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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
(Attach copy of syllabus)

SUBMITTED BY:

Department	NRM	College/School	SNRE
Prepared by	Peter Fix	Phone	x6926
Email Contact	pjfix@uaf.edu	Faculty Contact	

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

2. COURSE IDENTIFICATION: Dept: NRM | Course #: 667 | No. of Credits: 3

Justify upper/lower division status & number of credits: **The course content is designed for a graduate-level understanding of survey research. The contact hours and required work outside of class time justifies 3 credits.**

3. PROPOSED COURSE TITLE: Survey Research in Human Dimensions of Natural Resources

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?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **Fall, Even-numbered years**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17): **Fall 2016**

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* [X] *6 weeks to full semester*
OTHER FORMAT (specify)	
Mode of delivery (specify lecture, field trips, labs, etc)	**Lecture**

9. CONTACT HOURS PER WEEK:	3	LECTURE hours/weeks		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)

NRM 667 Survey Research in Human Dimensions of Natural Resources
3 Credits
Offered Fall Even-numbered Years

Social science concepts applied to survey-based human dimensions research. Survey research methods including operationalizing research questions into measurable variables, designing survey instruments, assessing reliability and validity, sampling, and data analysis. Prerequisites: Graduate standing. (3+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:	

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	

12. ***COURSE REPEATABILITY:***

Is this course repeatable for credit?	YES		NO	No

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* **Graduate Standing**

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

15. *SPECIAL RESTRICTIONS, CONDITIONS*

16. *PROPOSED COURSE FEES* **$ 0**

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

17. *PREVIOUS HISTORY*

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

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

This course was offered as a trial course in fall 2012 (NRM 693 Survey Research in Human Dimensions of Natural Resources). That course attracted eight students from a variety of departments including economics, political science, RAP, and NRM. The course receive positive feedback from the students. It appears demand for such a course will exist into the foreseeable future.

18. *ESTIMATED IMPACT*

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

This course will replace an existing course on Peter Fix's workload. No additional space will be required.

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 X Yes

The library already has adequate resources for this course.

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)

This course will be relevant to students in several departments in the natural resource disciplines, e.g., Wildlife and Biology, Fisheries, and especially the Resilience and Adaptation Program (RAP). While those departments have research methods courses and courses that discuss human dimensions issues, they do not focus solely on survey research. Thus, this course does not overlap with existing courses and will fill a niche for graduate students conducting survey research for their thesis.

I have spoken with Todd Brinkman, associate director of RAP and he feels this course would be beneficial to students in the RAP program. See attached email.

21. *POSITIVE AND NEGATIVE IMPACTS*

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

As this course is relevant to several departments and does not directly duplicate existing courses, it should not have negative impacts. For the reasons outlined in #20 and the justification section below, this course should have positive impacts.

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.

Many graduate students in natural resource related disciplines at UAF utilize a survey as part of their research. To successfully do so requires an in-depth understanding of survey research. I frequently consult with students regarding social science concepts that might be applicable to their research interests and issues regarding methodology. Students often ask if there is a graduate course on the topic. Because of the perceived demand, I offered this course as a trial course in fall 2012. That course attracted eight students from a variety of departments including economics, political science, RAP, and NRM. The course receive positive feedback from the students. It appears demand for such a course will exist into the foreseeable future.

In addition, the proposed changes would not directly duplicate an existing natural resource focused course. Courses in other departments include a few class periods devoted to survey based research methods, but do not provide students with in-depth knowledge of the details of survey research. For example, Fish 613 Human-Environment Research Methods, has one class period specifically dedicated to survey research. I have spoken with Dr. Courtney Carothers, the instructor of FISH 613, and not only did she not feel the courses overlapped, but that NRM 667 would fill a need. There are several qualitative research courses at UAF, e.g., PSY 480 Qualitative Social Science Research. However, other than a short discussion contrasting qualitative and quantitative research methods, there is no overlap between qualitative and quantitative research methods courses.

See attached.

APPROVALS: Add additional signature lines as needed.

Peter J Fix (Digitally signed by Peter J Fix, DN: cn=Peter J Fix, o=School of Natural Resources and Extension, ou=Department of Natural Resources Management, email=pjfix@alaska.edu, c=US, Date: 2016.07.04 15:35:53 -08'00')	Signature, Chair, Program/Department of: NRM	Date	
	Signature, Chair, College/School Curriculum Council for:	Date	
	Signature, Dean, College/School of:	Date	

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

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

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

	Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC	Date

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APPROVALS: Add additional signature lines as needed.

Peter J Fix — Date

Signature, Chair, Program/Department of: NRM

Date 2/4/16

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

David Valuk — Date 2/4/16

Signature, Dean, College/School of: Natural Resources & Extension

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

Date

Signature of Provost (if above level of approved programs)

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

Date

Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC

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.

NRM 667: Survey Research in Human Dimensions of Natural Resources
Fall 2016
T&R 2:00 p.m. – 3:30 p.m.
305 O'Neill

Instructor:	Dr. Peter J. Fix
Office:	323 O'Neill
Contact:	(907) 474-6926; pjfix@alaska.edu
Office hrs:	Wed. 2 to 5:00 pm or by appointment

Overview
Social science surveys are a valuable tool to advance our understanding of the interaction between humans and the environment. As such they are extensively applied to academic research and to pressing management issues. However, obtaining valid results requires careful attention to defining research constructs, design of the questionnaire, sampling, and analysis. This course will provide an advanced exploration of the principles of survey design and analysis, with an emphasis on natural resource-related applications. The course will present an overview of social science research programs that are commonly applied in human dimensions of natural resources survey research, provide insight into the their associated measurement concerns, and detail how to appropriately construct a survey and analyze results with respect to study objectives.

Course Goals
The course will provide students with knowledge of the following topics:
- Social psychology topics most often applied in natural resource management
- Defining study objectives and identifying and integrating social science concepts most applicable
- Developing a quantitative survey to measure research questions/hypotheses
- Assessing reliability and validity of results
- Strengths and weaknesses of different survey methods
- Coding data
- Statistical analysis in SPSS; students will become familiar with a wide range of analysis in SPSS

Learning Objectives
Upon successful completion of this course, the students will have the skills to:
- Evaluate the survey-based methods presented in academic journals, technical reports, scientific presentations, etc.
- Complete all phases of a survey-based research project, including:
    - developing study objectives,
    - selecting the most appropriate survey method,
    - developing a questionnaire,
    - coding data and conducting statistical analysis, and
    - reporting results

Class structure / Instructional Methods

The class will consist of classroom lecture/discussion. SPSS will used throughout the class. Students will be expected to purchase the student versions of SPSS [http://www.onthehub.com/spss/, $50 for 6 months]. Case studies will be incorporated throughout the semester.

Course Readings

Required text: Vaske, J. J. (2008). Survey research and analysis: Applications in parks, recreation and human dimensions. State College, PA: Venture Publishing.

Additional readings from the following texts will be used. These readings will be posted to Blackboard.
Manfredo, M. J. (2008). Who cares about wildlife? Social science concepts for exploring human-wildlife relationships and conservation issues. New York, NY: Springer.

Morgan, G. A., Gliner, J. A., & Harmon, R. J. (2006). Understanding and evaluating research in applied and clinical settings. Mahway, NJ: Lawrence Erlbaum.

Grading

Students will be evaluated on four exams and several assignments. The second exam will have an in-class component and take-home section, all other exams will be take-home. The final exam will be a comprehensive take home exam. Homework and exams will be designed to assist in your thesis/dissertation research.

Each question on the homework and exams will be assigned a point values. The points you receive on each question will be based on the following rubric.

Full credit to 90%: The answer demonstrates a mastery of concepts presented in class; the answer provides novel insights into the question's topic and/or compares and contrasts to other concepts.
89 to 80%: The answer reveals an understanding of the relevant concept, but is not sufficiently developed to convey mastery of the topic.
79 to 70%: The answer demonstrates a weak understanding of the topic. This may be due to insufficient detail, lack of clarity in the response, and/or inclusion of an incorrect component.
69% to 60%: The answer includes a few relevant items, but contains many incorrect components.
< + 59%: The answer contains no correct aspects.

In addition, when noted (i.e., writing assignments, certain parts of the take home exams) grammar will be incorporated into the grade as follows: occasional errors (i.e., one or two per page) points deducted = .25% of total points (e.g., a 40 point question = -1 pt); moderate errors (three or four per page) points deducted = 5% of total points; consistent errors (more than 4 per page) points deducted = 15% of total points.

Expectations

- Points, equivalent to one letter grade/day late, will be deducted for late assignments.
- Students are expected to come to class having read the assigned material.
- Students are expected to be at class and participate in discussion.

Plus and minus grades will be used.

Weight for final grade		Requirements for letter grade	
Exams	60%	A + > 96%	C+ 77 to 79
Assignments	40%	A 93% to 96	C 73 to 76
		A- 90% to 92	C- 70 to 72
		B+ 87 to 89	D+ 67 to 69
		B 83 to 86	D 63 to 66
		B- 80 to 82	D- 60 to 62
			F < 60%

Plagiarism & Cheating

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

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

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

Disability Services

If you have a disability that you believe will affect your performance in this course, please speak with me directly AND contact Disability Services http://www.uaf.edu/disability/. Every effort will be made to accommodate you in accordance with the Americans with Disabilities Act.

Writing Center

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

Tentative Class Schedule

The following topics will be covered. However, given the graduate level of the course, I intend to be flexible in how much time we spend on each topic. More or less time will be spent on topics depending on students' knowledge of the topic area or need related to research projects.

Note to Curriculum review committee: I have based the course dates on what I expect to be the semester schedule. I will adjust the dates as needed. There are few class periods for which I will add a current journal article or description of a timely natural resource topic.

Date	Topic Covered
9/2	Class introduction, in-class assignment
9/6	Attitudes: Manfredo (2008) Ch 4. Attitudes and the study of human dimensions of wildlife • *Assignment: How can the attitude concept apply to (current issue)?*
9/8	Attitudes *continued* Current peer-reviewed journal article (i.e., spring or summer 2016)
9/13	Norms: Manfredo Ch 5. Norms: social influences on human thoughts about wildlife
9/15	Values: Manfredo Ch. 6. Values, ideology, and value orientations • *Assignment: How can the value orientation concept apply to (current issue)?*
9/20	Values *continued* Current peer-reviewed journal article (i.e., spring or summer 2016) • *Assignment: Distinctions among attitudes, norms, and values*
9/22	Developing constructs: Vaske (2008) ch. 4 • *Assignment: define the construct(s) being measured in your thesis* **Exam 1 passed out; due 9/29**
9/27	Measurement Reliability: Morgan, Gilner, & Harmon (2006) ch. 8 Measurement reliability
9/29	Measurement Validity: Morgan, Gilner, & Harmon (2006) ch. 9 Measurement validity • *Assignment: understanding reliability/validity and exercises*
10/4	Internal and external validity: Morgan, Gilner, & Harmon (2006) ch. 17 Internal validity; ch. 18 Sampling and external validity; ch. 19. Evaluating the validity of a research study: An introduction
10/6	Linking the survey to analysis and coding data: Vaske ch. 5 • *Assignment: level of measurement and coding*
10/11	Writing and conducting surveys: Vaske ch. 7
10/13	Writing and conducting surveys: Vaske ch. 7 • *Assignment: evaluation surveys*
10/18	Implementation: Vaske ch. 8 - possible errors, survey administration • *Assignment: sampling*
10/20	Implementation: Vaske ch. 8 - sampling • Case study Denali National Park and Preserve • Case study ARSP sampling issues
10/25	Implementation: Vaske ch. 8 - Response rate **Exam 2 in class portion; take home passed out, due 11/3**
10/27	Weighting data: Vaske ch. 8 Case study ARSP analysis issues
11/1	Introduction to SPSS & Data files: Vaske chs. 9, 10, 11 Bring laptop to class, have SPSS downloaded
11/3	Data manipulation: Vaske ch. 12

11/8	Revisit topics of sampling and weighting using SPSS • *Assignment: weighting*
11/10	Crosstabs: Vaske ch. 13 • *Assignment: analysis*
11/15	Hypothesis testing and effect size: Vaske ch. 6; Morgan, Gilner, & Harmon (2006) ch. 20 Introduction to inferential statistics and hypothesis testing; ch. 21 Problems with null hypothesis significance testing, ch. 22 Using effect sizes and confidence intervals to interpret the results of a statistical test
11/17	Means and t-test: Vaske ch 14 • *Assignment: analysis* **Exam 3 passed out; due 12/1**
11/22	ANOVA: Vaske ch. 15 • *Assignment: analysis*
11/29	Correlation and regression: Vaske ch. 16 • *Assignment: analysis*
12/1	Reliability analysis: Vaske ch. 18
11/24	Thanksgiving – No class
12/6	Factor analysis: Morgan, Gilner, & Harmon (2006) ch. 33 Interpretation of alpha, factor analysis, and principle components analysis; additional handouts on factor analysis • *Assignment: understanding reliability and validity analysis*
12/8	Cluster analysis: handouts on cluster analysis
12/13	Moderation & mediation: Vaske ch. 20
12/18	**Final Exam due at 9 a.m.**