TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department: Fisheries Division  
Prepared by: Jeffrey A. Falke  
Email Contact: Jeffrey.Falke@alaska.edu

College/School: Fisheries & Ocean Sciences  
Phone: 907-474-6044  
Faculty Contact: Jeffrey A. Falke

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

2. COURSE IDENTIFICATION:
   Dept: FISH  
   Course #: 694  
   No. of Credits: 3

   Justify upper/lower division status & number of credits:
   This class meets for 3 hours per week for an entire semester. It is a graduate-level course because it contains complex material and is oriented toward graduate students. Diverse backgrounds are required owing to the multi-disciplinary nature of the material (e.g., physical and biological sciences).

3. PROPOSED COURSE TITLE:
   Physical Processes in Freshwater Ecosystems

4. To be CROSS LISTED?
   - YES
   - NO

   If yes, Dept: BIOL  
   Course #: 694

   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

   How will the two course levels differ from each other? How will each be taught at the appropriate level?

   Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e., is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online—see URL at top of this page.

6. FREQUENCY OF OFFERING:
   - Spring semester, odd-numbered years
   - Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING
   (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)
   Spring 2015

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 [X] 6 weeks to full semester
   - 4
   - 5
   - 6

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

   Lecture plus student- and instructor-led discussion of required readings

RECEIVED
SEP 2 3 2014
Dean's Office
College of Natural Science & Mathematic
9. CONTACT HOURS PER WEEK:

<table>
<thead>
<tr>
<th></th>
<th>3 hrs</th>
<th>LECTURE</th>
<th>LAB</th>
<th>PRACTICUM</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>hours/weeks</td>
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<td>hours /week</td>
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</tbody>
</table>

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.uta.edu/uta/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 487 W, O Fisheries Management**

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

**FISH 694 Physical Processes in Freshwater Ecosystems**

3 Credits Offered Spring, odd years

Theoretical background of habitat dynamics in freshwaters with focus on response of biota and practical application of current sampling methods. Prerequisites: BIOL 483 or FISH 425 or FISH 650 or permission of instructor, and graduate standing. Cross-listed with BIOL 694. (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

<table>
<thead>
<tr>
<th></th>
<th>H - Humanities</th>
<th>S - Social Sciences</th>
</tr>
</thead>
</table>

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

<table>
<thead>
<tr>
<th></th>
<th>YES:</th>
<th>NO:</th>
<th>X</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>O = Oral Intensive, Format 6</th>
<th>W = Writing Intensive, Format 7</th>
<th>X = Baccalaureate Core</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
</table>

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
</table>

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?

<table>
<thead>
<tr>
<th>TIMES</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>LETTER</th>
<th>PASS/FAIL</th>
</tr>
</thead>
</table>
14. PREREQUISITES
BIOL 483 or FISH 425 or FISH 650 or permission of the instructor, and graduate standing.
These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS
Students must attend the course in person or by videoconference.

16. PROPOSED COURSE FEES
$0
Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

17. PREVIOUS HISTORY
Has the course been offered as special topics or trial course previously? Yes/No
If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
Course requires classrooms and videoconferencing for 3 hours per week every other spring semester.

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.
No Yes X 7/14/2014

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)
Students from the Biology & Wildlife and Natural Resources Management Departments would likely take this course.

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
This course provides positive impact by enriching the SFOS fisheries program with a course on physical habitats in freshwaters. Because there is little to no overlap in content between this course and others, this course will not negatively affect other courses or programs. It will complement other courses offered by the department such as FISH 487 Fisheries Management and FISH 650 Fish Ecology.

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.

Knowledge of how physical processes form and maintain habitats, and how organisms adapt and respond to these dynamic habitats, is critical for conservation and management in aquatic systems. Prospective employers, especially state and federal natural resource agencies, increasingly look for knowledge and experience with habitat dynamics and sampling techniques as conditions for employment. This new course will provide a solid background into the theory behind physical processes in freshwater ecosystems as well as knowledge regarding sampling techniques and their practical implementation in the real world. There are currently no physical habitat courses at UAF.
## Approvals: Add additional signature lines as needed.

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fisheries</td>
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<table>
<thead>
<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
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<tr>
<td>CNSM</td>
<td>9/30/14</td>
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<table>
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<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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<tbody>
<tr>
<td>CNSM</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Signature of Provost (if above level of approved programs)</th>
<th>Date</th>
</tr>
</thead>
</table>

## All signatures must be obtained prior to submission to the Governance Office

<table>
<thead>
<tr>
<th>Signature, Chair Faculty Senate Review Committee: Curriculum Review GAAC Core Review SADAC</th>
<th>Date</th>
</tr>
</thead>
</table>

## Additional Signatures: (As needed for cross-listing and/or stacking)

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fisheries Division</td>
<td>9/8/14</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>SFOS</td>
<td>9/8/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFOS</td>
<td>9/23/14</td>
</tr>
</tbody>
</table>

Biology + Wildlife 9/23/14
Deadline approaching for trial/special topic course paperwork

Shannon Atkinson <shannon.atkinson@alaska.edu>  Fri, Aug 1, 2014 at 1:28 PM
To: Christina Neumann <cneumann@alaska.edu>
Cc: Jeff Falke <Jeffrey.Falke@alaska.edu>

Hi Christina- Here are the comments that the graduate committee had on Jeff's new course proposal. Pls use this email as my signature on the form. Thanks!

Shannon

---------- Forwarded message ----------
From: Shannon Atkinson <shannon.atkinson@alaska.edu>
Date: Mon, Jul 21, 2014 at 1:04 PM
Subject: Fwd: [Faculty] Deadline approaching for trial/special topic course paperwork

[Quoted text hidden]
[Quoted text hidden]

2 attachments

FISH 694 Physical Processes in Freshwater Ecosystems.docx  28K
FISH 694 PPFE New_Course_Form July 2014.docx  45K
FISH 694/BIOL 694: Physical Processes in Freshwater Ecosystems

Course Syllabus

Course number/title: FISH 694/BIOL 694: Physical Processes in Freshwater Ecosystems

Credits: 3.0 Credits (letter grade)

Prerequisites: BIOL 483 or FISH 425 or FISH 650 or permission of the instructor, and graduate standing.

Location and meeting time: Classes meet on for 3 hours per week during the spring semester in odd-numbered years. Class sessions meet in Lena 101 (Juneau), ONL 214 (Fairbanks), and other videoconference locations on request.

Instructor: Dr. Jeffrey A. Falke, phone: (907) 474-6044; email: Jeffrey.Falke@alaska.edu

Office location/hours: 209B Irving I, Wednesdays (1-2PM), or by appointment.

Course readings/materials:

No text is required for this course. Required and supplementary readings will be provided in class or posted weekly on Blackboard (http://classes.uaf.edu/).

Course catalog description: Theoretical background of habitat dynamics in freshwaters with focus on response of biota and practical application of current sampling methods.

Course introduction: The overall goal of aquatic ecology is to better understand the interactions among aquatic taxa and their environments. As such, knowledge of how physical processes form and maintain habitats, and how organisms adapt and respond to these dynamic habitats, is critical for conservation and management in aquatic systems. Recent advances in quantifying the characteristics and distribution of habitats (e.g., remote sensing, GIS, etc.) have increased our understanding of the importance of habitat dynamics on population regulation, community composition, and ecosystem function across spatial and temporal scales. A combination of lectures, readings, and group projects will cover these topics with specific applications from around the world and Alaska.

Course goals: The goal of this course is for students to develop a broad understanding of physical processes that form and maintain freshwater habitats.

Student learning outcomes:

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

1. An understanding of how physical processes create, maintain, and structure habitats for freshwater taxa
2. Knowledge of current methods to classify, measure, and sample physical habitats in freshwaters.
3. Familiarity with current important topics in the field: environmental flows, ecological/process-based restoration, climate impacts
4. Appreciation of the technical literature as related to physical processes in freshwater ecosystems
5. Improved ability to be creative, synthesize, and present complex information through a group proposal writing exercise.

**Instructional methods:** Each week, two class meetings will consist of lectures by the instructor or guest speakers, and the other meeting will be a paper discussion and/or time set aside to work on group projects. Lectures will provide background on physical processes in freshwater ecosystems, whereas readings will focus on specific examples of the effects of said processes on a biological response. Required readings include journal articles, book chapters, agency sampling protocols and other relevant documents. Electronic copies of all readings will be placed on Blackboard (http://classes.uaf.edu/). Each student will lead and co-lead class discussions on 1-2 topics, depending on class size. Other class discussions will be led by the instructor. All lectures will be given by the instructor or an occasional guest speaker. For each discussion, students are expected to be conversant on the required readings as demonstrated through their active participation. Additionally, a group project will be required. Half-way through the semester, students will be divided into groups of 3-5 individuals with diverse interests and experiences. Each group will be tasked with using what they have learned in this and other courses to develop a multi-scale habitat survey design for a specific physical process and biological response in an Alaskan hydroecosystem (e.g., effects of sediment regimes on coastal cutthroat trout distribution in Southeast Alaska).

**Course policies:** Students are expected to attend all lectures and discussions. Cheating, plagiarism, or other forms of academic dishonesty are unacceptable. Please adhere to the UAF Student Code of Conduct (http://uaf.edu/catalog/catalog_13-14/academics/regs3.html). Violations of the UAF Student Code of Conduct will result in immediate failure of the course.

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

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

The following is the overall grading basis for this course:

- 50% Group proposal
- 25% Group presentation
- 15% Attendance and active participation in discussions
- 10% Leadership of class discussion
- 100% Total Grade

Group proposal points allocation (20% each):

1) Grammar, format, and presentation
2) Organization
3) Well-developed idea and perspective
4) Incorporates concepts covered in class
5) Citations and references
Group presentation points allocation (20% each):

1) Equal member participation
2) Clear and focused delivery
3) Presentation is well-organized
4) Presentation includes details
5) Visuals complement and do not detract from message

Discussion leadership evaluation (33% each):

1) Preparation
2) Discussion facilitation
3) Quality of questions

Students are expected to attend all class sessions (unless absence is approved in advance) and demonstrate comprehension of assigned reading materials by active participation in discussion sessions by answering questions posed by the instructor and by asking informed questions about the reading material. Each student is also expected to lead and co-lead 1-2 class discussions (depending on class size) on assigned readings. Assignments for leaders and co-leaders of class discussions will be arranged during the first class session. Group project proposals will be graded based on ability of the group to integrate concepts presented in the course, logic, presentation, and grammar. Group presentations will be scored based on content, clarity, and professionalism. There are no exams.

Fees: N/A.

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

Disabilities services: The instructor will work with the UAF Office of Disability Services (208 WHITAKER BLDG, 907-474-5655) to provide reasonable accommodation to students with disabilities.
**Course calendar:** The class meets for the entire semester. Classes are not held during spring break week. The course will cover the following topics in the following draft order:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>January</strong></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Course Overview</td>
<td>No readings</td>
</tr>
<tr>
<td>19</td>
<td>No class – Alaska Civil Rights Day</td>
<td>No readings</td>
</tr>
<tr>
<td>21</td>
<td>Fluvial geomorphology</td>
<td>Wetzel 2001 (p 9-22)</td>
</tr>
<tr>
<td>23</td>
<td>Discussion</td>
<td>Ward 1998</td>
</tr>
<tr>
<td>26</td>
<td>Lacustrine geomorphology</td>
<td>Wetzel 2001 (p 22-42)</td>
</tr>
<tr>
<td>28</td>
<td>Drainage networks</td>
<td>Knighton 1998 (p 9-56)</td>
</tr>
<tr>
<td>30</td>
<td>Discussion</td>
<td>Benda et al. 2004</td>
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<td></td>
<td><strong>February</strong></td>
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<tr>
<td>2</td>
<td>Catchment and channel processes</td>
<td>Knighton 1998 (p 65-95)</td>
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<tr>
<td>4</td>
<td>Sediment dynamics</td>
<td>Montgomery et al. 1996</td>
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<tr>
<td>6</td>
<td>Discussion</td>
<td>Bowerman et al. 2014</td>
</tr>
<tr>
<td>9</td>
<td>Groundwater dynamics – regional</td>
<td>Winter 2007</td>
</tr>
<tr>
<td>11</td>
<td>Hyporheic flows – microhabitat to reach</td>
<td>Boulton et al. 1998</td>
</tr>
<tr>
<td>13</td>
<td>Discussion</td>
<td>Baxter &amp; Hauer 2000</td>
</tr>
<tr>
<td>16</td>
<td>Hydrology &amp; hydrologic regimes</td>
<td>Olden &amp; Poff 2003</td>
</tr>
<tr>
<td>18</td>
<td>Climate impacts – hydro</td>
<td>Coopersmith et al. 2014</td>
</tr>
<tr>
<td>20</td>
<td>Discussion</td>
<td>Wenger et al. 2011</td>
</tr>
<tr>
<td>23</td>
<td>Thermal regimes &amp; heat budgets</td>
<td>Cassie 2006</td>
</tr>
<tr>
<td>25</td>
<td>Climate impacts – thermal</td>
<td>Arismendi et al. 2013</td>
</tr>
<tr>
<td>27</td>
<td>Discussion</td>
<td>Johnson &amp; Jones 2000</td>
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<td></td>
<td><strong>March</strong></td>
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<tr>
<td>2</td>
<td>Disturbance I – hydrologic</td>
<td>Resh et al. 1998</td>
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<tr>
<td>4</td>
<td>Disturbance II – fire, geologic</td>
<td>Dunham 2003</td>
</tr>
<tr>
<td>6</td>
<td>Discussion</td>
<td>Reeves et al. 2005</td>
</tr>
<tr>
<td>9</td>
<td>Environmental flows – theory</td>
<td>Poff et al. 1997</td>
</tr>
<tr>
<td>13</td>
<td>Discussion</td>
<td>Arthington et al. 2006</td>
</tr>
<tr>
<td>16</td>
<td>No class – Spring Break</td>
<td>No readings</td>
</tr>
<tr>
<td>18</td>
<td>No class – Spring Break</td>
<td>No readings</td>
</tr>
<tr>
<td>20</td>
<td>No class – Spring Break</td>
<td>No readings</td>
</tr>
<tr>
<td>23</td>
<td>Human impacts on physical processes</td>
<td>Karr 1999</td>
</tr>
<tr>
<td>25</td>
<td>Process-based restoration</td>
<td>Palmer et al. 2005</td>
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<tr>
<td>27</td>
<td>Discussion</td>
<td>Beechie et al. 2012</td>
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<tr>
<td>30</td>
<td>Habitat classification – pattern</td>
<td>Bisson et al. 1982</td>
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<tr>
<td></td>
<td><strong>April</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>--------</td>
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</tr>
<tr>
<td>1</td>
<td>Habitat classification – process</td>
<td>Montgomery &amp; Buffington 1998</td>
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<tr>
<td>3</td>
<td>Discussion</td>
<td>Poole et al. 1997</td>
</tr>
<tr>
<td>6</td>
<td>Sampling methods – site-based</td>
<td>Bain &amp; Stevenson 1999</td>
</tr>
<tr>
<td>8</td>
<td>Sampling methods – reach-scale</td>
<td>CHaMP 2014</td>
</tr>
<tr>
<td>10</td>
<td>Group proposal development</td>
<td>No readings</td>
</tr>
<tr>
<td>13</td>
<td>Sampling methods – watersheds</td>
<td>No readings</td>
</tr>
<tr>
<td>15</td>
<td>New approaches to habitat sampling</td>
<td>No readings</td>
</tr>
<tr>
<td>17</td>
<td>Group proposal development</td>
<td>No readings</td>
</tr>
<tr>
<td>20</td>
<td>Synthesis and new directions</td>
<td>Thorp 2014</td>
</tr>
<tr>
<td>22</td>
<td>OPEN (catch-up)</td>
<td>No readings</td>
</tr>
<tr>
<td>24</td>
<td>No classes – SpringFest</td>
<td>No readings</td>
</tr>
<tr>
<td>27</td>
<td>Group proposal presentations</td>
<td>No readings</td>
</tr>
<tr>
<td>29</td>
<td>Group proposal presentations</td>
<td>No readings</td>
</tr>
<tr>
<td>1</td>
<td>Group proposal presentations</td>
<td><em>Group proposals due</em></td>
</tr>
</tbody>
</table>

May
Required readings:


Curriculum Committee SFOS

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

25 August 2014

Trial Course
Course Number: FISH 694
Course Title: Physical Processes in Freshwater Ecosystems
Instructor: Falke
First Time of Offering: Yes

General Comments and Recommendations:
Given the lack of freshwater habitat courses available at UAF (other than what is offered in FISH 487 Fisheries Management), would the instructor be willing to allow upper-level undergraduate students to take this course?
I would be willing to allow upper-level undergraduates take the course, though I am not (at this point, but could change my mind after teaching the course once or twice) interested in “stacking” the course. I’m not sure what other options there are. Perhaps adding “junior or senior level undergraduates with instructor permission” to the course description/prerequisites?

Faculty Senate Form:

Clarify and Address the following:

- Frequency of offering – change “off-numbered” to “odd-numbered”.
  Fixed
- Semester and year of first offering needs to state Spring 2015, not AY2014-15.
  Fixed
- For the course format (point 8), check the box 6 weeks to full semester (not 3 weeks).
  Fixed
- Since FISH 650 Fish Ecology is a prerequisite for this course, why not also include FISH 425 Fish Ecology as well? The two courses will be cross-listed in the future. Note that FISH 650 has not been taught in three years and will not be taught again for at least two more years. If you add FISH 425 as a prerequisite, please be sure to change this throughout the form.
  Added FISH 425 as a prerequisite.
- Prerequisites need to be clarified. As they are worded, it looks like students could take BIOL 483/FISH 650 or be a graduate student or get instructor permission. Is that what you want?
  Changed to clarify as “Prerequisites: BIOL 483 or FISH 425 or FISH 650 or permission of instructor, and graduate standing.”, here and in Point 14.
• Impacts – Since the course will be cross listed with Biology, that program will be affected by offering this course. Would students from NRM potentially be interested in this course? You will need to list all programs from which students might take this course.
   Changed to “Students from the Biology & Wildlife and Natural Resources Management Departments would likely take this course. “

• Justification – To strengthen your argument for this class, you should include a statement that there are no freshwater fisheries habitat classes (aside what is offered for 1/3 of the semester in FISH 487) at UAF. Also, you state that the course will cover sampling techniques. Is this theory or in practice? If the latter, then that would be laboratory time which counts differently toward your minutes of instruction.
   Added “There are currently no physical habitat courses at UAF.”
   There is no experiential learning component of the course it will be entirely lecture and paper discussion-based. So technically discussion of sampling techniques will be theoretical.

Syllabus:
• The location for the course in Fairbanks is listed as 245 ONL (should be 214 ONL).
   Fixed.

• Please list the required course readings or the sources for the readings (e.g., textbooks, journal articles, etc.).
   Clarified as “No text is required for this course. Required and supplementary readings will be provided in class or posted weekly on Blackboard (http://classes.uaf.edu/).”
   Discussion readings are listed in the draft weekly schedule and required readings sections.

• The course description must match the catalog description.
   Fixed. Added “General course description” section with old text.

• Course learning objectives are very vague – need to spell out and be specific.
   This is a significant area of focus at the next level of review (UAF GAC).
   Added detail to objectives:
   By the end of the semester, students enrolled in this class will have the following:
   1. An understanding of how physical processes create, maintain, and structure habitats for freshwater taxa
   2. Knowledge of current methods to classify, measure, and sample physical habitats in freshwaters.
   3. Familiarity with current important topics in the field: environmental flows, ecological restoration, climate impacts
   4. Appreciation of the technical literature as related to physical processes in freshwater ecosystems
   5. Improved ability to be creative, synthesize, and present complex information through a group proposal writing exercise.
For the instructional methods, you indicate that a group project is required. Because group projects are considered as outside activities to lecture and in-class discussion, be aware that if the groups meet during actual class time that they are considered as lab/recitation time (which counts differently toward time you need to meet, e.g., 3 minutes of lab time equals 1 minute of lecture time). Just something to be aware of for the course.
I have two one-hour sessions scheduled for group meetings to work on proposals. These meetings will take the place of discussion those weeks. I am not sure how to code this.

Schedule is too vague – need a description of activities for each topic to justify the hours and credits. Also need to include readings and assignment due dates. I’ve added a detailed schedule (course calendar) with dates, topics, and required readings as well as a literature cited section.

The course policies are very vague. What do you mean by stating that students “are responsible for absences”? You should also reference the UAF academic honesty policy – either state it in your syllabus or provide a link to it so that it is explicitly spelled out for students (this can save you a lot of problems if there is an issue with student cheating or plagiarism).
Added link to UAF student code of conduct and revised “Course Policies” section.

Evaluation – Half of the grade is based on a group proposal. While that is fine, UAF GAC is going to want to see details on how that is evaluated (e.g., what are the explicit requirements, how are points allocated, need a grading rubric, etc.). How will leadership be evaluated and what are the criteria for different point/percentage assignments for students?
Allocation for points assigned for group proposal and presentation, as well as individual discussion leadership added.

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