

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

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

See <http://www.uaf.edu/uafgov/faculty/cd/cdman.html> for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one): Trial Course New Course

2. COURSE IDENTIFICATION: Dept **FISH** Course # **194** No. of Credits **2**

Justify upper/lower division status & number of credits:

The course is designed for high school students and involves the articulation of a marine mammal skeleton. Lecture and discussion topics during the articulation include anatomy, physiology, environmental impact, conservation, management and history.

3. PROPOSED COURSE TITLE: **Distinctive Education in Motion: Biodiversity of Nature and Environmental Stewardship (DEM BONES)**

4. CROSS LISTED? YES/NO No If yes, Dept: Course #
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

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

6. FREQUENCY OF OFFERING: **As Demand Warrants**
(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) **Spring 2011**

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: 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify) _____
Mode of delivery (specify lecture, field trips, labs, etc) _____

9. CONTACT HOURS PER WEEK: 1 LECTURE hours/weeks 3 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/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type) _____

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

FISH 194. Distinctive Education in Motion: Biodiversity of Nature and Environmental Stewardship (Dem Bones)
Under the supervision and mentorship of the instructor and an articulator, students will prepare and articulate the skeleton of a marine mammal. Although the core of the class will be the lab-based articulation process, the class will also have lectures that address the physiology and function of each section of the specimen, the animal's relationship to and use of its environment, the animal's historical and cultural significance in Alaska as well as its significance in global economic development and current issues in conservation of the species.

9.8.10

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities N = Natural Science S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

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

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

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).

The course will attempt to articulate a different species each year.

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

13. **GRADING SYSTEM:**

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

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

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Yes/No

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

18. **ESTIMATED IMPACT**

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

Instructor salary and reference manuals are covered by departmental instruction budget. A grant from National Park Service (1 Oct – 30 Sept 2011 covers salary costs for support staff and contractual and travel costs for a visiting articulator, as well as supplies. The marine mammal parts for any pinnipeds or cetacean will be processed under MMPA authority #13583-01, Permits for sea otters or walrus have been requested as of Aug 2010.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffklj@uaf.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

No

Yes

All materials will be available on site

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)

21. **POSITIVE AND NEGATIVE IMPACTS**

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

01-2-F

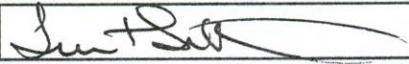
No negative impacts are anticipated. Positive impacts include the potential to recruit high school students to the Fisheries Undergraduate degree program.

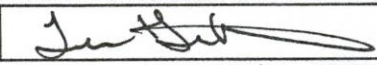
JUSTIFICATION FOR ACTION REQUESTED

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.

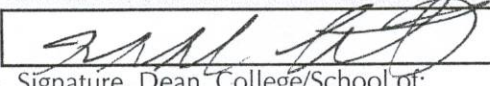
One of the primary commitments of the University of Alaska Fairbanks (UAF) School of Fisheries and Ocean Sciences (SFOS) is the training of future professionals in the field of ocean sciences. Public agencies and marine industries throughout Alaska and beyond need knowledgeable and experienced freshwater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

APPROVALS:

 Date **09/03/10**
Signature, Chair, Program/Department of: **Fisheries Division**

 Date **09/03/10**
Signature, Division Chair CRCD of: **SFOS**

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

 Date **9/7/10**
Signature, Dean, College/School of: **SFOS**

Signature of Provost (if applicable) Date _____

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

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date _____

ADDITIONAL SIGNATURES: (If required)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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<i>[Signature]</i>	Date	
<i>[Signature]</i>	Date	
<i>[Signature]</i>	Date	
<i>[Signature]</i>	Date	

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	Date	
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ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>. The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

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

1. Course information:

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

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

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

3. Course readings/materials:

- Course textbook title, author, edition/publisher.
- Supplementary readings (indicate whether required or recommended) and
- any supplies required.

4. Course description:

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. 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.).

7. 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.

8. Course policies:

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

9. 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.)

10. Support Services:

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

11. Disabilities Services:

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

- State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities."

Syllabus FISH 194

Distinctive Education in Motion: Biodiversity Of Nature and Environmental Stewardship
DEM BONES

Course Credits: 2 (P/F)

Contact Hours: 1 h lecture/3 h lab

Course Prerequisites: Students with a GPA of 2.5 or better academic standing.

Recommended Courses: Biology or AP Biology

Meeting Location and Time: Monday and Wednesday 1:00 – 3:00pm. Each class will begin with a 0.5 hour lecture. Initially, located at the Ted Stevens Marine Research Institute, Necropsy Laboratory 17109 Point Lena Loop Rd. Cleaned, prepared bones will then be moved to UAF Fisheries Division 17101 Point Lena Loop Rd. for the articulation process.

Instructor:

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

Office Hours: TBA

Required text: There is no required text for this course. Upon signing up for this course, students will receive a packet that includes this syllabus and several handouts detailing the preparation for and the process of skeletal articulation. Articulation manuals, bone treatment manuals and medical texts will be available in the classroom.

Recommended reading: *Biology of Marine Mammals*. Edited by John E Reynolds and Sentiel A. Rommel. One copy of this text as well as articulation manuals will be available in the classroom as reference material.

Course Description: Under the supervision and mentorship of the instructor and an articulator, students will prepare and articulate the skeleton of a marine mammal. Although the core of the class will be the lab-based articulation process, the class will also have lectures that address the physiology and function of each section of the specimen, the animal's relationship to and use of its environment, the animal's historical and cultural significance in Alaska as well as its significance in global economic development and current issues in conservation of the species.

Catalogue Description: Students will prepare and articulate a marine mammal skeleton for permanent display under the mentorship and supervision of the instructor and an articulator. Lectures and discussion topics will include anatomy, physiology, Native cultural use, historical impact and environmental significance of the specimen prepared in class.

Course Goal: One of the primary commitments of the University of Alaska Fairbanks (UAF) School of Fisheries and Ocean Sciences (SFOS) is the training of future professionals in the field of ocean sciences. Public agencies and marine industries throughout Alaska and beyond need knowledgeable and experienced freshwater and marine scientists, technicians, economists, social scientists, and managers focused on the larger field of marine conservation

and sustainable use. Skeleton articulation in the classroom setting opens the door for a broad range of topics ranging from mechanics of locomotion, animal physiology, cultural significance of the animal, using learned information as a conservation management tool while at the same time providing a hands-on, cooperative approach to scientific discovery. The unique ability to use marine mammals as a teaching tool underscores the exceptional opportunities Alaskan youth have to learn while making positive, beneficial contributions to a world-wide scientific knowledge base.

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

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

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

COURSE CALENDAR (SUBJECT TO CHANGE)

The course has been designed such that it will occur over the school semester. Monday and Wednesday 1:00 – 3:00pm. Each class will begin with a 1/2 hour lecture in the lab. Students will be required to commit 4 hours a week. Class discussions will be determined by the instructor based upon progress during the articulation process. There is some flexibility "built in" in the course calendar. The exact condition of the specimen to be articulated will be unknown until such time as it is needed for the class

There is no required text for this course. Upon signing up for this course, students will receive a packet that includes this syllabus and several handouts detailing the preparation for and the process of skeletal articulation. Articulation manuals, bone treatment manuals and medical texts will be available in the classroom.

INTRODUCTION	DATE
Introductions, course description, lab safety training	M Jan 24
PREPARATION	
Preparation of bones - cleaning and degreasing	W Jan 26
Cont	M Jan 31
Cont	W Feb 2
Cont	M Feb 7
Cont	W Feb 9
Preparation for Articulation - Finish preservation of bone, Choice of skeleton position, Plan Construction of temporary stand to be used during initial articulation.	M Feb 14
Preparation for Articulation - Begin construction of a temporary stand.	W Feb 16
	M Feb 21
	W Feb 23
Preparation for Articulation - Complete construction of the temporary stand. Begin laying out bones in approximate order	M Feb 28
	W Mar 2
ARTICULATION	
Vertebral column construction (to include pelvic girdle) along a temporary wire guide to confirm final positioning of skeleton.	M Mar 7
	W Mar 9
Conform shape/positioning of permanent rod support.	M Mar 21
Permanent attachment of vertebral column.	W Mar 23
Complete vertebral column. Begin rib attachment.	M Mar 28
Cont	W Mar 30
Complete rib attachment. Determine scapula, final positioning, and permanent support structure design.	M Apr 4
	W Apr 6
Complete rib attachment (if needed). Begin articulation of extremities. Finalize and initiate support structure.	M Apr 11
	W Apr 13
Construction of extremities.	M Apr 18
Cont	W Apr 20
Attachment of skeleton to permanent support structure.	M Apr 25
Attach skull.	W Apr 27
Final touches.	M May 2
Cont	W May 4

ASSIGNMENTS

Volunteer Forms and Parental Consent Forms must be signed by the students in advance of attendance. These forms are attached.

Mid-point and Final Evaluations. Evaluations of the student's progress will be performed both at the mid-point and at the end of the class. The evaluations serve as a means to monitor the student's progress and achievement of learning objectives. The faculty advisor and support staff involved in oversight and supervision of the class are responsible for signing the form and discussion of the form with the students. Once both are signed, they can be turned in to the participating high school sponsor to be signed. Originals are to be kept in the academic office; copies should be retained by the instructor and the high school contact.

One Page Summary of the Experience: A one page summary of the experience will be required prior to the final class meeting.

COURSE POLICIES

Academic Honesty: The assignment submitted is to be entirely your own work, unless you receive specific instructions to the contrary. All aspects of your course work are covered by the Honor system. Any suspected violations (e.g. cheating, plagiarism) will be promptly reported and appropriate action(s) will be taken. Additionally, you will receive a zero for that assignment; two such violations and you will automatically fail. Honesty in your academic work will develop into professional integrity. The faculty and students of the University of Alaska Fairbanks will not tolerate any form of academic dishonesty. Violations of lab safety procedures will not be tolerated. Major violations or repeated minor violations will result in expulsion from the course.

EVALUATION/ GRADING

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

Assignments: A one-page summary of the experience. The summaries will be graded based on content and must demonstrate the following: 1) Working knowledge of skeletal structures, such as terminology, location and function. 2) Working knowledge of the animal's life history, such as habitat, diet and reproductive patterns. 3) Working knowledge of conservation and management of the species, such as governing agencies, current policies, and current impacts on the species. This content can be measured using the articulation manuals that will be available throughout the course.

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



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

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

Date: _____

Dear Parents/Guardian:

I am excited about your son/daughter's [student name] desire to conduct a scientific research project at the University of Alaska Fairbanks (UAF), and I would be happy to serve as [student name] mentor. I take the responsibility of mentoring [student name] seriously, and I want to provide you with information to assist you in determining if your son/daughter can participate in the project in a UAF lab. As the direct supervisor of [student name] I, or my designee, will be in the presence of your son/daughter at all times while working in the lab.

The project [student name] will be involved with is the articulation of marine mammal skeletons. In reviewing the process and procedures with your [son/daughter], we have identified the following potential risks:

Working with biological tissues; working with laboratory chemicals, and working in a laboratory setting.

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

1. Safe laboratory practice, to include the requirement for [student name] to complete safety training which should reduce the risks to a minimum. This training is provided by UAF.
2. [Student name] will be under direct supervision at all times while working in the lab.

Required safety training:

- Lab safety – This training must be accomplished prior to the start of work in a lab. [Student name] can accomplish the training online at www.uaf.edu/safety under training.

I do not expect any accidents or harmful exposures to occur as laboratory protocols are in place to prevent harmful exposure, but accidental exposure cannot be completely ruled out. I want you to be fully aware of the potential risks prior to giving your consent to allow [student name] to work in laboratories. I want to reassure you that I, or my designee, will be directly supervising [student name] during his/her work in the laboratory. Please note if [student name] is unwilling

or does not follow safety procedures he/she will be asked to leave the lab and his/her project will be terminated.

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

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

Sincerely,

(PI name)

PI contact info:

Name: _____

Phone: _____

Email: _____



UNIVERSITY
OF ALASKA
West of the 149th Meridian

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

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

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

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

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

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

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

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

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

SIGNATURE: _____ DATE: _____

ADDRESS: _____

TELEPHONE: _____

RB: 3-25-2008

Distribution: Original - Department Copy - Participant

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

VOLUNTEER AGREEMENT

The University of Alaska is pleased that you have offered to volunteer your services to the _____ (department). The purpose of this Agreement is to provide you with information about some important University policies which are applicable to volunteers. By signing this Agreement you agree to abide by these policies.

1. A volunteer provides services without compensation for those services. As a volunteer, you do not have an employment relationship with the University. You receive no wages, salary or other compensation for services. Optional (requires prior HR approval): The only payment you will receive is [the nominal fee of \$ _____] [reimbursement for _____ expenses not to exceed \$ _____] [the following benefits: _____]. You are not eligible for any University employment benefits, including but not limited to vacation, sick leave, retirement, tuition benefits, disability insurance, health insurance or unemployment insurance.

Your volunteer service is appreciated, but it does not give you priority for University employment and you should have no expectation of future employment. If you apply for employment, you will not be compensated for any services that you provide before the date you receive a written appointment letter.

2. As a volunteer, you agree to comply with any ethical codes or similar standards of conduct applicable to the division of the University in which you provide volunteer services. For example, volunteers in the Department of Athletics are subject to applicable NCAA rules. Volunteers in some areas are subject to background checks. Volunteers may not transport groups, students, minors, or non-UA affiliated persons on UA business or UA sponsored events and activities, except with prior approval of Risk Management.

3. Everyone in the University community, including volunteers, is subject to University policies on safety and security; sexual harassment; drug and alcohol abuse; non-discrimination and equal opportunity, etc. Volunteers should also familiarize themselves with other policies of the department in which they volunteer, such as policies on confidentiality of records, intellectual property, conflict of interest, etc.

4. You are under no obligation to provide any services to the University and are free to discontinue your volunteer activities at any time. The University may terminate any volunteer relationship at any time without cause or prior notice and at its sole discretion.

5. If your volunteer position requires that you be given keys or other University property, you agree that you will return such property upon request.

6. As a volunteer, you are not authorized to act in any way on behalf of the University in business matters, including purchasing property, signing contracts, leases or other agreements, hiring or supervising employees or otherwise attempting to bind the University to any agreement.

7. You must be a US citizen or otherwise eligible to work in the US unless you are performing a service that no one is paid to do.

By signing this agreement, I acknowledge that I have read this Agreement, understand the terms it contains, and agree to abide by them as a condition of my volunteer service at the University.

I swear or affirm that I HAVE NOT been convicted of any felony/military court marshal or a misdemeanor/ Article15 military non-judicial punishment involving theft, drugs, alcohol, or physical or sexual abuse.

Signature of Volunteer

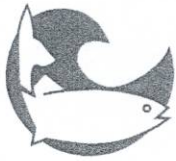
Signature of Dean/Director

Name (please type or print)

Date

Address

Phone



STUDENT INTERN EVALUATION FORM

Mid-point

Final

Date: _____

Organization: _____

Student: _____

Faculty: _____

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

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

Outstanding work qualities:

Areas that need work:

Additional comments:

Signatures:

Professional Advisor: _____ Date: _____

Student: _____ Date: _____

Faculty Advisor: _____ Date: _____

High School Sponsor: _____ Date: _____



Christina Neumann <clneumann@alaska.edu>

[Fwd: dem bones]

Katrin Iken <iken@ims.uaf.edu>

Wed, Sep 1, 2010 at 9:35 AM

To: Shannon Atkinson <atkinson@sfos.uaf.edu>

Cc: Christina Neumann <clneumann@alaska.edu>, Trent Sutton <tmsutton@alaska.edu>, "Jeremy T. Mathis" <jmathis@sfos.uaf.edu>

Shannon,

I have reviewed the revised course proposal for FISH 194 for the SFOS Curriculum Council. There still are a number of issues that need to be addressed before we can approve the course. I am attaching both documents, the form and the syllabus, with track changes and with comments. There are a number of typos that should be corrected as this is the text that will appear in the catalog. That's easy, but more importantly there are a number of comments that you will need to address:

On the form:

1. please provide information about the grant that will support the materials for the class (funder and duration) (box 18)
2. Please provide information if permits are required and if so, if they were obtained. Please state "No permits are required for this class" if there are no requirements. (box 18)
3. How will the articulator be paid. Who is the qualified professional mentioned in the syllabus but not in the form? Anything that has implications for salary funding and room requirements needs to be stated here (box 18)
3. Please clarify what is meant by "potential funders" and by "subsequent programs" (both box 21)

In the syllabus:

1. Please make the same correction to the typos as in the form
2. Contact hours cannot be variable. They have to be 4 h per week if the structure is a 1h lecture and 3h lab per week. There are several places in the syllabus where this needs to be clarified.
3. lecture and lab topics and times have to be listed separately in the course calendar
4. Who is the "qualified professional". If there is an additional person to the instructor and the articulator, this needs to be mentioned under the Impact statement in the course form.
5. Who are the "three cooperators"?
6. It seems there is only one assignment (one-page summary of experience). Mid-point and final evaluation forms will be filled out by the instructor, so they are not assignments. It needs to be clarified in the course policies what constitutes a fail and a pass. For example, how many classes can a student miss before it is a fail. Is it necessary to turn in the assignment to get a pass? Is there any kind of quality check on the one-page summary or could they turn in whatever?
7. It is unclear what the purpose of the mid-point and final evaluation forms is. It seems they are a check if you have achieved your learning objectives. That is fine, it just needs to be stated.
8. The Experiential Learning Coordinator (or any academic staff member in Juneau or Fairbanks) are not responsible to arrange disability support. This is done by the Office of Disability Services at UAF. However, if you give the ELC as an additional person who can assist, you need to provide a contact information.

Please turn in the revised version to Christina no later than Friday MORNING 10am, 3 September, so we can make sure that we can turn this in to the Faculty Senate on time.

Thanks

Katrin

From: *Shannon Atkinson* <atkinson@sfos.uaf.edu <mailto:atkinson@sfos.uaf.edu>>

Date: Tue, Aug 31, 2010 at 11:52 AM

Subject: [Fwd: dem bones]
To: Christina Neumann <clneumann@alaska.edu <mailto:clneumann@alaska.edu>>


Hi Christina- Here are teh revised forms for FISH 194. Thanks!

Shannon

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Shannon Atkinson, Ph.D.
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School of Fisheries and Ocean Sciences
Fisheries Division
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Juneau, Alaska 99801
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Christina Neumann
Academic Manager
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Fairbanks, AK 99775-7220
907-474-5840
Summer Hours 8:00-4:30P

2 attachments

 **DEM Bones Syllabus 190 Final-2_KI.doc**
604K

 **Trial-or-New-Course-Approval-Form_KI.rtf**
241K
