

037

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SEP 19 2013
WSU Registrar

Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

STOT FALL 2014

Future Effective Date: 01/01/2014 - 1-2014 New course Temporary course Drop service course
(effective date cannot be retroactive) There is a course fee associated with this course (see instructions)

- Variable credit _____
- Increase credit (former credit _____)
- Number (former number VM597P (Section 5))
- Crosslisting (between WSU departments)
(Must have both departmental signatures)
- Conjoint listing (400/500)
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in _____ (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only) Graduate credit (professional programs only)
- Other (please list request) _____

- Repeat credit (cumulative maximum _____ hours)
- Lecture-lab ratio (former ratio _____)
- Prefix (former prefix _____)
- Cooperative listing (UI prefix and number _____)
taught by: WSU UI jointly taught
- S, F grading

GLANHLTH 503 Animal Human Disease Interface
course prefix course no. title

1	1			Graduate and Professional DVM students
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) Note that this course meets for 1.5 hours per week (input not allowed on the form) for 11 sessions.
Use of evidence-based tools in addressing global animal health challenges at the human-animal interface.

Instructor: Terry McElwain Phone number: 335-6342 Email: tfm@vetmed.wsu.edu
Contact: Gretchen Kaufman Phone number: 335-4058 Email: gkaufman@vetmed.wsu.edu
Campus Zip Code: 7090

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).

- Secure all required signatures and provide 10 copies to the Registrar's Office.

[Signature] 8/28/13 [Signature] 9-3-13 _____
Chair/date Dean/date General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary)* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

✓ GS

To: Suzanne Lambeth, Assistant Registrar
From: Gretchen E. Kaufman
Subject: 2 Major Change Requests
Date: September 18, 2013

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WSU REGISTRAR

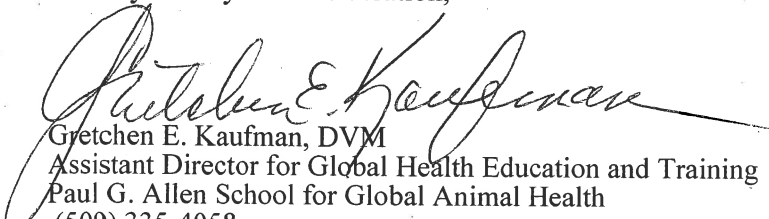
Enclosed please find two Major Change Request forms and corresponding syllabi to establish new graduate course listings for the Allen School. One course has been taught under a temporary Vet Med number for several years and the other course is entirely new. Both courses are meant to build the Allen Schools graduate curriculum and are also key components of the new Professional Certificate in Global Animal Health. We understand that this request will go on to the Graduate Studies Committee for review.

The course entitled Animal Human Disease Interface was developed several years ago as part of the Global Animal Health Pathway (GAHP) program. This course provides GAHP students the opportunity to fully explore the concept of the animal human interface, a defining element of global animal health, in a seminar setting that encourages discussion and interchange with a diverse range of experts. Previously, due to the nature of the developing Pathway program, this course was given a temporary number VM597.05 as a topics course in the veterinary curriculum. Since the certificate has now been established we feel that this course should stand on its own as part of both the Professional Certificate and the Allen School's curriculum with an Allen School specific designation and number (GLANHLTH503). In addition, through adoption of a graduate level course number, we would like to encourage Allen School graduate students, and other interested graduate students at WSU, to take this course as part of their elective curriculum. Including graduate students will enhance the interdisciplinary discussion that is fundamental to the course content and objectives.

The second request is to initiate a new course offering for the Allen School: Multidisciplinary Approaches to Global Health Challenges (GLANHLTH504). This course will be open to graduate and professional students across the University and will become an elective for Professional Certificate students in the Global Animal Health Pathway. This course will be highly interactive and creative and will provide a unique opportunity for students of diverse backgrounds to work together in teams to solve an important global health case challenge. This course, occurring in the third year of the Professional Certificate program, will compliment other courses in the series and will round out the curriculum offered by the Allen School.

Please let me know if there are any problems with this major change request and don't hesitate to contact me with any questions.

Thank you for your consideration,


Gretchen E. Kaufman, DVM
Assistant Director for Global Health Education and Training
Paul G. Allen School for Global Animal Health
(509) 335-4058
gretchen.kaufman@wsu.edu

Cc: Guy Palmer
Bryan Slinker
Karen Hornfelt

Animal-Human Disease Interface GAH 503

Spring 2014

Course Objective

To provide Global Animal Health Pathway Certificate students and graduate students with a perspective on disease control at the human-animal interface beyond their didactic coursework. The goal is to provide a framework for the use of evidence-based tools to understand and achieve progress in addressing global animal health challenges by intervention at the human-animal interface.

Design

A student-led, 1 credit course intended to promote discussion. Course will be divided into 11 x 1.5 hour sessions, and will take place on **Mondays** from **5:10 pm-6:40 pm** in **PGA-SGAH Building Room 201**, unless otherwise noted. Assignments will include literature searches, assigned readings, student presentations and a short final paper assignment. Participation in class discussion is required.

Course Coordinators

Faculty Course Coordinator

Terry F. McElwain, DVM, PhD

Allen Center 231, ph#335-6342, tfm@vetmed.wsu.edu

Gretchen E. Kaufman, DVM

Allen Center 311, ph#335-4058, gkaufman@vetmed.wsu.edu

Graduate Student Coordinators

Allison (Eavey) James, DVM, MPH

ADBF 4039, ph# 335-6343, eavey@vetmed.wsu.edu

Petronella Hove, BVSc, MPH

ADBF 3067, ph# 335-6326, phove@vetmed.wsu.edu

Office hours vary, email to arrange.

Course Instructors

Multiple faculty members and guest speakers provide instruction. Instructors have included Doug Call, David Haig, Petronella Hove, Allison James, Terry McElwain, Guy Palmer, Rob Quinlan, Bill Sischo, Judd Walson, George Wudiri, Jon Yoder, and other guest presenters.

Learning Outcomes

Upon successful completion of this course students will:

1. understand what global health is and be able to broadly define the animal human interface with reference to global health,
2. become familiar with the multiple academic disciplines involved in solving global health challenges,
3. gain a background knowledge that enables them to discuss the various ways that intervention at the animal human interface can impact human health,
4. gain an understanding of the need for quantitative assessment of the impact of animals and animal health on human health,
5. demonstrate independent thinking about addressing global health challenges through intervention at the animal human interface, and

- enhance their ability to lead and participate actively in interdisciplinary discussions of global health.

Assignments

Reading assignments will be given via email and through an online course folder one week prior to each class period unless otherwise stated. Students will be expected to actively participate in a pre-class online discussion and open class discussion based on the presentation and assigned readings. Students will also be assigned to lead class discussions on a rotating basis. Additional assignments include one group presentation on a specific topic and completion of a short final paper.

Attendance

Due to the participatory nature of the course, attendance is expected at all sessions. In the event of extenuating circumstances, contact the course coordinator(s) prior to class. Unexcused absences will result in an (F).

Grading

Student grades will be distributed as follows: 40% classroom discussion (including regular participation and leading discussion), 35% online discussion of assigned reading, 10% group presentation, 15% final assignment. This course will utilize the 4.0 A-F letter grade system, compatible with other graduate level courses. The criteria are as follows: Grade of (A) will be given for consistently excellent scholastic performance; thorough comprehension; ability to correlate the material with other ideas, to communicate and to deal effectively with course concepts and new material; reliability in attendance and attention to assignments. A (B) will be given for superior scholastic performance overall, reliability in attendance, and attention to assignments; may demonstrate excellence but be less consistent than the work of an A student. A (C) will be given for satisfactory performance overall, as well as reliability in attendance, and attention to assignments. A (D) will be given for minimal, barely passing performance overall; limited knowledge of subject matter. An (F) will be given for unsatisfactory performance and comprehension or unfulfilled requirements.

Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations MUST be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

WSU Safety Statement/ Policy.

Read the WSU Safety Policy (<http://oem.wsu.edu/Emergencies>) and Safety Plan (<http://safetyplan.wsu.edu/>).

WSU Statement on Academic Integrity.

Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office of Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions:

<http://conduct.wsu.edu/default.asp?PageID=338>

*Example
from previous
topics course*

Reading Assignments VM507.05/2013 Animal Human Disease Interface

Be prepared to discuss assigned readings in class.

Session 1 - Introduction

- Koplan, JP, et al. Towards a common definition of global health. *The Lancet*, 373, 2009: 1993-1995.

Session 2 Food Security

- Smith, J, et al. Beyond milk, meat, and eggs: Role of livestock in food and nutrition security. *Animal Frontiers*, 3 (1), 2013: 6-13.
- Gadfray, HCJ, et al. Food security: the challenge of feeding 9 billion people. *Science*, 327, 2013: 812-818.
- Wheeler, T and Reynolds, C. Predicting the risks from climate change to forage and crop production for animal feed. *Animal Frontiers*, 3 (1), 2013: 36-41.

Session 3 Vector Borne Diseases

- Kilpatrick, AM, and Randolph, SE. Drivers, dynamics and control of emerging vector-borne zoonotic diseases. *The Lancet*, 380, 2012: 1946-1955.
- Mills, JN, et al. Potential influence of climate change on vector-borne and zoonotic diseases. *Environmental Health Perspectives*, 118 (11), 2010: 1507-1514.

Session 4 Rabies

- Blanton, JD, et al. Rabies surveillance in the United States during 2011. *JAVMA* 241 (6), 2012: 712-722.
- Gongal, G and Wright AE. Human rabies in the WHO Southeast Asia Region: forward steps for elimination. *Advances in Preventive Medicine*, 2011.
- Lembo, T, et al. The Feasibility of canine rabies elimination in Africa: dispelling doubts with data. *PLOS Neglected Tropical Diseases*, 4 (2), 2010: e626.
- Nguyen, AKT, et al. MOocular epidemiology of rabies virus in Vietnam (2006-2009). *Japanese Journal of Infectious Disease*, 64, 2011: 391-396.

Session 5 Animal Infection and Immunity

- Bedelian, C, et al. Maasai perception of the impact and incidence of malignant catarrhal fever (MCF) in southern Kenya. *Preventive Veterinary Medicine*, 78, 2007: 296-316.
- Cleaveland, s, et al. Assessing the impact of malignant catarrhal fever in Ngorongoro District, Tanzania. A study commissioned by the Animal Health Programme, Department for International Development.
- Russell, GC, et al. Malignant catarrhal fever: a review. *Veterinary Journal*, 2008: available online.

Session 6 Economics

- McPeak, JG and Barret, C. Differential Risk Exposure and Stochastic Poverty Traps among East African Pastoralists. *American Journal of Agricultural Economics*, 83 (3), 2001: 674-679.
- Rich, KM and Perry, PD. The economic and poverty impacts of animal diseases in developing countries. *Preventive Veterinary Medicine*, 101, 2011: 133-147.

Session 7 Emerging Diseases

- Pulliam, JRC, et al. Agricultural intensification, priming for persistence and the emergence of Nipah virus. *Journal of the Royal Society*, published online 1 June 2011.
- Saegerman, C, et al. Bluetongue epidemiology in the European Union. *Emerging Infectious Diseases*, 14 (4), 2008: 539-544.

- Wolfe, ND, et al. Origins of major human infectious diseases. *Nature*, 447 (17 May 2007): 279-283.
- Beer, M, et al. "Schmallenberg virus" – a novel orthobunyavirus emerging in Europe. *Epidemiology of Infection*, 141, 2013: 1-8.

Session 8 Antimicrobial Resistance

- Sarmah, A. J. et al. A global perspective on the use, sales, exposure pathways, occurrence, fate and effects of veterinary antibiotics (VAs) in the environment. *Chemosphere* 65, 2006: 725-759.

Session 9 Malnutrition

- Relman, DA. Undernutrition – looking within for answers. *Science*, 339, 2013. 530-532.
- Schonfeldt, HC and Hall, NG. Dietary protein quality and malnutrition in Africa. *British Journal of Nutrition*, 108, 2012: S69-S76.

Session 10 Medical Anthropology

- Curry, J, et al. A Framework for the analysis of gender, intro-houshold dynamics, and livestock disease control with examples from Uasin Gishu District, Kenya. *Human Ecology*, 24 (2), 1996: 161-189.
- Aktipis, CA, et al. Risk-pooling and herd survival: an agent-based model of a Maasai gift-giving system. *Human Ecology*, 39, 2011: 131-140.

Session 11 Successes and Failures in Global Disease Intervention - Students will find examples of successes and failures in Global Disease Interventions, and a class discussion will evaluate what makes some eradication efforts successful while others fail. Group assignment: Perform a self-directed literature search and come to class prepared to present their findings of their particular disease. We will ask students to provide us with their discussion topic at least 1 week prior to class to prevent redundancy.

Final Assignment VM597.05/2013

Instructions: Type a 1 single-spaced page answering 1 question from this list. This short answer essay will be evaluating what you have learned from the course; it is not expected to require additional reading beyond those already assigned. Due on or before 4/26.

Malnutrition:

1) Dr. Walson referred to malnutrition using two terms: Kwashiorkor and marasmus. What are the outcomes of malnutrition, what happens when children suffering from malnutrition are fed, and why (physiologically) is the problem more complex than just providing food?

Vector-Borne Disease:

2) The two readings for this session include different frameworks for describing the impact of climate change on vectorborne disease. How do each of the papers describe this impact? Which argument do you agree with more? Why? Using your argument, propose a brief plan for how to prepare for and/or address this issue.

Rabies:

3) Is canine rabies elimination a feasible goal? Give examples of some of the challenges that are being faced in the goal to eradicate rabies. How can they be addressed and what steps can be taken to come up with successful control programs?

Economics/MCF/Anthropology:

4) "Massai wealth and health depend on their cattle."

i) What factors are contributing to the decline of cattle numbers in most pastoral communities?

ii) How is the impact of cattle loss different from e.g a US cattle rancher?

ii) Give examples of possible interventions that might help improve the livelihood in such communities.

Evans, Marc A.

From: Kaufman, Gretchen
Sent: Monday, October 21, 2013 2:54 PM
To: Evans, Marc A.
Subject: RE: Catalog Subcommittee Review of GLANHLTH 503 and 504
Attachments: AHI Syllabus 2014 (GAH503) Revised 2.docx; Assignments for Animal Human Disease Interactions VM597 2013.docx; Multidisciplinary Approaches Syllabus rev.docx

Marc, thanks so much for your patience in getting this right. Attached are revised syllabi for the two courses, plus the assignments for the Animal Human Disease Interface course from 2013. Since the Multidisciplinary course is entirely new, we do not have examples of the student products, but grading would be based on their participation, the portfolios and the presentation. Would you like me to provide more detail of what we would expect for these three things in addition to the percentage breakdown?

Best, gk

From: Evans, Marc A.
Sent: Thursday, October 17, 2013 1:28 PM
To: Kaufman, Gretchen
Cc: McElwain, Terry
Subject: RE: Catalog Subcommittee Review of GLANHLTH 503 and 504

Hi Gretchen:

The components making up a grade are, as you stated, participation (30%), the team portfolio (30%), and the team presentation (40%). If you could simply say the percent needed to make an A, B, C, etc. For example, A is 90% or above, B is 80% up to 90%, etc., that would be great. As for the assignments (paper and presentation) issue, if you could present an example of each that would also be great. The committee realizes that the assignments may change from year to year, but we do like a typical example. I will ask the registrar to make GLANHLTH 504 temporary for Spring 2014 (both 503 and 504 will be put forward as permanent for fall 2014). I think this covers everything. If you have any questions, please let me know. I am happy to help.

Regards, Marc

From: Kaufman, Gretchen
Sent: Thursday, October 17, 2013 11:48 AM
To: Evans, Marc A.
Cc: McElwain, Terry
Subject: RE: Catalog Subcommittee Review of GLANHLTH 503 and 504

Marc, thanks for the feedback. The language regarding grading was taken verbatim out of the Academic regulations posted on the Registrars site (<http://www.registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX>) and sited in the Graduate School Policies and Procedures Manual. We wanted to make sure we were within the University policy. However, we can develop a more rigorous breakdown of the percentages provided if this is desired. Would the committee want a full grading rubric for each category, for example in the Multidisciplinary course, we have stated that "Students will be evaluated based on participation (30%), the team portfolio (30%), and the team presentation (40%)"? We can provide, within each category what would constitute and A, B, etc.

I can also provide an example of the paper and presentation assignment for the Animal-Human Disease Interface course that we have used in the last few years.

We would like to hold the Multidisciplinary Course (504) this spring, and could do that provisionally. Due to recent changes in the DVM curriculum, we now will not hold the Animal Human Disease Interface course (504) until the spring of 2014. I can easily change the dates for implementation.

If my suggestions above are not what you're looking for and you think we would benefit from talking to you in person, let me know. I certainly want to return with a winning proposal. It might help me a great deal to see a sample curriculum that I could model from and that the committee has recently passed with flying colors. I'd really appreciate anything you might recommend to review.

Thanks so much for your help,

gk

From: Evans, Marc A.
Sent: Thursday, October 17, 2013 9:06 AM
To: Kaufman, Gretchen
Cc: McElwain, Terry
Subject: Catalog Subcommittee Review of GLANHLTH 503 and 504

Hi Gretchen:

The catalog subcommittee is currently reviewing the proposed courses GLANHLTH 503 and 504. The committee raised several issues that are common to both courses. First, the grading system is obscure. Letter grades should be assigned based on the percentages obtained for the assignments, not based on a subjective system (e.g., "Grade of (A) will be given for consistently excellent scholastic performance..."). A student cannot determine their final grade based on their graded assignments when using such a system. Also, the section on assignments is a little weak and could use further explanation. Lastly, both courses are marked to begin in Spring 2014. These courses cannot make the catalog as permanent courses until Fall 2014, since they cannot make it through the Faculty Senate this year. However, they can be put in the online catalog as temporary for Spring 2014 if they pass the committee and you desire such. Please let me know what you would like to do here.

Regards, Marc

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