CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department: Agriculture and Horticulture
College/School: SNRE

Prepared by: Milan Shipka
Facility Contact: Milan Shipka
Email Contact: mpshipka@alaska.edu

Phone: 7429

1. COURSE IDENTIFICATION: As the course now exists.

Dept: NRM
Course # 320
No. of Credits 3

COURSE TITLE: Animal Science

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

Change Course: x
If Change, indicate below:

NUMBER
X 320 to 220

TITLE
Introducti
X
on to Animal
Scien

DESCRIPTION

PREREQUISITES*
X New prereq
NRM
210

FREQUENCY OF OFFERING
X Every
spring
semester
TTH
8:00-
9:30

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

CREDITS (including credit distribution)

ADD A STACKED LEVEL
(400/600)
Include syllabi.

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

STOP EXISTING CROSS-LISTING

OTHER (specify)

Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
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.)

Lecture and web-based lab assignment

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>S = Social Sciences</th>
</tr>
</thead>
</table>

**Will this course be used to fulfill a requirement for the baccalaureate core?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
</table>

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

- O = Oral Intensive
- W = Writing Intensive
- *Format 6 also submitted
- *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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
</table>

5. **COURSE REPEATABILITY:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
</table>

**Is this course repeatable for credit?**

**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 may 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 in 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)

**NRM E320 Introduction to Animal Science**

3 Credits

Offered Introduction to the various disciplines that form the study of animal science. Topics include animal nutrition, physiology of reproduction and lactation, genetics and animal breeding, animal behavior, environmental physiology, animal health and welfare. Information is presented as it applies to traditional and non-traditional livestock species with emphasis on applications pertinent to Alaska. Prerequisites: Introductory-Biology NRM 210. (2+3 3+0)

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

**NRM F220 Introduction to Animal Science**

3 Credits Offered Spring

Introduction to the various disciplines that form the study of animal science. Topics include animal nutrition, physiology of reproduction and lactation, genetics and animal breeding, animal behavior, environmental physiology, animal health and welfare. Information is presented as it applies to traditional and non-traditional livestock species with emphasis on applications pertinent to Alaska. Prerequisites: NRM 210. (3+0)
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.
   None except will move from every other year to every year so will use classroom space every spring semester.

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 X

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)
    Will be available for pre-veterinary medicine program as it grows in accordance with recruiting for the new 2+2 Veterinary Medicine program at UAF.

12. POSITIVE AND NEGATIVE IMPACTS
    Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
    Will be available for pre-veterinary medicine program as it grows in accordance with recruiting for the new 2+2 Veterinary Medicine program at UAF.

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 course will be taught as a course subsequent to NRM 210 Sustainable Agriculture for students interested in animal agriculture and will form a basis for higher level animal science courses to be developed. This will put the first animal science course available to NRM students and will be offered at the same level as the current first class on plant science, NRM 211 Introduction to Plant Science.
**APPROVALS:** (Additional signature blocks may be added as necessary.)

<table>
<thead>
<tr>
<th>Signature, Chair</th>
<th>Date</th>
<th>Program/Department of:</th>
<th>Agriculture and Horticulture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature, Chair, College/School</td>
<td>Date</td>
<td>Curriculum Council for:</td>
<td>SNRE</td>
</tr>
<tr>
<td>Signature, Dean, College/School</td>
<td>Date</td>
<td>Offerings above the level of approved programs must be approved in advance by the Provost:</td>
<td>SNRE</td>
</tr>
</tbody>
</table>

Signature of Provost (if applicable)

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

<table>
<thead>
<tr>
<th>Signature, Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate Review Committee:</td>
<td>Signature, Chair</td>
</tr>
<tr>
<td>Curriculum Review</td>
<td>Date</td>
</tr>
<tr>
<td>GAAC</td>
<td>SNRE</td>
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<tr>
<td>Core Review</td>
<td>Core Review</td>
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<tr>
<td>SADAC</td>
<td>SADAC</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature, Chair, College/School Curriculum Council for:</td>
<td>Date</td>
</tr>
<tr>
<td>Signature, Dean, College/School of:</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

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
Introduction to Animal Science
NRM 220     3 credits
University of Alaska
Fairbanks and Palmer and Campuses
Spring Semester

Instructor: Dr. Milan P. Shipka
Phone and voice mail: Fairbanks 907 - 474 - 7429    E-mail: mpshipka@alaska.edu
Office hours: By appointment or when my door is open; I am also available for consultation immediately following class periods.

Class Hours:
Tues and Thurs 9:00 -10:30
Class Locations:       Fairbanks –    AHRB 183
                       Palmer - AFES Classroom

Course Objectives: The student will develop a basic understanding of the role of animal agriculture (U.S. and global) and will be exposed to principles of sustainability applied to animal agriculture. The course will introduce basic concepts and principles of animal nutrition, growth, health, behavior, physiology, reproduction, and genetics, as well as practical applications of animal science technology such as disease prevention, artificial insemination and other reproductive management techniques, genetic selection, and concepts of animal well-being. Throughout the semester these concepts and principles will be related to current issues such as population growth, resource use and availability, and changing social preferences related to animal agriculture.

Student Learning Outcomes: By the end of the semester students will demonstrate a basic understanding of the concepts and principles of animal science and sustainable management concepts in animal agriculture. Student Learning Outcomes include:

1) Ability to critically apply knowledge and integrate concepts about the science of keeping domestic and non-domestic animals for production of food and fiber in applications including sustainable agriculture (with consideration of economic, social and environmental sustainability of agricultural practices) and the importance of companion animals in modern culture.

2) Development a basic understanding of the role of livestock in global and U.S. animal agriculture and be able to appreciate the science behind animal care and husbandry as it concerns the role of animals in society.

Text:

**Best way to do well in this class:**

1) Attend the lectures,
2) Take good notes,
3) Read the assigned readings before class,
4) Download the PPT before or right after class,
5) Go back through your notes and the PPT soon after class, and
6) Complete 14 weekly out-of-class assignments

**Course Grading:**

<table>
<thead>
<tr>
<th>Test</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
</tr>
<tr>
<td>Exam II</td>
<td>100</td>
</tr>
<tr>
<td>Exam III</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Weekly assignments (14)</td>
<td>140</td>
</tr>
</tbody>
</table>

**Total** 540 points

Final course grades will be assigned on the following basis:

- $\geq 97\% = A+$
- 92 - 96.9\% = A
- 90 - 91.9\% = A-
- 87 - 89.9\% = B+
- 82 - 86.9\% = B
- 80 - 81.9\% = B-
- 77 - 79.9\% = C+
- 72 - 76.9\% = C
- 70 - 71.1\% = C-

Etc.

**Really important information:**

1) Absences on a test day must be prearranged in order to take the exam on a different date.
2) The instructor reserves the right to request a Doctor’s notice of illness for someone who claims illness of self or a relative as an excuse for missing an exam and requesting a make-up exam.
3) The instructor reserves the right to request a copy of an obituary if an individual claims death of another individual as an excuse for missing an exam and requesting a make-up exam.

For important UAF grading policy information please see the 2013-14 UAF Catalog, pages 47-49, or go to [http://www.uaf.edu/catalog/current/academics/regs1.html](http://www.uaf.edu/catalog/current/academics/regs1.html)

**Disabilities Services:** 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. I will work with the Office of Disabilities Services (208 WHIT, phone: 474-5655) to provide reasonable accommodation to students with disabilities.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Outline</th>
<th>Readings</th>
<th>Weekly Assignment</th>
<th>Assignment due date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Animals Science: What is it? Animal Domestication The big five The other nine Still others now?</td>
<td>Chapter 1 Pages 1 - 19</td>
<td>Animal Agriculture Issues</td>
<td>Jan. 26</td>
</tr>
<tr>
<td>Week 2</td>
<td>Animal Anatomy Animal Growth and Development</td>
<td>Chapter 10 Pages 179-195 Chapter 12 Pages 203 - 218</td>
<td>Speaking about animals: Terminology associated with livestock and companion animals</td>
<td>Feb. 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Animal Nutrition Physiology of Digestion Avian Monogastric Ruminant Hindgut fermenter Nutrient Utilization</td>
<td>Chapter 18 &amp; 19 Pages 313 – 336</td>
<td>Animal Nutrition</td>
<td>Feb. 9</td>
</tr>
<tr>
<td>Week 5</td>
<td>Endocrinology</td>
<td>Chapter 13 Pages 219 – 240</td>
<td>Bovine - Cattle, Bison, &amp; Yak</td>
<td>Feb 23</td>
</tr>
<tr>
<td>Week 6</td>
<td>Physiology of Reproduction</td>
<td>Equine - Horses, Donkeys, &amp; Mules</td>
<td>Mar. 2</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Physiology of Egg Laying</td>
<td>Chapters 16 Pages 282 - 294</td>
<td>Porcine – Pig</td>
<td>Mar. 9</td>
</tr>
<tr>
<td>Week 8</td>
<td>Complete Reproduction Review for Exam Exam II</td>
<td>Small ruminant - Ovine - Sheep Caprine - Goat, Muskox New World Camelid – Llama, Alpaca, Guanaco, Vicuña</td>
<td>Mar. 23</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Animal Genetics Animal Breeding and Selection</td>
<td>Chapters 8 &amp; 9 Pages 141 - 178</td>
<td>Cervine: Reindeer, Elk, Deer</td>
<td>Mar. 30</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ecology and Environmental Physiology</td>
<td>Chapter 17 Pages 295 - 312</td>
<td>Companion Animals Dog, Cat</td>
<td>Apr. 6</td>
</tr>
<tr>
<td>Week 11</td>
<td>Environmental Physiology Review for Exam Exam III</td>
<td></td>
<td>Poultry and Egg Products</td>
<td>Apr. 13</td>
</tr>
<tr>
<td>Week 12</td>
<td>Physiology of Lactation</td>
<td>Chapter 15 Pages 259 - 281</td>
<td>Dairy and Milk Products</td>
<td>Apr. 20</td>
</tr>
<tr>
<td>Week 13</td>
<td>Animal Health</td>
<td>Chapters 22 &amp; 23 Pages 370 - 415</td>
<td>Hair and Wool Products</td>
<td>Apr. 27</td>
</tr>
<tr>
<td>Week 14</td>
<td>Animal Behavior Animal Well Being</td>
<td>Chapter 24 Pages 416 – 430 Chapter 7 Pages 131 - 140</td>
<td>Meat Products</td>
<td>May 4</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review for Final</td>
<td>FINAL EXAM TIME - TBD</td>
<td></td>
<td></td>
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</tbody>
</table>