

RECEIVED

MAY 13 2016

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
See <http://www.unf.edu/unfgov/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	Veterinary Medicine/B&W	College/School	CNSM
Prepared by	O'Hara (Vet Med)	Phone	474 1838
Email Contact	tmohara@alaska.edu	Faculty Contact	O'Hara

1. COURSE IDENTIFICATION: As the course now exists.

Dept **WLF** Course # **305** No. of Credits **3**

COURSE TITLE **Wildlife Diseases**

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

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	NA	TITLE	NA	DESCRIPTION	Remove Lab session
PREREQUISITES*	NA	FREQUENCY OF OFFERING	NA	X	

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

CREDITS (including credit distribution)	No change	COURSE CLASSIFICATION	No change
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ADD A STACKED LEVEL (400/600) Include syllabi.	NA	Dept.	NA	Course #	NA
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How will the two course levels differ from each other? How will each be taught at the appropriate level?: **NA**

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	NA	Dept. & No.	NA	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	NA	Dept. & No.	NA	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 6 weeks to full semester

OTHER FORMAT (specify all that apply) Removing lab session and replacing with lecture for reasons described below.

Mode of delivery (specify lecture, field trips, labs, etc.) Removing lab session and replacing with lecture for reasons described below.

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, W = Writing Intensive, X = Baccalaureate Core
 *Format 6 also submitted *Format 7 submitted

- 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

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? 1 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? NA 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 ~~Aberiginal~~ Indigenous Rights and Policies (s)
3 Credits

Offered As Demand Warrants

~~Case study Comparative approach in assessing Aberiginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aberiginal 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 F305 Wildlife Diseases 3 Credits Offered Fall Odd-numbered Years
 Basic concepts of parasitic, infectious, environmental and nutritional diseases. Specific study of Alaska wildlife diseases. Basic necropsy technique and chemical immobilization. ~~Special fees apply.~~ Prerequisites: BIOL F115X and BIOL F116X or equivalent; or permission of instructor. Recommended: BIOL F310. (2+3)-(3+0)

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

WLF F305 Wildlife Diseases 3 Credits Offered Fall Odd-numbered Years
 Basic concepts of parasitic, infectious, environmental and nutritional diseases. Specific study of Alaska wildlife diseases. Basic necropsy technique and chemical immobilization. ~~Special fees apply.~~ Prerequisites: BIOL F115X and BIOL F116X or equivalent; or permission of instructor. Recommended: BIOL F310. (3~~2~~+3~~0~~) (3+0)

8. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

NOTE: remove reference in on-line catalog to BIOL F317, please.

9. ESTIMATED IMPACT

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

This change is required for many reasons:

- 1) Laboratory session is no longer affordable (in kind personal funding by the instructor and associated research team)
- 2) Lack of permits for federally managed species complicates use for instructions (e.g., migratory birds, marine mammals)
- 3) Need for more lecture time to cover foundational materials as students are less prepared than in previous years.

- 4) More lecture time to cover emerging diseases of importance to wildlife management and public health.
- 5) Concern about liability of using carcasses with unknown histories and potential for exposure to agents of disease.
- 6) Reduces need for necropsy space in BiRD and expense to that program.
- 7) Will eliminate need for students to purchase their own PPE.

Biology and Wildlife will no longer need to provide a TA (saves funds).

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 Yes Did not contact this specific person and would not do so until next offering.

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)

Impact is minimal as lectures will cover material currently a part of the course. Will expand topics to be covered.

Often students are majors in Biological Sciences (Prevet, Premed, etc.) and Wildlife Biology.

This is an elective course. Not required for a degree.

12. POSITIVE AND NEGATIVE IMPACTS

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

This change is required for many reasons:

- 1) Laboratory session is no longer affordable (in kind personal funding by the instructor and associated research team).
- 2) Lack of permits for federally managed species complicates use for instructions (e.g., migratory birds, marine mammals). Acquisition would now be illegal. I no longer hold the needed permits.
- 3) Need for more lecture time to cover foundational materials as students are less prepared than in previous years. We need more didactic time to cover this subject.
- 4) More lecture time to cover emerging diseases of importance to wildlife management and public health. Common interests of students enrolling.
- 5) Concern about liability of using carcasses with unknown histories and potential for exposure to agents of disease to faculty, staff and students.
- 6) Reduces need for necropsy space in BiRD and expense to that program. Topics done in lab will be covered in lecture.

Will eliminate need for students to purchase their own PPE. Reduces expense for students taking the course.

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.

This change is required for many reasons:



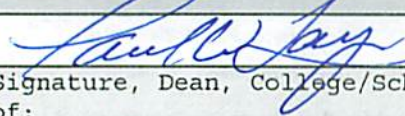
- 1) Laboratory session is no longer affordable (in kind personal funding by the instructor and associated research team).
- 2) Lack of permits for federally managed species complicates use for instructions (e.g., migratory birds, marine mammals). Acquisition would now be illegal. I no longer hold the needed permits.
- 3) Need for more lecture time to cover foundational materials as students are less prepared than in previous years. We need more didactic time to cover this subject.
- 4) More lecture time to cover emerging diseases of importance to wildlife management and public health. Common interests of students enrolling.
- 5) Concern about liability of using carcasses with unknown histories and potential for exposure to

agents of disease to faculty, staff and students.

6) Reduces need for necropsy space in BiRD and expense to that program. Topics done in lab will be covered in lecture.

Will eliminate need for students to purchase their own PPE. Reduces expense for students taking the course.

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

	Date	5/2/16
Signature, Chair, Program/Department of:	Biology + Wildlife	
	Date	5-13-16
Signature, Chair, College/School Curriculum Council for:	CNSM	
	Date	5/13/16
Signature, Dean, College/School of:	CNSM	

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):

 	Date	
Signature of Provost (if applicable)		

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

 	Date	
Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

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

 	Date	
Signature, Chair, Program/Department of:	 	
 	Date	
Signature, Chair, College/School Curriculum Council for:	 	
 	Date	
Signature, Dean, College/School of:	 	



Jayne Harvie <jbharvie@alaska.edu>

WLF 305

Kris Hundertmark <khundert@alaska.edu>
To: Jayne Harvie <jbharvie@alaska.edu>
Cc: Pauline Thomas <pthomas10@alaska.edu>

Thu, Sep 22, 2016 at 3:03 PM

Hi Jayne,

Thanks for the information this morning. I want to correct the course description for WLF 305--Wildlife Diseases for the upcoming 2017-2018 catalog. In the course description included in the Format 2 Major Change form submitted in May to remove the laboratory from WLF 305, the schedule of course offering was inadvertently left off. The course offering is now scheduled for fall in odd-numbered years. Please note that in the current online catalog it is listed as spring in odd-numbered years. That is incorrect. Moreover, there is a sentence in the course description that says "Special fees apply." This is no longer the case now that the lab has been eliminated, so please remove that sentence. Also, compared to the online catalog, I removed the reference to BIOL 317, which is a course that is no longer offered. The course description should read as follows:

WLF F305 Wildlife Diseases

3 Credits

Offered Fall Odd-numbered Years

Basic concepts of parasitic, infectious, environmental and nutritional diseases. Specific study of Alaska wildlife diseases. Basic necropsy technique and chemical immobilization.

Prerequisites: BIOL F115X and BIOL F116X or equivalent; or permission of instructor.

Recommended: BIOL F310.

Lecture + Lab + Other: 3 + 0 + 0

I hope this is adequate. Thanks again for your assistance.

Best regards,

Kris

Kris Hundertmark, PhD, CWB
Chair, Department of Biology and Wildlife
Associate Professor of Wildlife Ecology
Institute of Arctic Biology
University of Alaska Fairbanks
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Voice: 907.474.7159
Fax: 907.474.6716

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.

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.

**Wildlife Diseases – WLF 305
CRN: TBD**

**Department of Veterinary Medicine
Syllabus & Course Objectives**

1. Course information:

Wildlife Diseases (WLF 305, 3 credits) will meet in Murie XXX (times TBD)
Prerequisites: Biol 310 or Biol 115 and 116 or permission of instructor.

2. Instructor information:

Dr. Todd O'Hara, AHRB 145, tmohara@alaska.edu; Office Hours TBD, 474-1838

3. Course readings/materials:

Recommended Text: Wobeser, G.A., *Essentials of Disease in Wild Animals*, Blackwell Publishing, Oxford, UK, First edition, 2006: pp. 243 ISBN = 0-8138-0589-9

Website for USGS texts

http://www.nwhc.usgs.gov/publications/field_manual/

Field Manual of Wildlife Disease

http://www.nwhc.usgs.gov/publications/disease_emergence/

Disease Emergence and Resurgence: The Wildlife-Human Connection

Helpful website - <http://www.wildlifeinformation.org>

4. Course description:

This course builds on the strong wildlife interests of students, and animals in general, who are eager to learn about the diseases that impact vertebrates as individual organisms and populations. Thus, this course fits with those interested in veterinary medicine, conservation, wildlife biology and natural resources management careers (curriculums). The course is not required for any particular degree but will help students applying for veterinary medical school (obtain an upper level biomedical course) and allow those working on wildlife to have better understanding about the impact of disease agents on animals and humans.

Approach

The course starts out with a lecture series introducing the mechanisms of disease. This is followed by lectures on common diseases of mammals and birds using a structure based on disease causing agents (etiology). Using a variety of diseases occurring in wildlife we will discuss the cause, species affected, occurrence, ecology, clinical disease, pathology, differential diagnoses, specimens for diagnosis, and the significance to the animal and population. It is impossible to discuss all causes of disease but our review of certain disease causing agents will emphasize the importance of proper diagnostics and how the biologist can facilitate this. The focus is on mammals with some time spent on avian and fish species.

What the course cannot do

A single semester course in *wildlife diseases* cannot impart diagnostic skills or research capacity to address wildlife diseases for an individual. Work that requires diagnostics or research tools must involve trained diagnosticians/researchers. For diagnostics usually veterinary pathologists with wildlife experience and consultation from experienced wildlife biologists is

needed. This by no means limits wildlife disease work to individuals with diagnostic training. Wildlife diagnostics is only one part of wildlife disease work and may or may not be necessary in all research projects. In fact, the best wildlife disease work is generally done by teams that include wildlife biologists, population biologists, ecologists, pathologists, toxicologists, microbiologists, parasitologists, etc.!

Catalog description WLF F305 Wildlife Diseases 3 Credits

Basic concepts of parasitic, infectious, environmental and nutritional diseases. Specific study of Alaska wildlife diseases. Basic necropsy technique and chemical immobilization. Special fees apply. Prerequisites: BIOL F115X and BIOL F116X or equivalent; or permission of instructor. Recommended: BIOL F310. (3+0) [to be modified as suggested upon approval of major change]

5. Course Goals (general), and (see #6)

The objective of this course is to introduce the natural resources management, fisheries (e.g., marine mammals), wildlife biology and/or biology (e.g., pre-health professional) student to disease processes at the individual animal and population levels. This course is intended to impart a basic understanding of disease processes and a basic knowledge of some common disease entities with a focus on the Arctic and sub-arctic regions (marine and terrestrial). Effects on populations and diseases of human health significance are addressed as well. There are numerous taxa to consider and in this course the bias is towards mammals, with some avian and fish subjects covered.

6. Student Learning Outcomes (more specific)

Mechanisms of disease – students will appreciate the fundamentals of the basic host defenses and responses related to the disease outcome. Disease is a manifestation of the host response more than a result of the agent initiating the process.

Agents of disease – students will know that there are many classes of these agents and recognize how they can adversely impact wildlife. Some agents are very species specific while others can adverse impact numerous host species; including humans.

Ecology of disease (One Health) – the key to this course is for the student to learn and respect that environmental, animal and human health are inextricably linked and often collectively known under the banner of “One Health”.

7. Instructional methods:

The teaching techniques emphasize lectures, case studies (published manuscripts provided), group discussion (manuscripts, current events), private instruction (upon request; usually involves aspects of advising), and review of exams with open discussion.

8. Course calendar: WILDLIFE DISEASES - WLF 305

LECTURE SERIES (lecture assumes Tu and Th delivery; can be adapted to M, W, F)

Lectures	Date	Topic for Lecture (Tuesdays)	Wobeser 2006/ USGS Field Manual
None	Depends on semester	Holiday	Email materials
1-2	Depends on semester	Mechanisms of Disease: Intro	Intro/Chapter 1&2
3-4	Depends on semester	Mechanisms of Disease: Diagnostic process, agents and injury	Chapters 3, 4, 5
5-6	Depends on semester	Mechanisms of Disease: Blood, inflammation, neoplasia & defense	Chapter 6
7-8	Depends on semester	Mammalian Diseases: Introduction to viruses. Selected viruses	Chapters 7, 11, 12
9-10	Depends on semester	Mammalian Diseases: TSEs, CWD–prion [1 hour lecture & 1 h discussion.]	Ch. 3 & p. 32-33 Handouts
11-12	Depends on semester	Non-infectious diseases	Chapter 9
Exam	Depends on semester	<i>Exam Midterm:</i> lectures 1-12. Day 13, review; Day 14 exam	<i>Examination Midterm</i>
Break	Depends on semester	<i>Spring Break</i>	<i>Break</i>
Discussion	Depends on semester	Effects of Oil on Wildlife: Marine Mammal Emphasis. Day 15 (ppt); Day 16 discussion.	Presentation (ppt).
17-18	Depends on semester	Mammalian Diseases: Introduction to parasites Selected parasitic diseases: Protozoa – Giardia, Cryptosporidium and T. gondii “Worms” – Echinococcus	Chapter 3 p. 35-40 Review parasite collection in class.
19-20	Depends on semester	Mammalian Diseases: Selected parasitic diseases (lecture 19).	Chapter 3 p. 35-40
21-22	Depends on semester	Non-steroidal anti-inflammatory drug (NSAID) use and rabies: One Health	Slides and Articles provided

23-24	Depends on semester	Mammalian Diseases: Introduction bacterial diseases Brucellosis, Tularemia, etc. Introduction to fungal diseases	Chapter 3 p. 33-35
25-26	Depends on semester	Emerging Disease: Transmissible neoplasia	Manuscripts provided
Final	Depends on semester	Final Hourly Exam (Day 27, review; Day 28 2 nd exam)	Final Exam
Final	Depends on semester	Final Exam	TBD

9. Course policies (specific course rules, attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity).

Attendance/tardiness:

Attendance is vital to the grade. Much, if not all, of the exam information will be based on information from lectures, notes, discussion, etc. during class. "Notes" from lectures must be obtained from another student when absence is unavoidable. Attendance is recorded occasionally to maintain an idea of who is actually attending. Repeated tardiness will be noted. Out of respect for the instructor and classmates please be on time – disruptive tardiness is not appreciated and is considered in the participation grade.

Making up an Exam

An exam may be taken ahead of schedule if a suitable time can be agreed upon if there is a good reason. Exams can be made up after the scheduled date but this is at the discretion of the instructor (i.e., it is not guaranteed) and a **very good reason** for missing the exam must be **documented**. The instructor often requests input from the Biology and Wildlife Department Chair on how to best handle these situations. The make-up exam, or the early exam, will not be the same exam given to the other students. There will only be one make-up exam offered. Students who miss more than one exam will have difficulty passing the course.

Plagiarism

Simply will not be tolerated in any form. When in doubt cite and quote your sources. If you do not know what this refers to please meet with Dr. O'Hara.

Academic integrity

Examinations are to be performed by the individual and any attempts to gain assistance or knowingly provide assistance during an examination will be punished according to University policy towards "cheating." Those taking early or make up exams are to not request assistance with the exams nor provide it. The exams should not be discussed until ALL members of the class have taken a specific exam.

10. Evaluation: *Wildlife Disease – WLF 305 - Grades*

Participation (discussions, Q&A, etc.): 14.3% (50 points)
 Midterm Examinations: 28.6% (100 points)
 2nd Examination: 28.6% (100 points)

Final (cumulative): 28.6%

(100 points)

Total Points = 350

Letter grades: no +/- grades given.

A = 90-100%, B = 80-89.5%, C = 70-79.5%, D = 60-69.5%, F <60%

11. Support Services:

The instructor is available to assist as noted above. On request, the instructor can provide other contacts on campus or off campus to pursue any interests or special needs identified.

12. Disabilities Services: <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. The instructor will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities. Please make the Instructor aware of any disabilities that may affect access or performance.