FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Se

See http://www.uaf.edu/uafgov/faculty-senate/

TRIAL COURSE OR NEW COURSE?:

(CHECK ONE):

ew Course

status & number of credits:

The course will consist of

hours of lecture

ek.

undergraduate and graduate level content being offered); 2) are undergraduates being

undertaxed?; 3) are graduate students being

ersions are sufficiently different (i.e.

re

Fall Spring

AY2015-16 if appr

three days per credit. Any course

must be approved by the Core Review Committee.

6 weeks to full

COURSE FORMAT:

(check all that apply)

Mode of delivery

lecture,

hours of lecture, 3 hours of lab per week

[redacted]

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES	Completion of DEVM 105 or placement in higher

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

15. SPECIAL RESTRICTIONS, CONDITIONS	
16. PROPOSED COURSE FEES	**$100 on campus** **$250 off campus**

[redacted]

17. PREVIOUS HISTORY

[redacted]

		Date	
Signature, Dean, College/School of:			

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

[redacted]

❑Title, ❑ number, ❑credits, ❑prerequisites, ❑ location, ❑ meeting time

[redacted]

[redacted]

[redacted]

[redacted]

CREDITS: 3

PREREQUISITES: DEVM 105 or higher placement

[redacted]

STUDENT LEARNING OUTCOMES

will comprise 2 on-campus and 1 distance students) will generate lab-based replicate data sets of surface water quality data from communities across the state. Student groups will work closely and engage in peer mentoring (some students will develop expertise on the field site while others develop expertise in instrumentation) and build a community of learners across the state of Alaska.

COURSE SCHEDULE
See attached.

COURSE POLICIES

[redacted]

[illegible] students will not be allow[illegible]

[illegible]s, locate helpful resources, and maximize their distance learning experience. [illegible]

VETERAN SUPPORT SERVICES [illegible] Veterans Service Officer [illegible]

- Safety map and contract
- Data interpretation and presentation of observations
- Neutralization of acids and bases

Week 2 – Air Quality

Reading: Environmental Science, Ch 3, 25

Case study: Bear Trouble

Lab 2: Modeling Air Quality and Introduction to HYSPLIT

- HYSPLIT modeling of air plumes
- PHET simulation- pH scale basics

Week 4: Water Quality and Treatment

Reading: Environmental Science, Ch 18

Week 6: Marine Water Quality

Reading: Environmental Science, Ch

Lab 6: Marine Water Qu

- Effect of atm

Reading: Environmental Monitoring and Characterization, Ch 16 *Available on blackboard*

[redacted]

Case study: PCBs in salmon causing accumulation in spawning lake sediments

Lab 7: Contaminant Partitioning

- Contaminant partitioning in the environment

Week 8– Weathering and Soil Formation

Reading: Environmental Science, Ch 19, 23

Case study- How permanent is permafrost?

Lab 8: Weathering and Soil Formation

- Rocks into soil
- Exploring Alaskan soils

[redacted]

Reading: Environmental Science, Ch 24

Case study – Pebble mine: Tension between mineral recovery, fishing, and community health

Lab 9: Soil Quality and Contamination

- Soil contamination
- Treating acid mine drainage

Week 10 – Environmental Microbiology I

[redacted]

Tentative Course Schedule

Wk.	Date	Topic	Laboratory
1	Sept 4	Introduction to the course	No lab
2	Sept 11	Short Day	1: Solar
3	Sept 18	Water quality and treatment	2: Simulated Surface
4	Sept 25	Ocean Acidification and Ocean Acquired Oxidative Stress	Oct 10
7	Oct 16	Contaminant Treatment and Transformation	and
14	Dec 7 Dec 11	Climate Change in the Arctic	14: Energy Sources and Climate Change

CNSM committee comments on CHEM 111X Introduction to Environmental Chemistry of the Arctic

[redacted]

This proposal is to make CHEM 111X a new core course in the Chemistry department. The course has a split local-distance delivery format and is a lab course. The course is currently being delivered as a trial course Fall 2015, which is its first trial offering. Although approved last year as a trial course, the CNSM curriculum committee has a few concerns about the new course proposal and core designation.

Major comments:

1) A core designation is requested for this course, but it is only 3 credits. Core science courses

[redacted]

3) How is the distance lab component currently working in the trial semester? Are the students able to receive, unpack, and employ their kits successfully in the distance environment? Are they functioning well performing the lab activities on their own?

[redacted]

experiments, a 166-pg lab manual, and a beautiful lab kit for distance students. Students have received the kits, and been using them without trouble to perform the lab experiments. We have [redacted]

Minor comments:

1) Course is referred to as both CHEM 194 and CHEM 111 in both format and syllabus. For

[redacted]

Change implemented.

[redacted]