2-UCCh. Revised Oct. 6, 2016 and 10/10/2016 **FORMAT 2**

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	**Biology and Wildlife**	**College/School**	**Natural Science and Mathematics**
Prepared by	**Todd J. Brinkman**	**Phone**	**907-474-7139**
Email Contact	**tjbrinkman@alaska.edu**	**Faculty Contact**	**Todd J. Brinkman**

1. COURSE IDENTIFICATION: As the course now exists.

Dept	Course #	No. of Credits
WLF	**101**	**1.5**

COURSE TITLE **Survey of Wildlife Science**

2. ACTION DESIRED: √ Check the changes to be made to the existing course.

Change Course [X] If Change, indicate below what is changing. Drop Course [ ]

NUMBER	[ ]	**TITLE**	[ ]	**DESCRIPTION**	[ ]
PREREQUISITES*	[ ]			***FREQUENCY OF OFFERING***	[ ]

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

CREDITS (including credit distribution)	**X**			***COURSE CLASSIFICATION***	[ ]
ADD A STACKED LEVEL *(400/600) Include syllabi.*	[ ]	Dept.	[ ]	Course #	[ ]

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.

ADD NEW CROSS-LISTING	[ ]	Dept. & No.	[ ]	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	[ ]	Dept. & No.	[ ]	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	[ ]			

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 **and** the appropriate Faculty Senate curriculum committee. 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*	[X] *6 weeks to full semester*
OTHER FORMAT (specify all that apply)											
Mode of delivery (specify lecture, field trips, labs, etc.)											

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach 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, ***Format 6** also submitted	[ ]	W = Writing Intensive, ***Format 7** submitted	[ ]	X = Baccalaureate Core	[ ]

4.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.***

YES		NO	X

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES		NO	X

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

6. ***COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)***

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
~~Case-study~~ Comparative approach ~~in assessing Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

WLF F101 Survey of Wildlife Science
~~1.5~~ 2 Credits
Offered Fall
An introduction to wildlife ~~biology~~ science for research, conservation, and management. Lectures, presentations, labs, and other outside class activities will familiarize students with the field of wildlife biology and the wildlife profession. ~~will describe the research of local wildlife biologists and the programs of management agencies. Weekend field trips will be used to introduce practical problems and approaches in wildlife science.~~ Special fees apply. ~~(1+0+1.5)~~ (1+2+1)

7. ***COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:***

WLF F101 Survey of Wildlife Science
2 Credits
Offered Fall
An introduction to wildlife science for research, conservation, and management. Lectures, presentations, labs, and other outside class activities (practicums) will familiarize students with the field of wildlife biology and the wildlife profession. Special fees apply. (1+2+1)

8. ***GRADING SYSTEM: Specify only one.***

LETTER:	X	PASS/FAIL:	

9. ***ESTIMATED IMPACT***

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

The 0.5 credit increase (from 1.5 to 2.0 credits) will require designated lab space and a designated weekly lab time. The credit increase will require an increase in instructor time. I don't anticipate an impact on budget.

10. 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	X	Yes		

11. 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)

Biology & Wildlife Department and the Wildlife Biology and Conservation Program will be affected. I discussed the proposed action with the Department and Program Chair, Dr. Kris Hundertmark (kris.hundertmark@alaska.edu).

12. POSITIVE AND NEGATIVE IMPACTS

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

The positive impact is that students will receive additional hands-on training and instruction to supplement and expand on lecture material. They also will receive 2 rather than 1.5 credits for their course effort. With regards to meeting department and program credit requirements, a half credit has no value.

The potential negative impact will be the additional faculty work associated with expanded lab activities and the additional department time associated with management of weekly course lab space.

13. 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.

A credit change is requested to expand the opportunity for increased learning through lab activities. Currently, the course is primarily lecture, and supplemented by outside class activities that give students exposure to the wildlife profession. Outside class activities provide many options for students to gain exposure to unique perspectives on wildlife science. They also provide students with training opportunities. The disadvantage of outside class activities is that they lack structured instruction and supervision that better connects lecture material with hands-on exercises. Therefore, I propose keeping lecture and outside class activities (seminars, events, clinics, and meetings) as is, and adding a designated lab component. I consider the outside class activities as the practicum portion of the course.

The credit change also is being requested because a half credit has no value. I have been unable to find a logical explanation for a 1.5 credit offering. Students are unable to apply the 0.5 credits toward degree requirements.

To account for the proposed 0.5 credit increase (1.5 to 2.0), students will be offered and required to participate in weekly labs and off-campus activities. I chose to increase a half credit (rather than decrease) because lab and off-campus activities provide unique approaches to learning, and they have been embraced by students. According the 2015 student evaluations for WLF 101, outside class activities received high approval (Appendix 1). Essentially, the proposed action will increase opportunities for active learning and provide students with usable credit for their effort.

APPROVALS: ***(Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)***

Signature, Chair, Program/Department of: Biology & Wildlife — Date: 8/26/13

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

Signature, Dean, College/School of: CNSM — Date: 8-30-16

Dean, CNSM 8/30/16

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable) — Date:

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair — Date:

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: ***(As needed for cross-listing and/or stacking; add more blocks as necessary.)***

~~Signature, Chair, Program/Department of:~~ Biology & Wildlife — ~~Date:~~ 8/26/13

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

Signature, Dean, College/School of: — Date:

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

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 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 (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:
❑ 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":
http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

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.uaf.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.

Survey of Wildlife Science WLF 101

2 credits – CRN 75789

University of Alaska Fairbanks – Fall Semester 2016

TIME & LOCATION

Lecture: Fridays 10:30-11:30am, Murie 107

Labs: (times and locations TBA)

INSTRUCTOR

Todd J. Brinkman, PhD

Faculty website: http://people.iab.uaf.edu/tjbrinkman

Lab website: https://sites.google.com/a/alaska.edu/todd-j-brinkman/

Ph: 907-474-7139 Email: tjbrinkman@alaska.edu

Office: Murie 323B

Office hours: Friday 12:30pm-2:30pm or by appointment

TEACHING ASSISTANT

TBD

Office: TBD

Office hours: TBD

NO PREREQUESITE COURSES REQUIRED

REQUIRED READINGS, VIDEO, AND MEDIA

Required weekly readings, video, and media links will be delivered via Blackboard. Students are expected to review required materials prior to class. Suggested readings, videos, and media will be posted on Blackboard to provide more detail and depth.

COURSE DESCRIPTION

This course introduces students to wildlife science, conservation, and management through lectures, guest presentations, discussions, and activities.

COURSE GOALS & STUDENT LEARNING OUTCOMES

1) Familiarize students with the field of wildlife biology and the wildlife profession.
   Student learning outcome: Students will be able to articulate: the history, evolution, and potential future of the field of wildlife science; the structure and function of wildlife agencies and organizations; common strategies for researching and managing wildlife.
2) Enhance student knowledge of general wildlife science topics
   Student learning outcome: Students will understand the characteristics (problems, conflict, data gaps) and scientific efforts associated with wildlife issues that are currently receiving significant attention from wildlife professionals

EVALUATION

Attendance:

- You are expected to attend and to participate in all classes.
- You **MUST** contact the instructor in advance to request leave for a planned absence or to document an absence due to illness or emergency.
- Missed quizzes and exams will be assessed as ***zero*** points unless you notified the instructor in advance of your absence via email. If the instructor is notified prior, alternative assignments or arrangements can be made to make-up for the quiz or exam.

Quizzes:

- Unscheduled quizzes will randomly occur at the beginning of lectures.
- Quizzes will cover assigned reading and video materials, discussions, and/or guest presentations in a previous lecture.

Exams:

- Midterm exam – October 21 (10:30-11:30)
- Final exam (comprehensive) – December 9 (10:30-11:30)
- Exams include material covered in lecture.
-

Labs Activities:

Nine Labs are regularly scheduled during the week. On average, participation in the required labs will require approximately three hours of meeting time each week. Labs provide instruction and hands-on learning to supplement and enhance lecture material.

Grading:

Item	Description	Percentage of Total
Quizzes	Lecture quizzes	20%
Exams	Midterm & Final – 25% each	50%
Labs	Assignments and other tasks	20%
Activities	Attendance and written summaries	10%
Total		100%

Outside class activities (practicum):

Each student must participate in at least **four** outside class activities (ex. wildlife meetings, events, or conferences). Students are required to write short summaries (200-300 words) that provide an overview of activity process, wildlife topic(s) discussed and a few sentences on what you learned about wildlife science. Summaries are submitted through Blackboard. Credit may be given for alternative activities that are not listed such as volunteering on a wildlife project or attending a professional wildlife meeting or conference. However, you must request credit before participating in the activity. Allowing credit for alternative activities is solely at the instructor's discretion. You will be asked to show evidence that you completed the alternative activity and will be asked to write a short summary describing the experience.

Grade	%
A	>90.0
B	89.9-80.0
C	79.9-70.0
D	69.9-60.0
F	<60.0

"C" indicates a satisfactory level of knowledge and performance, and is the minimum acceptable grade that undergraduates may receive for courses to count toward major or minor degree requirements, or as a prerequisite for another course.

SUPPORT SERVICES

Disabilities: Please contact the instructor and the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) if you require additional assistance. Students should also contact the UAF Writing Center for additional assistance with the assignments (801 Gruening, 474-5314, uaf-disabilityservices@alaska.edu).

Academic Integrity: University of Alaska students are expected to conduct themselves with academic integrity. There is a zero-tolerance policy for plagiarism or cheating https://www.bw.uaf.edu/graduates/academic_honesty.php. Please review the Student Code of Conduct to help you understand what is expected and what measures are taken to address misconduct: http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct

Course Schedule for WLF101[1]

WEEK	DATE	LECTURE	READINGS & VIDEOS
1	2-SEP	Introduction	
2	9-SEP	Wildlife Semantics & History	Mahoney. 2013. North American Model
3	16-SEP	Wildlife Value & Values	Manfredo et al. 2009. Wildlife and Society
4	23-SEP	Wildlife Management & Law	USFWS. 2015. Introduction to US Wildlife Laws.
5	30-SEP	State and Federal Organizations	State and Federal Wildlife Agency Websites
6	7-OCT	Reintroductions – Wood Bison in Alaska (Guest: Tom Seaton ADFG)	Seaton. 2016. Bringing Alaska's wood bison back.
7	14-OCT	Wildlife research: Case studies – Bear, Deer, Caribou	Brinkman et al. 2010, 2011, 2014
8	21-OCT	**Midterm Exam**	
9	28-OCT	Wildlife research: Case studies – Invasives	USFWS. 2015. News and resources.
10	4-NOV	Wildlife Conservation – Citizen Science	
11	11-NOV	Human Dimension of Wildlife Science – moose and sheep	Brinkman et al. 2012, 2015
12	18-NOV	Becoming a Wildlife Professional	Henke and Krausman. 2014. Paths to becoming a wildlifer.
13	25-NOV	Thanksgiving Holiday – No Class	
14	2-DEC	Wildlife Careers & the Future of Wildlife Science	Hutchins. 2012. What the future holds.
15	9-DEC	**Final Exam**	

LAB SCHEDULE (Must attend at least nine)		
Week	Date	Description
3	16-SEP	Navigating the North American Model of Wildlife Conservation
4	23-SEP	Wildlife importance: estimating biological, social, and economic value
5	30-SEP	Mapping wildlife agency structure, function, and primary tasks
6	7-OCT	Human dimensions of wildlife research: designing human surveys and facilitating conflict resolution
7	14-OCT	Human-wildlife interaction: Enhancing positive & reducing negative interactions through management, education, and outreach
8	21-OCT	Wildlife capture, handling, marking, and monitoring
9	28-OCT	Wildlife research tools: Camera traps, drones, and wildlife imagery
10	4-NOV	Wildlife research tools: Radio telemetry and spatial software programs
11	11-NOV	Wildlife management tools: Designing citizen science programs
12	18-NOV	Preparing for a career in wildlife science: CVs, interviewing, networking

OUTSIDE CLASS ACTIVITIES (Must attend at least four)
Options: Dates and schedules TBD the 1st two weeks of class
Using service animals to assist with wildlife research: UAF & ADFG
Wildlife research facilities: Reindeer Farm and Large Mammal Research Station: UAF
Bear baiting practices in Alaska: a management tool and controversial conservation issue: ADFG
Preparation for remote field research on wildlife: UAF
Understanding wildlife trapping practices in Alaska: ADFG
Hunter education and outreach: ADFG
Alaska Trapper's Association Meetings: learning about consumptive use groups
Any Student Chapter of The Wildlife Society event (not including regularly scheduled meetings): The importance of networking and collaboration
Fairbanks Fish and Wildlife Local Advisory Committee Meeting: learning about the wildlife regulation and policy process
**Outside class activities require a written summary (200-300 word limit) of the activity. Your summary should provide an overview of wildlife topic(s) discussed and a few sentences on what you learned about wildlife science. Summaries are submitted through Blackboard.*
**Additional activities may be added as the semester progresses to incorporate new opportunities.*

Lab example: Wildlife research tools: Camera traps, drones, & wildlife imagery

Goals & outcomes: Students will learn how to operate and apply camera traps and drones, and analyze wildlife images to address important research questions

Detailed description: Following approximately 30 minutes of instruction, students will program, install, and arm camera traps. Students will then analyze images captured by cameras to advance knowledge on what type of questions can and cannot be answered using camera traps. Students will then be provided other wildlife imagery data (e.g., caribou census photographs) and will implement agency protocols for estimating wildlife abundance and distribution. Lastly, students will get an opportunity to see drone (i.e., unmanned aircraft systems) platforms (e.g., ptarmigan, phantom) that are being piloted to research and monitor wildlife and habitat in Alaska. Each student will have an opportunity to pilot a drone using computer simulation software (RealFlight) and a real drone hand controller. Activities will highlight limitations and future potential of drones in wildlife science.