

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:

Department	Fisheries Division	College/School	SFOS
Prepared by	Andy Seitz	Phone	907-474-5254
Email Contact	acseitz@alaska.edu	Faculty Contact	Andy Seitz

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	<input type="text"/>	TITLE	<input type="text"/>
PREREQUISITES*	<input type="text"/>	DESCRIPTION	<input type="text"/>
		FREQUENCY OF OFFERING	<input type="text"/>

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

CREDITS (including credit distribution)	<input type="text"/>	COURSE CLASSIFICATION	<input type="text"/>
ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept. <input type="text"/>	Course # <input type="text"/>

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.

ADD NEW CROSS-LISTING

<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>
<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>

Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING

Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council 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.

COURSE FORMAT: (check all that apply)

1 2 3 4 5 6 weeks to full semester

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

S = Social Sciences

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

YES

NO

X

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

O = Oral Intensive,
*Format 6 also submitted

W = Writing Intensive,
*Format 7 submitted

X = Baccalaureate Core

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

NO

5. **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 with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

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 ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ 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)

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).

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

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).

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

LETTER:

PASS/FAIL:

9. **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.

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 Yes Anne Christie, 13 May 2013; necessary resources are available

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)

Changing the grade format 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.

12. POSITIVE AND NEGATIVE IMPACTS

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


There are no negative impacts of FISH F102 on other courses, programs, or departments. The primary positive impact of changing the grade format from P/F to letter grades is that it will foster students to excel in the class, rather than seek to simply meet the minimum requirement of a "P" (equivalent to a C-) to receive course credit.


13. JUSTIFICATION FOR ACTION REQUESTED

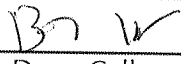
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

We are requesting to change the grade format from P/F to letter grades. Originally, FISH 102 was cross-listed with FYE 100, which only had P/F grades, necessitating that FISH 102 had a P/F grade. In Fall 2014, FISH 102 became mandatory for all Fisheries students, and will no longer be cross-listed with FYE 100, therefore the P/F grade format is no longer required for FISH 102. In past offerings, many students realized that they could receive a "P" grade by receiving 70% of the course credit. Therefore the students strived for accomplishing the minimum amount of work necessary to receive a passing grade, which defeated one of the primary learning outcomes of the course, which is establishing a culture of excellence in coursework. To remedy this situation, we want to change the grade format to letter grades, which should encourage the students to realize that they need to excel in class to get strong grades on their transcripts and resulting GPA, rather than to seek mediocrity to merely receive a passing grade.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

 Date 10/7/14
Signature, Chair, Program/Department of: Fisheries Division

 Date 10/7/14
Signature, Chair, College/School Curriculum Council for: SFOS

 Date 10/8/14
Signature, Dean, College/School of: SFOS

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

 Date
Signature of Provost (if applicable)

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

	Date	
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Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

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

	Date	
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Signature, Chair, Program/Department of:

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

	Date	
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Signature, Dean, College/School of:

Note: If removing a cross-listing, you may 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.

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

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.

FISH 102/FYE 100 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

M: 1:30–5:00 p.m.;
Tu: 3:30–5:00 p.m.;
or by apt

W: 11:00 a.m. – 1:00 p.m.; or by apt

Meeting Times

2:00-3:30 p.m., Tu, 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, with a primary emphasis on first-year students in the undergraduate Fisheries program. 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 successfully complete a UAF baccalaureate degree.

Learning Outcomes

By the end of the semester, students that have enrolled in this class will have the following:

1. Familiarity with contemporary conservation and management issues in fisheries at a global perspective.
2. Knowledge of the biological, ecological, political, cultural, and socioeconomic dimensions and stakeholder perspectives that shape fisheries management decisions.
3. Ability to evaluate existing fisheries information, identify and apply pertinent information, evaluate critical gaps in information, and design strategies to resolve those data gaps.
4. Fluency to communicate the results of problem-solving efforts in language that is understandable to a range of technical and lay audiences.
5. Understanding of UAF retention objectives, including academic planning, Fisheries program requirements, and the UA student code of conduct.

Support and Disability Services

At UAF, the Office of Disability Services (203 WHIT; 474-5655; TTY 474-1827; fydso@uaf.edu) ensures that students with physical or learning disabilities have equal access to campus and course materials. If you have specialized needs, please contact this office or the instructors to make arrangements as soon as possible.

Reading Assignments

The course text (optional) 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). However, all of the readings from the course text are required and must be completed prior to class meeting periods. In addition, journal reprints and other handouts will also be provided for this course and will also serve as required readings for lecture topics and class discussions. All course reading materials will be available on Blackboard.

Class Attendance, Participation, and Professionalism

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. Assignments may include answering thought questions related to the readings, conducting literature or Internet searches related to the discussion topic, or analyses of topic-related data. In order to have a meaningful class discussion, it is essential that students complete the assigned readings and associated assignments prior to the class discussion period. To provide incentive for preparation and participation, students will be evaluated on attendance and preparation/participation, with attendance and preparation/participation valued at 5 and 20 points, respectively, for each session (70 and 280 points total, respectively). To receive the full allotment of points for each meeting period, students are expected to be at class on time, prepared for the class activity for that day (e.g., all readings and assignments completed), and actively participate in the discussion/activity for that class period. Students that are late for class will be docked points in proportion to their lateness (e.g., 10 minutes late = $1/6^{\text{th}}$ of the class [16.67% of the class period] = -0.85 points); failure to attend the class without an excused absence will result in a zero for both attendance and preparation/participation points that meeting period. Similarly, students that are only engaged in half of the class activity or that have not completed the assigned readings and assignment will receive only half of the available preparation/participation points on a given day (e.g., 10 out of 20 points). **Students not willing to be prepared for and participate in class discussions should not enroll for this course. If a student misses more than one class period and that missed period is not an excused absence from one or both instructors, they will receive a failing grade for this course.**

An additional 70 points (5 points per day) are also available for professionalism during the class meeting periods. These points will be assigned on an all or none basis; to receive all 5 points for a given meeting period, students are expected to be respectful of their instructors and fellow students. Failure to be respectful of the class learning environment may include the following examples: cell phone ringing, texting or IMing in class, making personal attacks during class discussions, sleeping, and working on unrelated courses assignments. Engagement of students in any of these activities will result in a 0 out of 5 points for that meeting period.

Grading

Students will be evaluated on attendance, preparation/participation, and attitude; note that there are no exams or writing assignments required for this class. 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. As stated previously, only one unexcused absence will be allowed during the semester; more than one unexcused absence will result in the student receiving a failing grade. Point and percentage values for each evaluation component are as follows:

Component	Points Available	Percentage of Total
Attendance	70	25%
Class Preparation/Participation	280	60%
Professionalism	70	15%
TOTAL	420	100%

Final course grades will be based on the following letter grade scale:

A : 93.0–100% (390.6–420.0 points)
A-: 90.0–92.9% (378.0–390.2 points)
B+: 87.0–89.9% (365.4–377.6 points)
B: 83.0–86.9% (348.6–365.0 points)
B-: 80.0–82.9% (336.0–348.2 points)
C+: 77.0–79.9% (323.4–335.6 points)
C: 73.0–76.9% (306.6–323.0 points)
C-: 70.0–72.9% (294.0–306.2 points)
D+: 67.0–69.9% (281.4–293.6 points)
D: 63.0–66.9% (264.6–281.0 points)
D-: 60.0–62.9% (252.0–264.2 points)
F: <60% (<252.0 points)

Honor System

All aspects of your course work are covered by the Honor system. Any suspected violations will be promptly *reported and appropriate action(s) will be taken. Additionally, you will receive a zero for that week's points; 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 09	Handouts
Case Study 1 - Effects of Angling on a Previously Unexploited Wisconsin Fish Community	Sep 16	Case 4: 43-48; Handouts
Case Study 2 - A Tale of Two Oceans: The Demise of Bluefin Tuna	Sep 23	Case 1: 11-27; Handouts
Case Study 3 – Sampling Gear Biases: Size Structure of Fish Collected From the Same Population with Different Gear	Sep 30	Case 16: 135-137; Handouts
Success Skills Session – Using UAOnline, Freshman Progress Reports, UAF Core Curriculum and Fisheries Degree Programs; Degree Works; Four-Year Degree Plans; ETS Proficiency Profile Test	Oct 07	Handouts
Case Study 4 – Communism Meets the Tragedy of the Commons: A Fisheries Management Conflict in Rural China Handouts	Oct 14	Case 5: 51-55;
Case Study 5 – Predators Eat Prey: Effects of an Inadvertent Introduction of Northern Pike on an Established Fish Community Handouts	Oct 21	Case 8: 81-85;
Case Study 6 – Evaluating the Population Status of Black Sea Bass 67-78;	Oct 28	Case 7: Handouts
Case Study 7 – Exotic Species, Economic Development, and Native Fish Restoration: Are All Possible?	Nov 04	Case 26: 203-207; Handouts
Case Study 8 – Why Does It Look Like That? How Morphology is Related to Ecology and Management; Course Evaluation	Nov 11	Case 23: 183-185; Handouts