fisheries degree programs (B.S. and B.A.) will be improved by increasing student contact with faculty and by helping to develop a sense of cohort/learning community (see justification below). This course will also serve as a prerequisite for another new course (FISH F103 The Harvest of the Sea) that will be offered starting during the spring 2015 semester. There are no negative impacts of FISH F102 on other courses, programs, or departments.**

**JUSTIFICATION FOR ACTION REQUESTED**

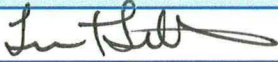
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

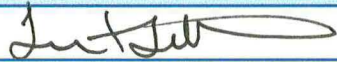
**FISH F102 has been added as a requirement to the B.S. in Fisheries Science and the B.A. in Fisheries degree programs to improve student retention, specifically during the first two years. Current first-year retention rates for new freshman and transfer students combined in this degree program are 50%. We have identified that this is in part due to the lack of classes after the first fall semester that a student is enrolled in the degree program (FISH F101 Introduction to Fisheries) until spring semester of their sophomore year (FISH F261 Introduction to Fisheries Utilization and F288 Fish and Fisheries of Alaska). Based on the retention literature, having frequent contact between students and faculty during the first two years, especially the first year, is critical for creating a learning culture that improves student retention. By adding two 100-level courses during the first year (FISH F102 – Fall semester; FISH F103 – Spring**

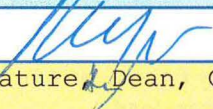


semester) and moving FISH 261 to the Fall semester of their second year, students will come into more frequent contact with Fisheries Division faculty. Further, we anticipate that increasing the number of lower-level courses will help us to develop a learning community/culture for our students and may also serve as a recruitment tool for students into this degree program.

**APPROVALS:** Add additional signature lines as needed.

	Date	08/21/13
Signature, Chair, Program/Department of:	Fisheries Division	

	Date	08/21/13
Signature, Chair, College/School Curriculum Council for:	SFS Curricula Committee	

	Date	Aug 21, 2013
Signature, Dean, College/School of:	SFS	

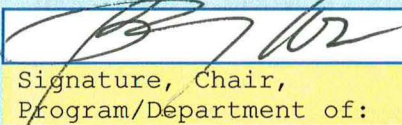
Offerings above the level of approved programs must be approved in advance by the Provost.


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

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

	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)

	Date	23 Aug 2013
Signature, Chair, Program/Department of:		

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

See a Hatched	Date	
Signature, Dean, College/School of:		



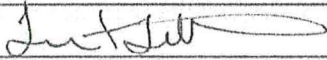
semester) and moving FISH 261 to the Fall semester of their second year, students will come into more frequent contact with Fisheries Division faculty. Further, we anticipate that increasing the number of lower-level courses will help us to develop a learning community/culture for our students and may also serve as a recruitment tool for students into this degree program.

APPROVALS: Add additional signature lines as needed.

 Date 08/21/13

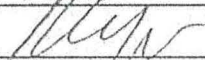
Signature, Chair,  
Program/Department of:

Fisheries Division

 Date 08/21/13

Signature, Chair, College/School  
Curriculum Council for:

SFS Curriculum Committee

 Date Aug 21, 2013

Signature, Dean, College/School  
of:



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

Date

Signature of Provost (if above level of approved programs)

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


Date

Signature, Chair

Faculty Senate Review Committee:  Curriculum Review  GAAC

Core Review  SADAC

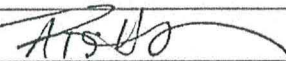
ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

 Date 23 Aug 2013

Signature, Chair,  
Program/Department of:

Date

Signature, Chair, College/School  
Curriculum Council for:

 Date 8.26.13

Signature, Dean, College/School  
of:

General Studies

**ATTACH COMPLETE SYLLABUS (as part of this application).** The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

**11. Support Services:**

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

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

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

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



## **FYE 100/FISH 102 FACT OR FISHIN': CASE STUDIES IN FISHERIES**

### Instructors

Dr. Trent M. Sutton, Professor  
1W02 AHRB; Phone: 474-7285  
E-mail: tmsutton@alaska.edu

Dr. Andrew C. Seitz, Assistant Professor  
202 AHRB; Phone: 474-5254  
E-mail: acseitz@alaska.edu

### Office Hours

Tu, Th: 9:00 a.m. – 11:00 a.m., or by appt

W: 11:00 a.m. – 1:00 p.m.; or by appt

### Meeting Times

3:30 – 4:30 p.m., W, 201 O'Neill Building

### Course Description

This seminar will promote active learning, critical thinking, and problem solving through a series of case studies involving current issues in fisheries conservation and management. Students enrolled in this course will also receive instruction on fundamental skills required to successfully complete a four-year degree at UAF. Attendance is mandatory. Prerequisites: This seminar is restricted to first-year students; or permission of instructor. 1 credit (1+ 0).

### Course Objectives

1. To sharpen critical thinking, written and oral communication, and professional skills, using fisheries conservation and management resource issues as the theme of the course.
2. To develop knowledge of the basic principles associated with fisheries conservation and management issues as related to freshwater and marine habitats, recreational and commercial fish populations, and human users and non-users from a global perspective.
3. To provide practical skills that will help students to successfully complete a baccalaureate degree at UAF.

### Special Needs

If you need course adaptations or accommodations because of a disability, please contact us as soon as possible in order to make the necessary arrangements.

### Reading Assignments

The required course text is Case Studies in Fisheries Conservation and Management: Applied Critical Thinking and Management by B. R. Murphy, D. W. Willis, M. D. Klopfer, and B. D. S. Graeb (2010). Journal reprints and additional handouts will also be provided for this course and will serve as additional required readings for lecture topics and class discussions. With the exception of the course text, all additional materials will also be available on Blackboard.

### Class Attendance, Participation, and Attitude

This course is dependent on weekly exercises that will require critical thinking to identify problems, draw upon information related to various subjects, identify, find, and evaluate information to fill data gaps, and design and judge potential solutions. Because class participation is essential for these activities, class attendance is mandatory and each student enrolled for this course will need to prepare for each meeting period by completing all necessary readings and assignments before the scheduled periods. To provide incentive for preparation and participation, students will be evaluated on both attendance and preparation, with attendance and participation worth 5 and 20 points, respectively, for each session (70 and 280 points total, respectively). Points will be awarded based on degree of participation in each activity at the discretion of the instructors. An additional 50 points is also available for general attitude during the class meeting periods.

### Grading

Students will be evaluated on attendance, participation, and attitude; note that there are no exams or written assignments for this class. Grades will be based on a pass/fail basis, and a 70% (280 points) required to receive a passing mark for the course. Missed class discussion periods will be assigned a zero score. If you cannot attend a class discussion period for a legitimate reason, it is your responsibility to contact one or both instructors prior to the date in question in order not to receive a penalty. With the exception of emergencies, missed class discussion requests will only be honored if a legitimate reason is provided in writing at least one week prior to that date. Point and percentage values for each evaluation component are as follows:

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<b>Component</b>	<b>Points Available</b>	<b>Percentage of Total</b>
Attendance	70	25%
Class Participation	280	60%
Attitude	50	15%
<b>TOTAL</b>	<b>400</b>	<b>100%</b>

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### Honor System

All assignments submitted are 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 that assignment or exam; two such violations and you will automatically fail this course. 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.



## WEEKLY TOPIC OUTLINE

<u>Topic</u>	<u>Date</u>	<u>Readings</u>
Course Overview; Student Code of Conduct; Getting Involved in AFS	Sep 11	Handouts
Case Study 1- Effects of Angling on a Previously Unexploited Wisconsin Fish Community	Sep 18	Case 4: 43-48; Handouts
Case Study 2 - A Tale of Two Oceans: The Demise of Bluefin Tuna	Sep 25	Case 1: 11-27; Handouts
Success Skills Session 1 – Using UAOnline, Freshman Progress Reports, Financial Aid, and Scholarships	Oct 02	Handouts
Case Study 3 – Communism Meets the Tragedy of the Commons: A Fisheries Management Conflict in Rural China	Oct 09	Case 5: 51-55; Handouts
Case Study 4 – Sampling Gear Biases: Size Structure of Fish Collected From the Same Population with Different Gear	Oct 16	Case 16: 135-137; Handouts
Success Skills Session 2 – UAF Core Curriculum and Fisheries BS, BA, and Minor Degree Programs	Oct 23	Handouts
Case Study 5 – Predators Eat Prey: Effects of an Inadvertent Introduction of Northern Pike on an Established Fish Community	Oct 30	Case 8: 81-85; Handouts
Case Study 6 – Evaluating the Population Status of Black Sea Bass	Nov 06	Case 7: 67-78; Handouts
Success Skills Session 3 – Using Degree Works and Four-Year Academic Plans	Nov 13	Handouts
Case Study 8 – Exotic Species, Economic Development, and Native Fish Restoration: Are All Possible?	Nov 20	Case 26: 203-207; Handouts
No Class – Thanksgiving Break	Nov 27	None
Case Study 7 – Why Does It Look Like That? How Morphology is Related to Ecology and Management	Dec 04	Case 23: 183-185; Handouts
Integrating Ideas in Fisheries Conservation and Management; Course Evaluation	Dec 11	Handouts
Success Skills Session 4 – ETS Proficiency Profile Test (3:15 p.m. - 5:15 p.m.)	Dec 18	None