## TRIAL COURSE OR NEW COURSE PROPOSAL

### SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>College/School</th>
<th>Prepared by</th>
<th>Phone</th>
<th>Email Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fisheries</td>
<td>Fisheries and Ocean Sciences</td>
<td>Keith Griddle</td>
<td>796-5469</td>
<td><a href="mailto:kcridde@alaska.edu">kcridde@alaska.edu</a></td>
</tr>
</tbody>
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### 1. ACTION DESIRED

<table>
<thead>
<tr>
<th>Trial Course</th>
<th>New Course</th>
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### 2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
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<tbody>
<tr>
<td>FISH</td>
<td>674</td>
<td>3</td>
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Justify upper/lower division status & number of credits:

This course provides a graduate level introduction to economic development as it relates to fisheries-dependent communities. This course is geared towards graduate students who have extensive knowledge of fisheries, fisheries management, and fisheries policy but lack training in the theoretical precepts and applied methods of community and regional economic development. The course plan requires extensive reading and the ability to apply those readings in an independent analysis of economic development opportunities and constraints for a fishery-dependent rural community in Alaska. These course requirements are typical of a graduate-level course and exceed the typical requirements of an undergraduate-level course. The course will meet for 3 hours per week throughout the semester.

### 3. PROPOSED COURSE TITLE:

Economic development for fisheries-dependent communities

### 4. To be CROSS LISTED? YES/NO

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If yes, Dept.</th>
<th>Course #</th>
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<tr>
<td>No</td>
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### 5. To be STACKED? YES/NO

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<th>Yes/No</th>
<th>If yes, Dept.</th>
<th>Course #</th>
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How will the two course levels differ from each other? How will each be taught at the appropriate level?

N/A

### 6. FREQUENCY OF OFFERING:

Spring, Odd-numbered Years

### 7. SEMESTER & YEAR OF FIRST OFFERING

Spring 2019

### 8. COURSE FORMAT:

**COURSE FORMAT:**

<table>
<thead>
<tr>
<th>Mode of delivery</th>
<th>Lecture/discussion</th>
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**OTHER FORMAT**

6 weeks to full semester

### 9. CONTACT HOURS PER WEEK:

<table>
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<tr>
<th>LECTURE hours/weeks</th>
<th>LAB hours/week</th>
<th>PRACTICUM hours/week</th>
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<tr>
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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-comparing/](http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-comparing/) 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):

**FISH F674** Economic Development for Fisheries Dependent Communities.

3 Credits offered Spring 2019

This course provides an introduction to the economic organization of fishery-dependent communities in Alaska, tools for characterizing community-scale economics, principles of economic development, methods of measuring regional economic impacts of changes in access to fisheries, and a review of policies intended to support the continuity and development of Alaskan communities dependent on commercial fisheries. Prerequisites: STAT F401 or ECON F227; permission of instructor. (3+0)

### 11. COURSE CLASSIFICATIONS:

<table>
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<tr>
<th>1 = Humanities</th>
<th>S = Social Sciences</th>
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Will this course be used to fulfill a requirement for the baccalaureate core? **YES:** attach form.

**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 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 [X]

12. COURSE REPEATABILITY:
   Is this course repeatable for credit? [YES [ ] NO [X]
   Justification:
   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:
   LETTER [X] PASS/FAIL [ ]

REstrictions on enrollment (if any)

14. PREREQUISITES STAT F401 or ECON F227

15. SPECIAL RESTRICTIONS, CONDITIONS permission of instructor

16. PROPOSED COURSE FEES $0 Has a memo been submitted through your dean to the Provost for fee approval? Yes/No [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.: Spring 2015, FISH 693; Spring 2017, FISH 693

18. ESTIMATED IMPACT
   WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
   This course will be taught as a component of the workload of an existing faculty member and entails an opportunity cost of other teaching, research, and outreach activities that would otherwise be conducted as part of his workload. The real costs associated with offering this class include use of classroom space at the UAF Lena Point building in Juneau and costs associated with support of veno delivery to sites elsewhere in Alaska as demand warrants.

19. LIBRARY COLLECTIONS
   No [ ] Yes [X] This class does not require access to specialized library resources. See attached note from Karen Jensen.

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 complements but does not duplicate any courses currently offered in the UA system. Consequently, it does not directly complete with any courses currently offered in the UA system. Instead, it adds a course that fills a program need in the graduate Fisheries programs and may be of interest to graduate students pursuing degrees in Rural Development, Resource and Applied Economics, Natural Resources and Sustainability, or Public Administration. The focus of this proposed class is solely on economic aspects of development for communities that are dependent on fisheries. This is in contrast to RD 625 “Community Development Strategies: Principles and Practices” which considers broader social aspects of development for rural communities of the circumpolar north. Similarly, while Economics and Natural Resources Management offer courses in resilience and sustainability, those courses do not provide a detailed exploration of economic aspects of development for communities that are dependent on fish.

21. POSITIVE AND NEGATIVE IMPACTS
   Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
   This course will add to our offerings on human dimensions of fisheries. In recognition that fisheries are social-ecological systems, the Department of Fisheries has broadened our MS and PhD programs to include required courses that explore economic, legal, political, and anthropological aspects of fisheries. This course will add to the breadth of existing courses, providing students with greater flexibility to select human dimension courses that best align with their interests. Our human dimension courses attract enrollment from students enrolled in other UA graduate programs as well as from working professionals. We expect that this course will have similarly beneficial impacts. See attached notes from Joe Little (UCON) and Jennifer Carroll (ANSRD).
**JUSTIFICATION FOR ACTION REQUESTED**

This course is designed to address student interest in tools for understanding fine-scale effects of fisheries policy and how principles of community-scale economic development can be used to inform the design of fisheries policy. In addition to examples drawn from Alaska, this course includes examples from Japan and Canada that arise from work of the Human Dimensions section of the North Pacific Marine Science Organization (PICES). These new examples highlight the role of nation-specific objectives as they contribute to the success or failure of fisheries community economic development.

**APPROVALS: Add additional signature lines as needed.**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Fisheries</th>
<th>Date: December 12, 2016</th>
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<tr>
<th>Signature Chair, College/School Curriculum Council for:</th>
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<th>Signature Dean, College/School of:</th>
<th>College of Fisheries and Ocean Sciences</th>
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Offerings above the level of approved programs must be approved in advance by the Provost.

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<th>Signature of Provost (if above level of approved programs)</th>
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

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<th>Signature, Chair</th>
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Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

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ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
http://www.uaaf.edu/uf.gov/faculty-senate/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 (e.g.; 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":

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.uaaf.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.

5/21/2013
FISH 674: Economic Development for Fisheries-Dependent Communities
(3 credits)

Instructor: Dr. Keith R. Criddle
Contact Information: kcriddle@alaska.edu 796-5449
Office hours: TR 10-12 or by appointment

Time/Location: TR 8:00-9:30 Juneau (LP 212) and by video-conference Fairbanks (O'Neill 214) and other sites as demand warrants.

Course Description: This course provides an introduction to the economic organization of fishery-dependent communities in Alaska, tools for characterizing community-scale economies, principles of economic development, methods of measuring regional economic impacts of changes in access to fisheries, and a review of policies intended to support the continuity and development of Alaskan communities dependent on commercial fisheries. Prerequisites: STAT F401 or ECON F227; permission of instructor.

Course Goals and Learning Objectives: Upon completion of this course, students will have an understanding of the economic structure of fishery-dependent communities in Alaska, an understanding of the principles of economic development in resource-dependent communities, a working knowledge of tools for measuring community-scale impacts of changes in fisheries policy, and a familiarity with policies intended to support development of fishery-dependent communities in Alaska. Armed with this working background, students will be prepared to participate on analytic teams that are engaged in preparing economic analyses for inclusion in regulatory documents such as Environmental Assessments and Regulatory Impact Reviews, or to review and critique draft regulatory documents on behalf of agencies or stakeholders. Students who successfully complete this course will:

- Be familiar with unique characteristics and development challenges faced by fishery-dependent communities in Southeast Alaska, Southcentral Alaska, Kodiak, the Eastern Aleutians, Bristol Bay, and Western Alaska.
- Understand different metrics of economic growth, how to calculate them, and what their limitations are.
- Understand how financial, labor, and land markets are affected by the design of economic and social institutions and how they in turn affect opportunities for economic development.
- Understand the different constraints and opportunities for economic development in closed economies and open economies and how globalization, technological change, and innovation affect community and regional economic development.
- Have a working knowledge of descriptive and inferential tools of community economic analysis.
- Have a working knowledge of tools for measuring and assessing regional economic performance (i.e., Economic Base Analysis, Shift-Share Analysis, and Input-Output Analysis).
- Understand the emerging role of economic clusters as a means of fostering community and regional economic development and managing risk.
- Understand the unique challenges for economic development in resource-dependent economies.
- Be familiar with Alaska’s experiments in fostering economic development in fishery-dependent communities—intentions, outcomes, and lessons learned.

Course Readings:
Required:

and selected readings from academic articles and federal and state agency reports.

Instructional Method: A combination of lectures and facilitated discussions. UAF’s Electronic Blackboard will be used to post readings, data sets, examples, and exercises.
**Evaluation:** Course grades will be based on a weighted sum of scores on the research project (60%) and classroom participation (40%) scores as follows. If the weighted sum is: \( \geq 90\% = A; \geq 80\% \text{ but } < 90\% = B; \geq 70\% \text{ but } < 80\% = C; \geq 60\% \text{ but } < 70\% = D; \) and \( < 60\% = F. \) The research project is to design an economic development plan for a fishery-dependent rural Alaskan community. The project report should provide background on the community, an overview of its economic structure, a discussion of historic trends in resource dependency, and present a plan for fostering economic growth (or forestalling economic decline). The project report should be at least 30 double-spaced pages but in no case should your paper exceed 40 double-spaced pages including references, tables, and figures. Scores for completed project reports will be scaled from 0-100 points based on adequacy of the write on community background economic structure and historic trends (30%), plausibility and completeness of the economic development plan (40%), and clarity of exposition (20%). Students are expected to attend all class sessions having completed reading assignments and being prepared to help lead the discussion on assigned readings and to engage in discussions led by others. Active participation includes asking and responding to questions during lectures (30%), leading discussions on at least two papers selected from among the assigned or supplemental readings (40%), and engaging in discussions led by fellow students and invited speakers (30%).

**Course policies:** Academic dishonesty cannot be excused; at best it represents indolence, at worst it is a willful and unconscionable act of intellectual theft. Students enrolled in this class are expected to adhere to the UAF Student Code of Conduct (www.uaf.edu/catalog/current/academics/regs3.html). Plagiarism and cheating are particularly heinous forms of academic dishonesty and will not be tolerated. If you plagiarize on the term paper, you will receive an F in this course and you may face additional disciplinary actions initiated by UAF. Plagiarism includes representing another person's work as one's own by paraphrase or unattributed direct quotation or the unacknowledged use of materials prepared by another. Take-home exams are due 24-hours after they are distributed. Unless prior permission has been granted by the instructor, late assignments will be docked 10% for each day after the due date. That is, an assignment turned in within 24 hours after the deadline is worth, at most, 90 points; an assignment turned in more than 24 hours late but less than 48 hours late is worth, at most, 80 points; etc.

**Disabilities Services:** The Office of Disability Services http://www.uaf.edu/disability/ implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (208 Whitaker, 474-5655) to provide reasonable accommodation to students with disabilities.

**Other Support Services:** The Writing Center (www.alaska.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 (www.uaf.edu/sss/index.html).

**Registration:** Registration can be completed at: uuonline.alaska.edu.
Course Outline & Reading Assignments:

Course Outline and Tentative Schedule

1. Introduction to Community Economic Development:

   Schaffer et al. Chp 1: Defining Community Economic Development
   Simon Chp 2: Background
   Simon Chp 3: Three Logics of Community Action

2. Introduction to Alaska's Fishing Communities:

   http://www.afsc.noaa.gov/REFM/Socioeconomics/Projects/CPU.php
   (http://seagrant.uaf.edu/bookstore/pubs/AK-SG-07-02.html)

3. Theory and Practice of Community Economic Development:

   Simon Chp 4: The Community as Beneficiary of Economic Development
   Simon Chp 5: The Community as Agent of Economic Development
   Schaffer et al. Chp 2: Growth Theory
   Schaffer et al. Chp 3: Space and Community Economics
   Schaffer et al. Chp 4: Concepts of Community Markets
   Schaffer et al. Chp 5: Land Markets
   Schaffer et al. Chp 6: Labor Markets
   Schaffer et al. Chp 7: Financial Capital Markets
   Schaffer et al. Chp 8: Technology and Innovation
   Schaffer et al. Chp 9: Nonmarket Goods and Services
   Schaffer et al. Chp 10: Local Government and Public Goods
   Brian Holst—JEDC: Community Development, Economic Development, and Economic Clusters
   Economic Development Quarterly 14: 15-34.
   Schaffer et al. Chp 11: Institutions and Society
   Schaffer et al. Chp 12: Policy Modeling and Decision-Making
   Schaffer et al. Chp 13: The Practice of Community Economic Development
   Schaffer et al. Chp 14: Descriptive Tools of Community Economic Analysis
   Schaffer et al. Chp 17: Looking to the Future

4. Development and Subsidies in Resource-Dependent Economies:

   OECD, 2000. Transition to Responsible Fisheries Government Financial Transfers and Resource Sustainability:
   Case Studies
   Economics and Management 50: 47–58

5. **Alaska’s Experiments in Fostering Economic Development in Fishery-Dependent Communities:**


**Term Project**
Hi Keith
I think it's fine; we continue to subscribe to those library resources. I will give a warning though, that if the current budget situation continues to be poor or worsens, as is predicted, we will be canceling essential resources for the sciences. It has really become dire, and we have already canceled a substantial number of resources that are used by faculty, researchers, and students on campus. There is little left to cut other than major journal packages, which will affect everyone.

For your paperwork however, if your students found what they needed for the trial course, it should be fine for the regular course.

Karen Jensen
Collection Development Officer
Rasmuson Library
University of Alaska Fairbanks
907-474-6695
kljensen@alaska.edu

On Wed, Sep 28, 2016 at 12:47 PM, Keith Criddle <kcriddle@alaska.edu> wrote:

Hi Karen,

Could you please review this course proposal and comment on any potential impacts to library resources. I ran it past you in 2015 when I offered this class as a trial course.

Regards,

Keith Criddle
Good Day Keith,

I hope this email finds you well. Your course proposal is well thought at and the course itself will fill a void in an area of particular importance to Alaskans. Based on my review the new class doesn't compete with current MS offerings and could potentially serve as an elective for MS students with research projects centered on the economics of fisheries. For all MS econ students the course would provide another applied learning opportunity which would further enhance their analytical skill sets. I would be happy to prepare a formal letter of support if needed. Please let me know if there is anything else that I can do to be of assistance.

Sincerely,

Joe Little

On Fri, Sep 30, 2016 at 5:22 AM, Keith Criddle <kcriddle@alaska.edu> wrote:

Hi Joe,

Could you please review this course proposal and comment on any potential impacts to the MS Econ program?

Regards,

Keith Criddle
Hi Keith, Evon forwarded your proposed course to me since I am co-chair of the Department of Alaska Native Studies and Rural Development. I agree with your assessment that this course does not duplicate any of our RD graduate courses. The impact on our program can only be positive, as it could provide another distance elective for our students who are interested in fisheries development. Thanks, Jennie

Jennifer L.L. Carroll, Ph.D.
Assistant Professor, Co-Chair
Department of Alaska Native Studies and Rural Development
University of Alaska Fairbanks
907-474-5405

On Wed, Sep 28, 2016 at 2:25 PM, Evon Peter <espeter@alaska.edu> wrote:

Jennie,

I think you are best situated to take up this review. Please let me know if you feel it may impact our programs, in particular MA in RD?

Thanks,
Evon

--------- Forwarded message ---------
From: Keith Criddle <kcriddle@alaska.edu>
Date: Wed, Sep 28, 2016 at 12:56 PM
Subject: review of course proposal
To: espeter@alaska.edu

Hi Evon,

Could you please review this course proposal and comment on any potential impacts to your programs.

Regards,