

# FORMAT 1

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.

## TRIAL COURSE OR NEW COURSE PROPOSAL

### SUBMITTED BY:

Department	Fisheries Division	College/School	Fisheries & Ocean Sciences
Prepared by	Gordon H. Kruse	Phone	907-796-5458
Email Contact	Gordon.Kruse@alaska.edu	Faculty Contact	Gordon H. Kruse

### 1. ACTION DESIRED

(CHECK ONE):

Trial Course

☐

New Course

☒

### 2. COURSE IDENTIFICATION:

Dept

FISH

Course #

641

No. of Credits

2

Justify upper/lower division status & number of credits:

This class meets for the first 9 weeks of the spring semester in odd-numbered years. It is 2 credits because it meets for 3 hours per week for 2/3 of the semester. It is a graduate-level course because it is oriented toward graduate students who have diverse backgrounds plus a course in fishery management. Diverse backgrounds are required owing to the diversity of considerations included in Ecosystem-based Fisheries Management (EBFM).

### 3. PROPOSED COURSE TITLE:

Ecosystem-based Fisheries Management

### 4. To be CROSS LISTED?

YES/NO

NO

If yes, Dept:

Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

### 5. To be STACKED?

YES/NO

NO

If yes, Dept:

Course #

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.

### 6. FREQUENCY OF OFFERING:

Spring semester, odd-numbered years

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)

AY2015-16: Fall 2015. I will be on sabbatical during AY2014-15, so I'll make a special course offering in Fall 2015. Thereafter, it will be offered in Spring in odd years (e.g., next in AY2016-2017: Spring 2017).

### 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

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify

lecture, field trips, labs, etc)

Lectures plus student- and instructor-led discussions on required readings.

### 9. CONTACT HOURS PER WEEK:

3 hr

LECTURE hours/week

☐

LAB hours /week

☐

PRACTICUM hours /week

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)

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 641 Ecosystem-based Fisheries Management

2 Credits Offered Spring, odd years

This course will examine the theory and practice of Ecosystem-based Fisheries Management (EBFM). Topics include legal frameworks, principles, governance, approaches, scientific basis, management implementation, and outcomes of EBFM. Emphasis is placed on Alaska with other illustrative examples from around the world. **Prerequisites:** FISH 487 or FISH 640 or graduate standing or permission of the instructor. (2+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: ☐ NO: ☒ X

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

O = Oral Intensive, **Format 6**

W = Writing Intensive, **Format 7**

X = Baccalaureate Core

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 ☒ X

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES ☐

NO ☒ X

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

How many times may the course be repeated for credit?

TIMES

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

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?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER: ☒ X

PASS/FAIL: ☐

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

FISH 487 or FISH 640 or graduate standing or permission of the instructor.

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

Students must attend the course in person or by videoconference.

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

Yes/No

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

Offered as FISH 693 (1-cr seminar class) in Spring 2005 and

**18. ESTIMATED IMPACT**

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

Course requires classrooms and videoconferencing for 3 hours per week over 9 weeks every other spring semester. Faculty time associated with this course is reflected in annual workload assignments.

**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

☒

Karen Jensen was contacted on 5/29/14. Resolution: the Rasmuson Library already purchased a bound copy of the text, which will be placed on reserve at the reference desk during semesters of course offerings for those students choosing not to purchase their own copy. A copy will also be placed on reserve at the Egan Library on the UAS campus in Juneau.

**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)*

No other programs or departments will be impacted by this course.

**21. POSITIVE AND NEGATIVE IMPACTS**

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

This course provides positive impact by enriching the SFOS fisheries program with a course on Ecosystem-based Fisheries Management. Because there is no overlap in content between this course and others, this course will not negatively affect other courses or programs. Rather, it will complement other fisheries management courses offered by the department, such as FISH 487 Fisheries Management, FISH 640 Management of Renewable Marine Resources, and FISH 681: The North Pacific Fishery Management Council: A Case Study.


**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.

Ecosystem-based Fisheries Management (EBFM) is a widely accepted contemporary and evolving approach toward holistic management of the world's fisheries. When evaluating potential graduate schools, new students seek programs that offer opportunities to incorporate EBFM into their curricula and dissertation research. This new course immerses students into the conceptual frameworks, principles, governance, approaches, scientific basis, and practical implementation of EBFM with real-world examples from around the globe and Alaska. This proposed course is a required for the proposed Graduate Certificate in Sustainability of Marine Ecosystems (SME).

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

	Date	
Signature, Chair, Program/Department of: <span style="border: 1px solid black; padding: 0 20px;">FISHERIES</span>		

	Date	0/27/14
Signature, Chair, College/School Curriculum Council for: <span style="border: 1px solid black; padding: 0 20px;">SFS</span>		

	Date	8/29/14
Signature, Dean, College/School of: <span style="border: 1px solid black; display: inline-block; width: 400px; height: 1.2em; vertical-align: middle;"></span>		

**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 <div style="text-align: center; margin-top: 5px;"><input type="checkbox"/> Core Review    <input type="checkbox"/> SADAC</div>		

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

	Date	
Signature, Chair, Program/Department of: <span style="border: 1px solid black; display: inline-block; width: 400px; height: 1.2em; vertical-align: middle;"></span>		

	Date	
Signature, Chair, College/School Curriculum Council for: <span style="border: 1px solid black; display: inline-block; width: 400px; height: 1.2em; vertical-align: middle;"></span>		

	Date	
Signature, Dean, College/School of: <span style="border: 1px solid black; display: inline-block; width: 400px; height: 1.2em; vertical-align: middle;"></span>		

**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.

5/21/2013

## **FISH 641: Ecosystem-based Fisheries Management**

### **Course Syllabus**

**Course number/title:** FISH 641 Ecosystem-based Fisheries Management

**Credits:** 2.0 Credits (letter grade)

**Prerequisites:** FISH 487 or FISH 640 or graduate standing or permission of the instructor.

**Location and meeting time:** Classes meet on for 3 hours per week on Tuesdays and Thursdays during the first 9 weeks of spring semester (2/3 of semester) in odd-numbered years. Owing to sabbatical, which ends in June 2015, the very first offering of the class will be in Fall 2015. The subsequent offering will be Spring 2017 and in Spring in each odd-numbered year thereafter. Class sessions will meet on campus in Juneau and Fairbanks and other videoconference locations on request.

**Instructor:** Dr. Gordon H. Kruse, phone: (907) 796-5458; email: [Gordon.Kruse@alaska.edu](mailto:Gordon.Kruse@alaska.edu)

**Office location/hours:** Lena 319, Wednesdays and Fridays, 2:00-3:30 pm; or by appointment

**Course readings/materials:** Students are required to read the following course text:

Fogarty, M.J., and J.J. McCarthy, editors. 2014. *The Sea, Volume 16: Marine Ecosystem-Based Management*. Harvard University Press, Cambridge, MA, 568 pp. ISBN 9780674072701.

Other required and supplementary readings will be posted weekly on Blackboard (<http://classes.uaf.edu/>).

**Course description:** This course will examine the theory and practice of Ecosystem-based Fisheries Management (EBFM). Topics include legal frameworks, principles, governance, approaches, scientific basis, management implementation, and outcomes of EBFM. Emphasis is placed on Alaska with other illustrative examples from around the world. Prerequisites: FISH 487 or FISH 640 or graduate standing or permission of the instructor. 2 Credits Offered Spring, odd numbered years.

**Course goals:** The goal of this course is for students to develop a working knowledge of EBFM principles and practices that enable them to implement EBFM into their dissertation research and their future careers in marine science.

**Student learning outcomes:** After completing this course, students will be able to: (1) contrast in detail the differences between EBFM principles and single-species fishery management; (2) describe EBFM goals and objectives, management measures to achieve those goals and objectives, and monitoring programs with indicators and reference points with which to evaluate management success, and (3) apply this knowledge to develop an EBFM plan for a marine ecosystem.

**Instructional methods:** Class sessions will involve a mixture of instructor- and student-led discussions on book chapters and journal articles, plus lectures by the instructor and occasional guest speakers. Some class sessions will involve lecture only, whereas others will include a

short lecture by the instructor followed by class discussion on 1-2 readings. Lectures will provide background to class readings, as well as Alaska-specific examples of topics covered in required readings. Required readings include textbook chapters plus journal articles. Electronic copies of journal articles will be placed on Blackboard (<http://classes.uaf.edu/>). Each student will lead and co-lead class discussions on 1-2 topics, depending on class size. Other class discussions will be led by the instructor. All lectures will be given by the instructor or an occasional guest speaker. The mixture of lectures, readings, and student-led discussions are intended to engage the students' senses of listening, seeing (reading) and speaking to deepen their understanding of the course material. For each session, all students are expected to be conversant on the required readings as demonstrated through their active participation in the discussions.

**Course calendar:** Owing to sabbatical ending in June 2015, the very first course offering will be in Fall 2015. Thereafter, the course will be offered in Spring in odd years (e.g., next in Spring 2017). Classes begin on the first Tuesday or Thursday of the semester, whichever comes first. The class meets for 2/3 of semester (9 weeks), because it is a 2-credit course that meets for 3 hours per week. For Fall 2015, the first day of class is September 3 and the last day of class is November 5.

The course will cover the following topics by week (chapter number corresponds to Fogarty and McCarthy 2014):

- Week 1: Overview of marine ecosystem-based management (Ch. 1)
- Week 2: Lessons from history (Ch. 2) and human dimensions in EBFM (Ch. 3)
- Week 3: Regulatory and governance frameworks (Ch. 4)
- Week 4: Risk-based frameworks (assigned readings) and modeling approaches (Ch. 5)
- Week 5: Integrated ecosystem assessments (Ch. 6), marine spatial planning (Ch. 7), and other practical tools (Ch. 8)
- Week 6: Worldwide examples of EBFM – high latitudes (Ch. 10), temperate (Ch. 11), and tropical areas (Ch. 12, other assigned readings)
- Week 7: Worldwide examples of EBFM – open-ocean areas (Ch. 13) and coasts and estuaries (Ch. 14) and introduction to EBFM in Alaska – fishery management policies, goals, objectives and work plans (other assigned readings)
- Week 8: EBFM in Alaska – applications including indicators & reference points with reference to sustainability, biodiversity, habitats, and social and economics (assigned readings)
- Week 9: Critiques and future of EBFM (Ch. 15 and other assigned readings)

**Course policies:** Prompt attendance is required. If students are unable to attend a particular class, explanation must be provided to the instructor in person or by email in advance. Unexcused absences and tardiness factor into the portion of the grade for “attendance and active participation in discussions.” Late assignments are deducted 2 points per day. Assignments more than 2 weeks late are not accepted and will receive no credit. All students are subject to the Student Code of Conduct in accordance with Board of Regents policy 09.02.01 (see: [http://www.uaf.edu/catalog/catalog\\_14-15/pdf/04\\_Academics.pdf](http://www.uaf.edu/catalog/catalog_14-15/pdf/04_Academics.pdf)). Plagiarism or cheating will not be tolerated, resulting in at least a zero score for the assignment involved and may also result in more severe consequences, including a failing grade for the course.

**Evaluation:** The following letter grading system will be applied based on absolute scores:

A = 90-100%  
B = 80-89  
C = 70-79  
D = 60-69  
F < 60

The following is the grading basis for this course:

75% Three exams (September 24, October 15, and November 5)  
15% Attendance and active participation in discussions  
10% Leadership of class discussion  
100% Total Grade

Exams. Students will submit three take-home exams during the semester. Exams will be in essay format. Exams will test the student's understanding of the material covered, ability to synthesize course material, and application of critical thinking based on knowledge gained in class. Exams will be given to students two weeks in advance of due dates. Essays in exams earning grade "A" are well organized, grammatically correct and scientifically sound. They demonstrate full comprehension of the course material, assemble information into a clear, comprehensive synthesis, and develop convincing scientific arguments when analyzing new case studies or applications. Essays in grade "B" exams may contain minor errors in grammar or paragraph structure, or miss a couple of minor technical points, contain a minor flaw in synthesis, or misapply minor points to new case studies or situations. Essays in grade "C" and below papers have glaring typographical or technical errors, or miss important topics, demonstrate incomplete understanding of course material, and reveal difficulty to adapt course material to new situations or case studies. As mentioned under Course Policies, late assignments are deducted 2 points per day. Assignments more than 2 weeks late are not accepted and will receive no credit.

Attendance and active participation. Students earning an "A" for attendance and active participation in discussions, attend all classes, are not late for class, and demonstrate comprehension of assigned reading materials by active participation in discussion sessions several times each class session by answering questions posed by the instructor and by asking informed questions about the class material. Students earning a "B" may have an unexcused absence, occasionally show up to class late, and on occasion are not actively engaged in some class discussions indicating unpreparedness. Otherwise, these students demonstrate a good knowledge of class material and are active contributors to class discussions. Students earning a "C" and below miss classes on multiple occasions, arrive late for class several times, and often do not participate in class discussions.

Leadership of class discussion. Finally, students will lead discussion sessions on class readings. For each discussion session, one student will be assigned lead and another as co-lead. The leader is expected to begin the discussion by providing a brief summary of the paper(s) including background, objectives, methods, and results. The leader is then responsible for identifying key points of discussion and leading discussions on those topics. The co-leader is expected to follow up with additional comments, perspectives, or observations on the paper(s) overall, including alternative views on key points. Depending on total class enrollment, each student is expected to lead 1-2 class discussions and co-lead 1-2 class discussions during the semester. Assignments for leaders and co-leaders of class discussions will be arranged during



the first class session. Students earning an "A" for leadership of class discussions demonstrate full comprehension of the material covered in the paper(s), demonstrate ability to synthesize the material into a broader context, and demonstrate clear and logical critical thinking. Moreover, they demonstrate resourcefulness and may bring other materials or resources into the discussion. Students earning a "B" miss a couple of minor technical points, contain a minor flaw in synthesis, or misapply minor points in their critical thinking, but otherwise demonstrate good knowledge of the material. Students earning a "C" or lower miss important topics, demonstrate incomplete understanding of paper(s), and demonstrate important flaws in critical thinking.

**Fees:** N/A.

**Support services:** The Writing Center (<http://www.uaf.edu/english/writing-center/>) offers tutorial and fax-tutorial assistance with grammar, composition, and style. Students connected to the UAF network (Ethernet or wireless on-campus or through VPN off-campus) have access to UAF Library catalogs, electronic journal holdings, and interlibrary loan resources. Miscellaneous support services (e.g., tutorial services, instruction in mathematics skills, academic advising, mentoring and personal support, cultural and social engagement, use of laptop computers, labs, and other technology resources, and direct financial assistance to qualified low-income participants) are available through UAF Student Support services (<http://www.uaf.edu/ssss/>).

**Disabilities services:** The instructor will work with the UAF Office of Disability Services (208 WHITAKER BLDG, 907-474-5655) to provide reasonable accommodation to students with disabilities.

## **Curriculum Committee SFOS**

Members: Trent Sutton (Chair)  
Brenda Konar  
Ana Aguilar-Islas  
Andres Lopez

25 August 2014

### **New Course**

**Course Number:** FISH 641

**Course Title:** Ecosystem-Based Fisheries Management

**Instructor:** Kruse

**First Time of Offering:** Yes

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### **General Comments and Recommendations:**

If the Graduate Certificate in SME for some reason is not approved, will the instructor of this course still be willing to offer FISH 641? Yes. I am interested to teach this course regardless of the fate of SME. I have taught seminar versions of this course several times. It is time for it to become a catalog course.

### **Faculty Senate Form:**

#### **Clarify and Address the following:**

- For the course format (point 8), check the box 6 weeks to full semester (not 2 weeks). Done. Changed to 6 weeks.
- For contact hours per week there is a miscalculation (should not be 1600 hours per week) – instead it should be 3 hours per week for 9 weeks (27 hours total). Done. Changed to 3 hours/week.
- The catalog description is very brief and not very descriptive. Could an additional sentence or two of description be provided? Done. Fuller description added.
- Prerequisites need to be clarified as there is a discrepancy between the catalog description, the section on prerequisites (section 14), and the course syllabus. Done. All now read: FISH 487 or FISH 640 or graduate standing or permission of the instructor.
- For course classifications, check the no box since this course is not a part of the baccalaureate core. Done. “No” box checked.
- Justification – There is no mention that this course is part of the SME certificate program (that should be added). Done. A statement is now added that this course is required for the proposed SME certificate program.

### **Syllabus:**

- On the syllabus, it states the rooms in which the course will be offered. Is this known already? Good catch. Specific rooms have been deleted.
- The course description must match the catalog description. Done. The two now read identically.

- Course learning objectives are very vague – need to spell out and be specific. This is a significant area of focus at the next level of review (UAF GAC). Done. More specific learning objectives have been provided.
- Schedule is too vague – need a description of activities for each topic to justify the hours and credits. Also need to include readings and assignment due dates. I have now included course start and end dates for the first course offering in Fall 2015 (it will become Spring in odd-numbered years thereafter). I have included due dates for assignments. I have also indicated the topics and readings for each week.
- The course policies are very vague. What do you mean by stating that students “are responsible for absences”? You should also reference the UAF academic honesty policy – either state it in your syllabus or provide a link to it so that it is explicitly spelled out for students (this can save you a lot of problems if there is an issue with student cheating or plagiarism). Clarified. Course policies on attendance, tardiness, late assignments, and Student Code of Conduct, including plagiarism, have now been defined.
- Evaluation – Three quarters of the grade is based on essays. While that is fine, UAF GAC is going to want to see details on how that is evaluated (e.g., what are the explicit requirements, how will points be allocated, what is the grading rubric, etc.). How will leadership be evaluated and what are the criteria for different point/percentage assignments for students? Upon reflection, I decided to base the grade on three exams, which will be in essay format. I have clarified the grading bases for the three areas of evaluation.
- Support Services – Please include the following (cut-and-paste this blurb): The Writing Center (<http://www.uaf.edu/english/writing-center/>) offers tutorial and fax-tutorial assistance with grammar, composition, and style. Students connected to the UAF network (Ethernet or wireless on-campus or through VPN off-campus) have access to UAF Library catalogs, electronic journal holdings, and interlibrary loan resources. Miscellaneous support services (e.g., tutorial services, instruction in mathematics skills, academic advising, mentoring and personal support, cultural and social engagement, use of laptop computers, labs, and other technology resources, and direct financial assistance to qualified low-income participants) are available through UAF Student Support services (<http://www.uaf.edu/ssss/>). Done. Thank you for the text.