TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>College/School</th>
<th>CNSM</th>
</tr>
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<tbody>
<tr>
<td>Veterinary Medicine</td>
<td></td>
<td>474-1928</td>
</tr>
<tr>
<td>Prepared by</td>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Cathy Griseto</td>
<td>Faculty Contact</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cagriseto@alaska.edu">cagriseto@alaska.edu</a></td>
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1. ACTION DESIRED
(CHECK ONE):
- Trial Course
- New Course [X]

2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>DVM</th>
<th>Course #</th>
<th>No. of</th>
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<tr>
<td></td>
<td>DVM</td>
<td>625</td>
<td>2</td>
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Justify upper/lower division status & number of credits:

Professional Program required course – see CSU syllabus attached

3. PROPOSED COURSE TITLE:

Principles of Diagnostic Imaging

4. To be CROSS LISTED?

YES/NO

If yes, Dept:

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?

YES/NO

If yes, Dept.

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 committee is looking 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.

6. FREQUENCY OF OFFERING:

Fall each year

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING

(AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

AY2015-2016

8. 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)

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

Lectures and Labs

RECEIVED

AUG -5 2014

Dean's Office
College of Natural Science & Mathematics
9. CONTACT HOURS PER WEEK:

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing/- for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:
FISH F487 W, O Fisheries Management
3 Credits Offered Spring
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

DVM 625 Department of Veterinary Medicine
2 Credits Offered Fall
Principles of Diagnostic Imaging to identify structures on radiographic images.
Objectives will be to identify the structures on radiographic images (digital or film images); small animal (dog and cat) structures, and equine structure, and to name and locate these items on radiographic (and where applicable, ultra-sonographic) images during quizzes. To describe how an animal must be positioned to obtain the standard radiographic views for each body area.

Pre-requisites: Acceptance into Professional Veterinary Medical Program

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

W = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? IF YES, attach form.
YES: NO: x

IF YES, check which core requirements it could be used to fulfill:
O = Oral Intensive, Format 6
W = Writing Intensive, Format 7
X = Baccalaureate Core

11A 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

12. 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?

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: X PASS/FAIL: 

TIMES
CREDITS

TIMES
CREDITS
**Restrictions on Enrollment (if any)**

### 14. Prerequisites

Acceptance into Professional Veterinary Medical Program or permission of Instructor

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

<table>
<thead>
<tr>
<th>15. SPECIAL RESTRICTIONS, CONDITIONS</th>
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<tr>
<td>Acceptance into Professional Veterinary Medical Program or permission of Instructor</td>
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<th>16. PROPOSED COURSE FEES</th>
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<td>TBD</td>
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Has a memo been submitted through your dean to the Provost for fee approval?

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<th>Yes/No</th>
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<td>Yes</td>
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### 17. Previous History

Has the course been offered as special topics or trial course previously?

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<td>No</td>
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If yes, give semester, year, course #, etc.:

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### 18. Estimated Impact

**What impact, if any, will this have on budget, facilities/space, faculty, etc.**

Professional Program approved by BOR, Chancellor and Provost – Impact on Animal Resource Center facility in year 1 due to renovation in process.

### 19. 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.

<table>
<thead>
<tr>
<th>No</th>
<th>x</th>
<th>Yes</th>
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<tr>
<td>Department will keep complete library of required materials in AHRB office</td>
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### 20. 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 on Animal Resource Center facility in year 1 due to renovation in process. ARC contacted and approved (jeblake@alaska.edu)

### 21. Positive and Negative Impacts

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

Biology & Wildlife, Chemistry or SNRE students may request admission to class for research or professional development. Vet Med will be providing curriculum in biomedical sciences which was not available previously.

### 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. Use as much space as needed to fully justify the proposed course.

The course is required for first year veterinary students and the syllabus is provided by CSU CVMBS. The course has been approved by their accreditation requirements and will be offered at UAF as part of the 2+2 program (first two years at UAF and last two years at CSU).
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<tbody>
<tr>
<td>Veterinary Medicine</td>
<td>7/7/14</td>
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<tr>
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Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs) 

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<th>Signature, Chair</th>
<th>Date</th>
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Faculty Senate Review Committee: ___Curriculum Review ___GRAC ___Core Review ___SADAC

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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.

5/21/2013
DVM 625 PRINCIPLES OF DIAGNOSTIC IMAGING
SYLLABUS – FALL

Department of Veterinary Medicine, University of Alaska Fairbanks

1. Course Information:
   Title: Principles of Diagnostic Imaging
   Number: DVM 625
   Credit: 2
   Prerequisites: Successful application to Professional veterinary medical program
   Location: TBD
   Meeting time: Twice a week

2. Instructor Contact Information:
   Name: Dr. Ors Petnehazy
   Office Location: TBD
   Office Hours: By appointment
   Office Phone: TBD
   Email: opetnehazy@alaska.edu

   Name: Dr. Sarah Love
   Office Location: 182 Arctic Health Research Building
   Office Hours: By appointment
   Office Phone: TBD
   Email: sblove@alaska.edu

   Email is the best way to reach the instructors. You should receive a response to your email within 24 hours when it is received. If you do not receive a reply within this time frame, assume that the email was not received and please resend your message.

3. Course Reading/Materials:
   Textbook Title: Thrall’s Textbook of Veterinary Diagnostic Radiology
   Publisher: Elsevier
   ISBN: 9781455703647

   Textbook Title: Radiation and Xrays in Techniques of Veterinary Radiography
   Editors: Morgan JP
   Edition: 5th Edition
   Publisher: Iowa University Press

DVM 625 Syllabus
Page 1 of 6
CD on Interactive Programs on Veterinary Radiology, Kraft, Park et al, Colorado State University. This CD can also be purchased at CSU in the Vet Text and will be used in all four years of your curriculum. It is PC compatible only! No MAC version is available. If you are a MAC user, you can view this program on the lab computers.

4. Course Description:
The course will include an introduction to Radiographic anatomy of small and large animals; introduction to X-Ray, MRI and CT. The course will help to place the anatomical knowledge in the future clinical field.

5. Course Goals:
Students should be able to:
- To identify the following structures on radiographic images (digital or film images). Small animal (dog and cat) structures are in the left column. Equine structures are in the right column. You will be expected to name and locate these items on radiographic (and where applicable, ultra-sonographic) images during quizzes.

6. To describe how an animal must be positioned to obtain the standard radiographic views for each body area.

7. Student Learning Outcomes:
Understand and Identify the Anatomical structures listed at the end of this syllabus

8. Instructional Methods:
The course is designed based on the scientific teaching method. This method includes active learning and group activities as well as formative assessments. The students are expected to read assigned material ahead of class so that class time can be spent on discussion of assigned reading, problem solving as well as other active learning activities. Assessment will be used throughout the course to help students judge their learning progress and help identify areas in need of focused attention.
This course will use Blackboard (classes.uaf.edu) to make additional information available. All information associated with this course will be posted there, including lecture notes, slides, handouts, or study guides etc. Student version of lectures will be posted before each lecture. Students are expected to download, print and preview the material before each lecture. Students can also check your grades and make sure that information related to your record is accurate.

9. Course Calendar:
For details, refer to the section “Tentative Lecture Schedule” at the end of this syllabus.

10. Course Policies:
- Attendance:
  Students are expected to attend all classes.
- Classroom Behavior:
  Any type of behavior in the classroom that is disruptive, distracting, or disrespectful to the instructor or to your fellow students will not be tolerated and will result in dismissal from the classroom. This includes, but is not limited to, disrespectful comments, the use of tobacco products, consumption of food, use of cell phones or wireless devices, or use of any type of communicative device. All cell phones or other such
devices must be turned off while in the classroom. Do not browse the Internet, text message or IM while in the classroom.

- Plagiarism:
  Plagiarism is the overt or covert use of other people's work or ideas without acknowledgement of the source. This includes using ideas or data from a classmate or colleague without permission and acknowledgement, including sentences from journal articles in your writing without citing the author, or copying parts of a website into your essay. Plagiarism and cheating are serious offenses that violate the student code of conduct which may result in an "F" in the course and/or referral to the university disciplinary committee.

11. Evaluation:
- Grade Distributions:
  Midterm Exam  100 points
  Final Exam    100 points
  Total points  200

There will be one midterm exam and one final exam. Exams will consist of multiple choice. Grades will be posted on Blackboard, you should always confirm that your grade is posted correctly.
Only bring the materials needed for your exam on exam dates. Cell phones must be stored out of sight and turned off. If I suspect cheating occurs during an exam, I reserve the right to re-administer the exam to the entire class. If you are found cheating, you will receive a zero for the exam and will be reported to university disciplinary committee.

- No Make-Up Exams:
  All exams must be taken at the scheduled time. NO EXCEPTIONS! Exams cannot be taken before or after the scheduled date/time. If you miss an exam, you will receive a zero as your grade.
  *Note: If you have a conflict due to a university-sponsored event, you must notify me prior to the exam with a confirmation letter from University authority.

- Grading Scale:
  Grades will be calculated on a 100-point scale.
  A/A+  93 – 100%
  A-  90 – 92.9%
  B+  87 – 89.9%
  B  83 – 86.9%
  B-  80 – 82.9%
  C+  77 – 79.9%
  C  70 – 76.9%
  D  65 – 69.9%
  F  <65%

12. Support Services:
If you require more assistance than can be provided in class, and office hours, you may want to contact Student Support Services (http://www.uaf.edu/sssp/) or the Department of Veterinary Medicine for assistance.

13. Disability Services:

DVM 625 Syllabus
Page 3 of 6
All students, including those with disabilities, are welcome in this course, and we are committed to providing equal access to this course for all students. If you have a disability (including learning disabilities) please inform us during the first week of class so that we can accommodate your specific needs. If you have not already done so, you will also need to contact UAF’s Office of Disabilities Services (474-7043). Everyone should have the opportunity to participate fully in the course and to complete assignments and exams to the best of their ability. If accommodations are needed to enable you to do so, we will gladly work with you to provide them.

**Tentative Lecture Schedule**

**Anatomical Structures to Identify:**

**Canine/Feline Forelimb:**

- **Scapula**
  - scapular spine
  - supraglenoid tubercle (lateral view)
  - acromion
  - glenoid cavity
  - supraspinous fossa
  - infraspinous fossa

- **Humerus** humeral
  - Head greater
  - tubercle lesser
  - tubercle deltoïd
  - tuberosity humeral
  - condyle lateral
  - epicondyle medial
  - epicondyle
  - olecranon fossa/radial fossa (craniocaudal)
  - supratrochlear foramen
  - suprachondylar foramen (cats only)
  - clavicle (cats) or clavicular remnant (dogs)

- **Radius**
  - Head
  - radial tuberosity
  - nutrient foramen

- **Ulna**
  - olecranon
  - anconeal process styloid
  - process (lateral) trochlear
  - notch

- **Carpus**
  - radial carpal bone ulnar
  - carpal bone accessory
  - carpal bone
  - carpal bones I, II, III, IV
  - sesamoid in abductor pollicis longus (medial aspect)

**Equine Forelimb:**

- **Scapula**
  - scapular spine
  - supraglenoid tubercle
  - coracoid process
  - glenoid cavity
  - supraspinous fossa
  - infraspinous fossa

- **Humerus** humeral
  - head greater
  - tubercle lesser
  - tubercle deltoïd
  - tuberosity humeral
  - condyle lateral
  - epicondyle medial
  - epicondyle
  - olecranon fossa/radial fossa

- **Radius and ulna**
  - head
  - radial tuberosity
  - nutrient foramen
  - olecranon tuberosity
  - anconeal process
  - styloid process
  - trochlear notch

- **Carpus**
  - radial carpal bone ulnar
  - carpal bone accessory
  - carpal bone
  - carpal bones I, II, III, IV
**Metacarpus**
metacarpal bones I-V

**Metacarpus**
metacarpals II, III, IV
sagittal ridge
condyle

**Digits – forelimb and hindlimb**
proximal phalanges (P1)
middle phalanges (P2)
distal phalanges (P3)
ungula crest
ungula process
proximal sesamoid bones (palmar)
dorsal sesamoid bones (dorsal)

**Digits – forelimb and hindlimb**
proximal phalanx (P1)
middle phalanx (P2)
distal phalanx (P3):
  - medial/lateral palmar/plantar process
  - extensor process
  - solar foramina
  - solar margin
proximal sesamoids
navicular bone (distal sesamoid)

**CANINE/FELINE HINDLIMB**

**PELVIS**

**ilium**
body wing
sacroiliac joint
iliac crest

**Acetabulum**

**pubis**
symphysis pelvis (symphysis pubis + symphysis ischia)

**ischium**
ischiatic tuberosity
ischiatric arch

**Obturator foramen**

**Sacrum**
wing
median sacral crest
sacral promontory

**Femur**
head
neck
trochanteric fossa (craniocaudal view only)
medial and lateral condyles
trochlear ridges
fabellae
patella
intercondylar fossa (craniocaudal view only)
greater trochanter
lesser trochanter
extensor fossa (of long digital extensor)

**Femur**
head
neck
trochanteric fossa (craniocaudal view only)
medial and lateral condyles
trochlear ridges
fabellae
patella
intercondylar fossa (craniocaudal view only)
greater trochanter
lesser trochanter
extensor fossa (of long digital extensor)

**Distal Femur** (identify on stifle views)
medial and lateral condyles
medial and lateral trochlear ridges
medial and lateral epicondyle
intercondylar fossa (craniocaudal view only)
**Stifle**
- patella and patellar ligament
- infrapatellar fat pad (lateral only)
- fabella
- femoral condyles

**Tibia**
- tibial tuberosity
- intercondylar eminence (medial and lateral intercondylar tubercles)
- medial malleolus (craniocaudal view only)

**Fibula**
- lateral malleolus (craniocaudal view only)
- head

**TARSUS**
**Tarsal Joints**
- talocrural
- (tarsocrural) proximal
- intertarsal distal
- intertarsal
- tarsometatarsal

**Tarsal Bones**
- calcaneus
- talus
- sustentaculum tali
- central tarsal tuber
- calcanei
tarsal bones I, II, III, IV

**Metatarsus**
- metatarsal bones I-V

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**Stifle**
- patella

**Tibia**
- tibial tuberosity
- intercondylar eminence
- medial malleolus lateral malleolus

**Fibula**
- head

**TARSUS**
**Tarsal Joints**
- talocrural
- (tarsocrural) proximal
- intertarsal distal
- intertarsal
- tarsometatarsal

**Tarsal Bones**
- calcaneus
- talus
- sustentaculum tali
- central tarsal tuber
- calcanei
tarsal bones I, II, III, IV
tarsal I & II (fused), III, IV trochlea of talus

**Metatarsus**
- metatarsus II, III, IV
- sagittal ridge articular condyles