

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

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

Department	<b>Biology and Wildlife</b>	College/School	<b>CNSM</b>
Prepared by	<b>Mark S. Lindberg</b>	Phone	<b>474-6598</b>
Email Contact	<b>mslindberg@alaska.edu</b>	Faculty Contact	<b>Mark S. Lindberg</b>

**1. COURSE IDENTIFICATION:**

Dept  Course #  No. of Credits

COURSE TITLE

**2. ACTION DESIRED:**

Change Course  If Change, indicate below what change. Drop Course

NUMBER	<input checked="" type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	
CREDITS (including credit distribution)			<input checked="" type="checkbox"/>	COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		Course #	
OTHER (please specify)		Offer in Spring semester of even years instead of Fall semester of odd years to balance distribution of wildlife offerings and maintain sequence of offerings with other courses.			

**3. 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  6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery **Lectures**  
 (specify lecture, field trips, labs, etc)

**RECEIVED**  
**OCT - 5 2010**

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach or separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

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

O = Oral Intensive,  W = Writing Intensive,  Natural Science,   
 Format 6 also submitted  Format 7 submitted  Format 8 submitted

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  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 with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

Dean's Office  
College of Natural Science & Mathematics

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

WLF 419 O/2 Waterfowl and Wetland Ecology and Management  
4 Credits  
Offered Fall Odd-Numbered Years  
Ecology of waterfowl and associated wetland habitats. Management of populations, including harvest and manipulation of habitats. Distribution, abundance, taxonomy and identification of North American waterfowl. Special fees apply. Prerequisites: BIOL F271; BIOL F426; COMM F131X or COMM F141X; WLF F201; or permission of instructor. (3+3)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ 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.

WLF 420 ~~419~~ O/2 Ecology and Management of Birds ~~Waterfowl and Wetland Ecology and Management~~  
3 ~~4~~ Credits  
Offered Spring Even-Numbered ~~Fall Odd-numbered~~ Years  
Ecology and management of avian populations with a focus on harvest and habitat management for North American birds. Distributions, life-history, population dynamics, and monitoring and research techniques will be considered.  
~~Ecology of waterfowl and associated wetland habitats. Management of populations, including harvest and manipulation of habitats. Distribution, abundance, taxonomy and identification of North American waterfowl. Special fees apply. Prerequisites: BIOL F271; BIOL F426; COMM F131X or COMM F141X; WLF F222 F201; or permission of instructor. (3+3)~~

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO  If Yes, DEPT  NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:  PASS/FAIL:

10. ESTIMATED IMPACT

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

None.

11. 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  Despite the course change, the needs of library material have not changed significantly.

12. 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 change only affects the Wildlife Biology and Conservation program for which I am currently chair. This change, along with completed and recent changes to WLF 201 (now WLF 222) and WLF 303 (now WLF 301) and the addition the complimentary course WLF 421 (Ecology and Management of Large Mammals) have been planned for several years as part of an upgrade to the Wildlife Biology and Conservation curriculum.

13. **POSITIVE AND NEGATIVE IMPACTS**

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

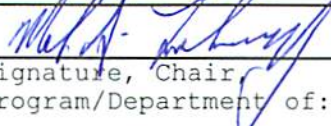
The major positive impact is that courses within the Wildlife Biology and Conservation curriculum are more cohesive and complimentary. The only negative impact is a slight loss in coverage of material on waterfowl ecology and management; however, much of this material will still be included in the new course.


**JUSTIFICATION FOR ACTION REQUESTED**

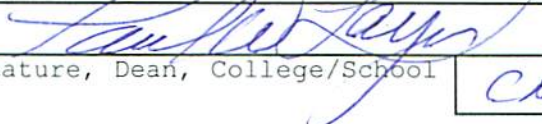
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

We have made several recent changes to the Wildlife Biology and Conservation Program to improve the flow and cohesiveness of material presented in this curriculum. The changes proposed for WLF 419 compliment changes already made to WLF 201 (now WLF 222) and WLF 303 (now WLF 301), and the addition of WLF 421 several years ago by offering a more logic sequence of material and by providing a complimentary class to WLF 421. Specifically, we are removing the lab portion of WLF 419 and reducing the number of credits by one because the 419 lab was largely used for identification and we now plan to teach identification in WLF 222. I will offer WLF 420 in the spring starting 2012 instead of the fall to try to balance wildlife offering between semesters (e.g., WLF 101, 222, 410, 421, 460 – fall; WLF 301, 420, 433, 469 – spring). We are removing BIOL F426 (Ornithology) as a prerequisite because students may be enrolled in BIOL 426 and WLF 420 simultaneously, and as I previously stated, identification and taxonomy are no longer a focus of WLF 420. We are expanding the scope of the lecture portion of the class to compliment a similar approach in WLF 421 (Ecology and Management of Large Mammals) and a recognized need for students to have a broader exposure to management issues across the range of bird families; however, much can be learned from a study of the advanced management practices for waterfowl and this will remain a focus area of the class.

APPROVALS:

	Date	4 OCT 2010
Signature, Chair, Program/Department of: PROGRAM CHAIR WILDLIFE BIOLOGY & CONSERVATION		

	Date	10/4/2010
Signature, Chair, College/School Curriculum Council for: CNSM		

	Date	10/5/10
Signature, Dean, College/School of: CNSM		

	Date	
Signature of Provost (if applicable)		

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

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.		
	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

**WLF 420: Ecology and Management of Birds**

3 Credits

Prerequisites: BIOL F271, COMM F131X or COMM 141X; WLF222; or permission of instructor

Location: TBD

Meeting Time: TR 9:45-11:15

Instructor:

Mark Lindberg  
411 Irving I  
Office Hours – TBD  
474-6598  
[mslindberg@alaska.edu](mailto:mslindberg@alaska.edu)

Teaching Assistant and Contact: TBD

Text:

Required: Avian Conservation, Marzluff and Sallabanks, Island Press 1998.

Recommended: Population Limitation in Birds, Newton and Brockie, Academic Press 1998 and Bird Population Studies, Perrins et al., Oxford University Press 1993.

Course Description:

Ecology and management of avian populations with a focus on harvest and habitat management for North American birds. Distributions, life-history, population dynamics, and monitoring and research techniques will be considered. This course compliments the wildlife curriculum by providing a framework for students to apply concepts developed in previous classes to a specific conservation and management situation.

Course Goals:

Provide students with knowledge and skills necessary to make management decisions about avian populations.

Student Learning Outcome:

Students can confidently seek employment in positions that requiring a working knowledge of research, conservation, and management practices for birds.

Instructional Methods:

Lecture, case-study of management for North American Waterfowl, student-led discussion, and term projects presented orally.

Course Calendar:

Week 1 – Survey of Avian Species  
Week 2 - Research and Monitoring Techniques for Birds  
Week 3 –Harvest Management  
Week4 – Waterfowl Conservation and Management

Week 5 - Waterfowl Conservation and Management (Exam I)  
Week 6 – Waterfowl Conservation and Management  
Week 7 – Upland Game Bird Conservation and Management  
Week 8 – European Game Bird Management  
Week 9 – Passerine Conservation  
Week 10 – Shorebird Conservation (Exam II)  
Week 11 – Raptor Conservation  
Week 12 – Management of Introduced Species  
Week 13 – Student Presentations  
Week 14 – Student Presentations  
Week 15 – Final Exam

**Course Policies:**

Students should be aware of the student code of conduct particularly as it applies to matters of academic integrity. Late assignments will be penalized 10% per day.

**Evaluation:**

- 3 exams, each weighted at 25%
- Student led presentation/discussion of article weighted at 10%
  - Each week, starting in week 2, a student will lead a 30 minute discussion of an article on the lecture topic for that week. Grading/feedback will be used in development of term project presentation.
- Student presentation of term research project weighted at 15%
  - Students will develop projects throughout semester and give 20 minute presentation to audience with question and answer period.
- Grades will be assigned as follows:
  - >89.9% A
  - 80-89.9% B
  - 70-79.9% C
  - 60-69.9% D
- Borderline grades will be decided based on class attendance and participation.

**Disability Services:**

I will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities