#### **FORMAT 2**

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office** See <a href="http://www.uaf.edu/uafgov/faculty/cd">http://www.uaf.edu/uafgov/faculty/cd</a> for a complete description of the rules governing curriculum & course changes.

## CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

#### **SUBMITTED BY:**

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

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

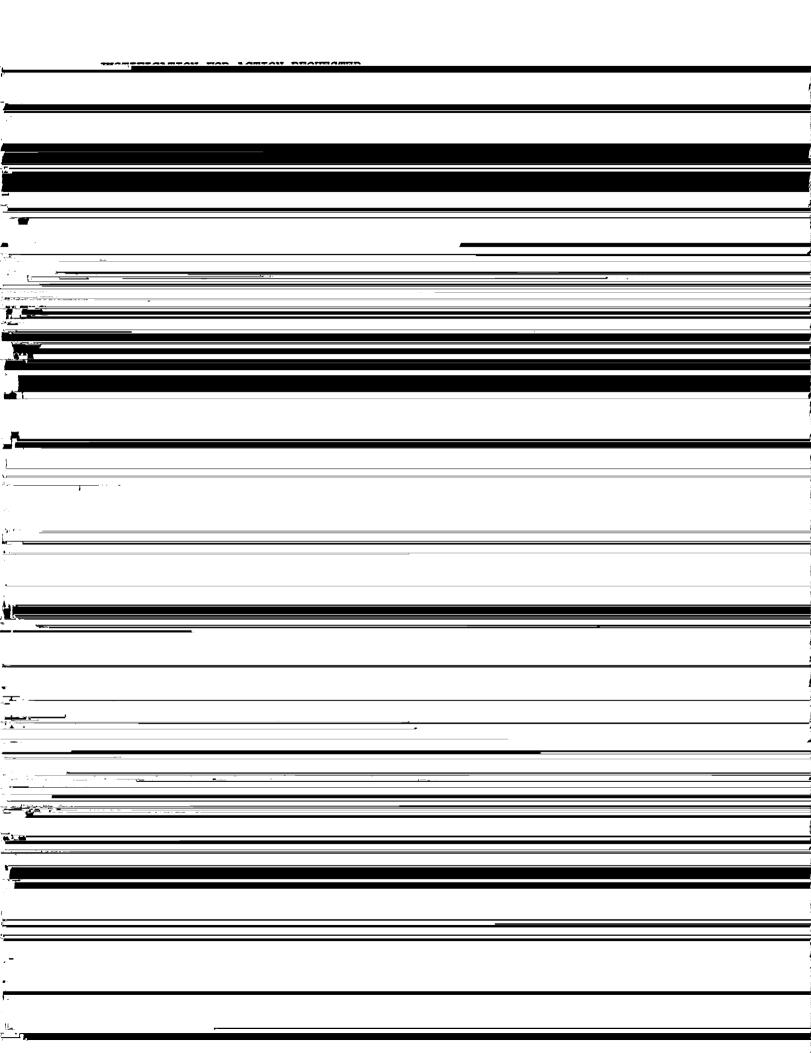
FISH 094 - Biodiversity of Nature and Environmental Stewardship. 2 credits (1+3); course designed for high school students; graded Pass/Fail and repeatable based upon different course content (articulating a different species each year) up to three times for a maximum of 6 credits; prerequisites include a GPA of 2.5 or higher; high school biology recommended; to be offered as demand warrants; first offering in Spring 2011.

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (<u>Underline new wording strike through old wording</u> and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

FISH 194 094 - Distinctive Education in Motion: Biodiversity of Nature and Environmental Stewardship (DEM BONES) 2 credits (1+3); course designed for high school students; graded Pass/Fail letter grades earned and repeatable based upon different course content (articulating a different species each year) up to three two times for a maximum of 6 4 credits; prerequisites include a GPA of 2.5 or higher; to be offered to high school juniors and seniors biology recommended; to be offered as demand warrants with at least 1 biology and 1 math class completed; first offering in Spring 2010

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

As per attached.



ADDITIONAL SIGNATURES: (As needed for cross-listing	and/or	stacking)
	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculu Council for:		
	Date	
Signature, Dean, College/School of:		

.

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

Note: The guidelines are online: <a href="http://www.uaf.edu/uafgov/faculty/cd/syllabus.html">http://www.uaf.edu/uafgov/faculty/cd/syllabus.html</a>
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.

ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be <u>denied</u> .
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:
lacktriangle Title, $lacktriangle$ number, $lacktriangle$ credits, $lacktriangle$ prerequisites, $lacktriangle$ location, $lacktriangle$ meeting time (make sure that contact hours are in line with credits).
2. Instructor (and if applicable, Teaching Assistant) information:
lacksquare Name, $lacksquare$ office hours, $lacksquare$ telephone, $lacksquare$ email address.
3. Course readings/materials:
lacksquare Course textbook title, $lacksquare$ author, $lacksquare$ edition/publisher.
lacksquare Supplementary readings (indicate whether $lacksquare$ required or $lacksquare$ recommended) and
☐ any supplies required.
4 Square description
<u> </u>
Ontent of the course and how it fits into the broader curriculum.
Content of the course and how it fits into the broader curriculum;
Expected proficiencies required to undertake the course, if applicable.
<ul> <li>Expected proficiencies required to undertake the course, if applicable.</li> <li>Inclusion of catalog description is strongly recommended, and</li> </ul>
Expected proficiencies required to undertake the course, if applicable.
<ul> <li>Expected proficiencies required to undertake the course, if applicable.</li> <li>Inclusion of catalog description is strongly recommended, and</li> <li>Description in syllabus must be consistent with catalog course</li> </ul>
☐ 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)
☐ Expected proficiencies required to undertake the course, if applicable. ☐ Inclusion of catalog description is <i>strongly</i> recommended, and ☐ Description in syllabus must be consistent with catalog course description.
□ 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.).
☐ 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:
□ 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.).
☐ 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:
☐ 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:
☐ 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:
☐ 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:
☐ 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:
☐ 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:

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

juniors and seniors with at least 1 biology and 1 math class completed; first offering in Spring 2011

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 fu

2011 demonstrated that the days and times are likely to change. Each class will begin with a 1/2 hour lecture followed by 1.5 hour 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, initial training in laboratory and equipment safety is conducted. This has been coordinated with UAF's EHSO and they receive all student quizzes to ensure compliance. The 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.

Assignments: A final report of the experience accounts for 25% of the grade, and is mandatory. No student can receive more than a C without submitting the final report. The reports will be graded based on content and must demonstrate the following: 1) W

		X			
		UNIVERSITY			
				Many	Tradition Out Alasks
	egyeminy kampanyananan				ENDERT 7. DECIME
MARTINE STORY	COMMON SET STATES OF THE PARTY		Checker 20	CONTRACTOR OF THE PROPERTY OF	sources and a shirt Lat.
		(新型配工庫) (配工			
	milita	HERRIC			PER
	Department Name:				
	Faculty/Staff Contact Name:			Phone:	
	ractity/starr contact rvainc.			Thone.	
	Name of Course/Activity:			Date(s):	
	Time American				
				1,1,7981,3460	TI
- 		heing 18 wears of age or of	des have decided to.		
	in English was der ver der ver Der English der ver de				
2011.00.0000.10	ANTERCATOR DESCRIPTION DE LA CONTRACTOR DE	i Wasanin ban	e Tive du docement i 10		1991 A 1297 UNI
	the same of the same of the				
100 THE RESERVE		Tanga managka Managan	Andrew Toolse Toolse		Mary Mary Mark
		•			
drodergy,do.A	lainneigend Hodor bellegded Po	Paristra and American Section 1981	en er reider vinner filheir	أجاهيت يتجالف وواجرت	ing Chasterson
			contraction agreement	and a second	The state of the s
4.000 (1.54;)				Mary Services	HMI CL
		met Weet Are the fi	in the Sa describeration		
				dia adapte di ci to	
March M. To The State of	produktivi oprojet in Postoliko Pošto prose spravo na UK <u>V (na me</u> d ) Arbiston a nas				ielia o destruturació
			Percentage 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	All the Armer Control of the State of the St	
executatio hear in	n dannel index of average of the mercenne	Carrier on a participal property of the contract of the contra	210.62	uhastikna lakusas	sundanduries, b
	<u> </u>	ersite et establica i i i i i i i i i i i i i i i i i i	<u>Signification (</u> ) were stand and	JOD WESTERS (# MID. )	
Y	I have entered into this Agreemer	nt on the basis of my own infor	mation and not in relian	ne unon representation	s of the University
and the second residence	contract Diriting are designed as his out	a from Saleson Lin	name Doodynated Day 1	lkas mileopolikustarsassa	nikowa sapremaji n
Involve majority			According to the state of	net age of the control	eremenement 201
nerios sobel en	C. Charles No.			760 B - 750 - 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
this Agreement.	is and will be binding on my family	estate heirs successors assis			L intend that
			Tarke to a Grant the Thorn equation as a first take of	The second section of the sect	<b>□</b> 0.
moningly and a	columnsity signed this Agreement wit	h the intent that it he a legally	hinding	Ru my signature Lee	nrecent that I have
	Alexander of the second se				1970 P. C. C.
			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
			ADDRESS:		
	TELEPHONE:				
toward . Part	uffut i valy 4 suppe	III.	2.25.2000 (2.10) (1.75)	La Black Co.	nedical Po
Company of the Company	enter the second of the second of the second of				The second second second

### School of Fisheries and Ocean Sciences

# STUDENT EVALUATION FORM

Mid-point Final						
			D	ate:		
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 misp7.97 13.8 reW\*nBT1 0 0 1 8. 13.8 ref452.35 a team me