Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Veterinary Medicine
   Department: Anatomy Physiology and Pharmacology

2. Course Prefix and Number: VBMS 3903
   3. Effective Term: Fall 2013

4. Course Title: Reproductive Science and Health
   Abbreviated Title (30 characters or less): Reproductive Science

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
<table>
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<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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<tbody>
<tr>
<td></td>
<td>Distance Education</td>
<td>3</td>
<td>3</td>
<td>50+</td>
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</table>
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   Use "P." to indicate a prerequisite, "C." to indicate a corequisite, and "P/C." to indicate a prerequisite with concurrency.
   P/C: One basic organismal biology, physiology or similar life science course. Students at the sophomore level or higher may enroll.

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Foundational physiologic concepts in reproductive science linked to important animal and human reproductive health issues.

11. May Count Either: ANSC 3600 or VBMS
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    | Program Type (e.g.: minor, major, etc.) | Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art) | Requirement or Elective? (required or optional?) |
    | Minor | Public Health | Elective

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable

Date: 04/01/13 (MM/DD/YYYY)
14. Justification:

We encourage members of the Curriculum Committee to view a prototype of Content Unit 8 by visiting www.schoox.com (login email: guest password: guest).

- Scroll-over the "Academies" tab and click on Auburn University College of Veterinary Medicine icon.
- Under "New Courses", click on Chapter 8
- Click on any of the five lectures and practice quiz to begin viewing content.

Reproductive science is one of the most relevant subspecialties in all of biology. Methods to manipulate reproductive function-assisted reproductive technologies (ARTs)—are major components of daily life in humans and domestic animals. The reproductive system is one of the most pharmacologically manipulated systems in both humans and animals. Unfortunately, the vast majority of the human population does not understand how the reproductive system functions, to say nothing of assisted reproductive technologies such as superovulation, in vitro fertilization, embryo transfer and related pharmacological interventions designed to treat infertility, even though millions of people employ such technologies. The need to educate more people about reproductive science is clear. The short list of facts presented below underscores the need for this distance education course to be made available to the widest possible audience at the global level.

- There are 62 million women in their childbearing years (15-44) in the U.S. Forty-three million of these women (69%) are at risk of unintended pregnancies (Guttmacher Institute, 2012).

- Approximately 50% of all pregnancies in the United States are unintended (Finer, et al., 2011).

- Each year, Medicaid spends approximately $2.3 billion on unplanned births alone (Guttmacher Institute, 2006).

- In a national survey, 46% of responses from women with unintended pregnancies said, “I didn't think I could get pregnant” (Chandra et al., 2005), indicating a serious lack of understanding about the basic physiology of the menstrual cycle.

- Among college women, 59% of survey participants could not properly describe the sequence of events that define the menstrual cycle and 54% of those women could name only one of the hormones involved in support of ovarian cyclicity (Koff et al., 1990).

Justification of Distance Education (DE) Delivery:

- This unique online offering will expand the "reach" of Auburn University in the field of reproductive science. It will provide an opportunity for Auburn University to teach Reproductive Science and Health to a global audience of university students, professionals needing continuing education, and lay people seeking a better understanding of reproductive science for their own personal and professional growth. We envision that the annual enrollment of this course will start with several hundred students and evolve to an enrollment of over 500 students per year during the first several years after launch. There are currently 4,000-4,500 U.S. university students enrolled annually in a reproductive science course. A reasonable estimate of online course enrollment would be 10% (400-450 students per year) of those enrollees who want to accelerate their academic programs, overcome scheduling difficulties or enroll in an online course for personal convenience. Thus, such an offering would: 1) satisfy student need/
demand; 2) offer transfer credit to other institutions; 3) extend the reach of AU beyond traditional classroom instruction; and 4) offer revenue potential to the academic unit offering the course (AU-CVM). The global student audience could equal or exceed these estimates.

- To our knowledge, a dedicated stand-alone online reproductive science course is not offered by any institution of higher education for academic credit, continuing education credit or certificate recognition. In addition, this course will position Auburn University (AU) and the AU College of Veterinary Medicine at the forefront of international reproductive science education.

- With severe budgetary constraints facing institutions of higher learning, it is increasingly difficult for colleges and universities to justify courses in reproductive sciences that require specialized doctoral level faculty. As a result, there are increasing pressures to adopt high quality online courses to serve student demands and reduce the strains on existing teaching professionals who may lack the background necessary to deliver state-of-the-art courses in this discipline.

- It is becoming increasingly recognized by institutions of higher learning that students will soon be able to design their college degree programs by taking the best online courses from the best professors from around the world (See “Revolution Hits the Universities” by Thomas Friedman, 2013). The proposed online course has the potential to position Auburn University as offering the “best” online reproductive science course, designed and developed by the “best” reproductive scientists who have international reputations as educators in this field.

- By including animal and human health highlights, the proposed online course will address reproductive science at the cellular, physiological, endocrine and technical levels that affect animal, human and overall public health. This breadth of content promises to expand the enrollment and bring recognition to the reproductive sciences at AU through this online course offering.

- The Auburn University Distance Education Standards and Guidelines (Strategic Priority #5, p. 5) states that there is “a need to develop auxiliary sources of income”. This online course has exactly that potential. Given the market potential described above, substantial revenue can be generated to enhance ongoing educational programs within the College of Veterinary Medicine through its Department of Anatomy, Physiology and Pharmacology. Further, this additional revenue could be used to develop new online life science courses that would have widespread market potential and sustainability. Thus, this approach has potential to grow significantly and support the development of new innovative approaches to online science education. The DE Standards and Guidelines document also states, “Auburn does not have a financing mechanism for sustainability and growth in place at the University level.” If successful, this online approach could serve as the model for sustainability and growth in online education at AU and beyond.

Accreditation

The instructional design of the prototype has been developed and experimentally evaluated under “real world” university conditions by Current Conceptions, Inc. This research and development was funded by a Small Business Innovation Research (SBIR) Fast-Track contract from the U.S. Department of Education. The instructional design is based on multimedia design principles of Mayer (2005) and integrates five technologies. These are: step animation, 3-dimensional anatomical reconstructions, 3-dimensional streaming animations, voice-over and script messaging in a
movie-like presentation that allows difficult concepts to be easily understood. Current Conceptions, Inc. has conducted six controlled experiments utilizing over 1,400 reproductive physiology students in six land grant universities. In all six studies, students learned as much or more when viewing the multimedia programs even though the delivery time was 30-50% shorter than traditional lecture hall delivery (See Sengen, et al. 2012, “Exploiting Multimedia in Reproductive Science Education: Research Findings”).

The content of the course will be modeled after the textbook entitled, “Pathways to Pregnancy and Parturition-3rd Ed”. This is the leading undergraduate textbook in the field of reproductive science and is used as a required text in approximately 150 universities around the world. The content of this textbook is generally accepted as the "gold standard" for foundational knowledge at the undergraduate level. The author, Dr. P.L. Senger, through his company Current Conceptions, Inc. will be responsible for the content delivery and test development in the online course. Dr. Senger, an internationally recognized educator in the field reproductive science, is professor emeritus from Washington State University and was recently recommended for appointment as Affiliate Professor in the Department of Anatomy, Physiology and Pharmacology in the AU College of Veterinary Medicine (AU-CVM). He has received numerous teaching awards for his efforts as an educator in reproductive science. Further, the proposed online course is endorsed by the faculty in reproductive sciences and Theriogenology (veterinary reproductive medicine) at the AU-CVM, who will support this on-line course as subject matter experts should input be required by Dr. Sengen.

Assessments

Periodic assessments/evaluations of the course and the student performance will be conducted by an external evaluation professional. The proposed assessment model will include 3 phases. They are:

- The planning phase—This phase will take place during final production of the online course. As the course is being developed, assessment priorities will be made that will determine the effectiveness of the course as an educational platform. For example, mixed method designs involving student test scores, evaluation of test items and content of presentation will be planned.
- The impact phase will quantitatively measure student learning and assess student feedback.
- The continuation phase will collect achievement, motivation and study habit data from students enrolled in the course. The cost of this assessment model will be borne by Current Conceptions, Inc. Summary reports will be provided to appropriate stakeholders on a periodic basis (to be determined).

This assessment process will be conducted by an independent assessment professional who will not have ties to Auburn University. The process will provide data around which course improvements/modifications can be made with the intent of improving course quality and student understanding.

References:


(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

**15. Resources:**

The scientific content and online delivery will be provided by Current Conceptions Inc. in consultation with subject matter experts at the AU-CVM. Course content will be modeled after the widely used textbook entitled "Pathways to Pregnancy and Parturition, 3rd Ed." A copy of the textbook is available for review by the AUCC. Additional FTEs at Auburn University will not be required. The course will be delivered on-line via SchooX (www.schoox.com; see Course Content Outline below). This platform is in current use for education and training with over one million users in 27 countries and is ideally suited for delivering online courses by universities.

From the outset, there will be a need to have one or more people available to answer questions from students enrolled in the course. We envision that this would develop in 3 phases after launch. These phases are described below.

**Phase I-From launch to an enrollment of 100 students**

We envision the enrollment would reach 100 students during the first year after launch. During this time, "virtual office hours" will be set and questions will be answered by either Dr. P.L. Senger (author of the textbook) or Dr. A. C. Oki. Dr. Oki, has been involved in development and production of the "Pathways" textbook from the second edition, holds the Ph.D. degree with emphasis in reproductive science and cognitive psychology, and was recently nominated as an Affiliate Instructor in the Department of Anatomy, Physiology and Pharmacology in the AU College of Veterinary Medicine (AU-CVM). Both of these individuals are highly qualified professionals in the field of reproductive science and full-time employees of Current Conceptions, Inc. All costs associated with this function will be borne by Current Conceptions, Inc.

**Phase II-Enrollment of 100-300 students**

We expect enrollment to reach 300 students within 3 years after launch. We propose to employ a PhD level graduate student or a veterinary resident working for board certification in Theriogenology. This individual will respond to student questions during pre-defined "virtual office hours". The individual will be an Auburn University employee. Funding for this salary will be provided by Current Conceptions, Inc.
Phase III-Enrollment of 300+ students

When enrollments exceed 300, a full-time "virtual instructor" will be required. A qualified individual will be identified and employed by Auburn University. Salary dollars will be provided by Current Conceptions, Inc. It should be emphasized that in all three phases, subject matter experts at Auburn University and elsewhere will be consulted when in-depth knowledge or specialized expertise is needed. The reproductive science and medicine (Theriogenology) groups in the College of Veterinary Medicine at Auburn University and Current Conceptions, Inc. have extensive worldwide networks in which knowledge and expertise can easily be obtained.

16. Student Learning Outcomes:

At the completion of the course, students will:

- Understand and be able to use the vocabulary specific to reproductive anatomy and physiology
- Have an in-depth understanding of endocrine mechanisms that control reproductive processes, such as puberty, cyclicity, gamete production, reproductive behavior, embryo development, parturition and lactation. (See detailed course outline below).
- Understand relationships between physiologic mechanisms of reproductive function and reproductive health in animals and humans.
- Emerge with a strong ability to read, discuss and evaluate developments in reproductive science and reproductive health.

17. Course Content Outline:

Course Characteristics-View Prototype

We encourage members of the Curriculum Committee to view a prototype of Content Unit 8 by visiting www.schoox.com (login email: guest password: guest).

- Scroll-over the "Academies" tab and click on Auburn University College of Veterinary Medicine icon.
- Under "New Courses", click on Chapter 8
- Click on any of the five lectures and practice quiz to begin viewing content.

This prototype is representative of the 16 Content Units that will make up the proposed online course. The prototype consists of 3-dimensional anatomical reconstructions, 3-dimensional and 2-dimensional animations and script-messaging in a movie-like presentation that allows difficult concepts to be easily understood. Each content unit will be narrated. The narration is carefully synchronized with animations and illustrations.

Students will be able to view the content at their own pace using the navigational features of the delivery platform. An example practice quiz can be taken. The items in the practice quiz are representative of items found in the major exams. It should be emphasized that this is a demonstration prototype that is intended to give reviewers an understanding of the depth of content, the instructional design, and expectations of student knowledge, as well as a sense of the online platform to be employed.
Portions of the course will be beta tested using approximately 50 students from 10 universities around the world to insure delivery functions perform as planned when the final course launch occurs. The beta test will evaluate the following:

- Overall course content and navigational features
- Quizzing and testing platforms
- Student identification features and webcam links (i.e., academic integrity)
- Transfer of credit to students’ home universities

Delivery Platform Requirements and Characteristics:

Each student must have access to the internet, a webcam for Skype or similar face time meetings and an email account. The delivery platform developed by SchooX is in current use for education and training with over one million users in 27 countries. This platform is ideally suited for delivery of online educational courses by universities. This platform offers the following:

- Navigational features that allow students to engage the content at their own pace.

- Extensive student tracking capabilities. For example, the amount of time that each student spends on given content components in the course can be quantified. These data will enable course modifications and upgrades based on student performance and the time spent in a given content area. An additional feature enables performance on each test item to be tracked and quantified. This can be linked to time spent in a given content area. This feature will allow the instructional team to continually evaluate the instructional design and make changes based on actual data.

- Academic integrity will be insured using a two-part student ID system to validate that students receiving credit are in fact enrolled in the course. First, students will be asked to provide answers to security questions in addition to their login and passwords. Second, students will also be required to establish a webcam link with the instructional team while they take the exams to verify the students are actually enrolled in the course.

- Facility for live chats/discussion that can be conducted during predetermined "office hours". This enables questions/discussions with subject matter experts to occur.

- A foreign language translation component that will enable global educational opportunities for Auburn University.

- Ability to offer practice tests for each content unit. This will allow students to assess their own knowledge about the unit as they proceed. Real-time feedback of student performance on these quizzes (visible to the instructors) will enable the instructional team to clarify confusing content and/or eliminate poorly written questions. Real-time feedback of this kind is not possible in traditional classroom lecture environments. Traditionally, student performance evaluation takes place only several times during the course of the semester. Further, under traditional conditions, knowledge about large content components is examined infrequently and thus, validity of evaluation is seriously compromised. Further, content modification cannot take place frequently.

In summary, the SchooX platform will provide multidimensional educational opportunities and online academic integrity for both students and
instructors/CMEs.

Content Outline:

The content outline below will be presented online during the course of one semester. The course will be paced by the student, but must be completed within 16 weeks after the student has enrolled in the course. If a student enrolls in one of the three summer sessions at Auburn University, they must complete the course in 8 weeks as described in the current AU academic calendar. Students can enroll at any time, but they must complete the course within 16 or 8 weeks of the enrollment date depending on the semester or summer session, respectively. The rationale for this time frame is based on the typical number of weeks of content delivery during the course of one semester or summer session.

The course will consist of 16 content units that correspond to the chapters in the textbook. These content units are outlined below.

Content Unit 1. Class expectations and philosophy. Overview and importance of reproductive science.
Content Unit 2. The female reproductive system-structure and function
Content Unit 3. The male reproductive system-structure and function
Content Unit 4. Embryogenesis of the pituitary and the male and female reproductive systems
Content Unit 5. Regulation of reproduction-nerves hormones and target tissues
Content Unit 6. The acquisition of puberty.
Content Unit 7. Reproductive cyclicity-terminology and basic concepts
Content Unit 8. Reproductive cyclicity-the follicular phase. An online prototype of this chapter is available for viewing by the AUCC at www.schoox.com.
Content Unit 9. Reproductive cyclicity-the luteal phase
Content Unit 10. Endocrinology of the male and spermatogenesis
Content Unit 11. Reproductive behavior
Content Unit 12. Spermatogenesis in the female tract-transport, capacitation and fertilization
Content Unit 13. Early embryogenesis and maternal recognition of pregnancy
Content Unit 14. Placenta, gestation and parturition
Content Unit 15. The Peuerium and lactation
Content Unit 16. Reproductive physiology-the human factor.

Each of the above content units will be presented as individualized segments of the course in which foundational information will be presented from start to finish within one content unit. Students can start and stop within each content unit at their discretion. However, they will be required to complete the content unit before moving on to the next unit. In other words, they will not be able to open the subsequent content unit until they have completed the practice quiz (with a score of 70% or better) associated with each content unit.

In addition to the foundational scientific content, each unit will include an "Animal Health Highlight" and a "Human Health Highlight". Selected health-related reproductive conditions for each content unit will be linked to fundamental mechanisms. For example, Content Unit 8 (see demo prototype) will describe Polycystic Ovary Syndrome (PCOS) in humans and Cystic Ovarian Disease (COD) in dairy cattle. These health highlights will enhance content relevance, increase student knowledge and enable student communication skills in public health issues.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)
Assignments / Projects:

Quizzes-Each content unit will conclude with the 40-50 item practice quiz. The rationale for the practice quiz is to provide an opportunity for students to assess their knowledge "as they go". These quizzes will not be considered in the student's grade. These will also serve as the "gate" that allows them to proceed to the next unit.

Exams-There will be 3 comprehensive exams. An exam will be given at the conclusion of 5 or 6 content units. These exams will consist of items that test for fundamental knowledge, advanced thinking and the ability to link foundational concepts to real-world practical and health conditions. A sample exam is included with the Chapter 8 prototype. Each exam will contribute 30% to the final grade. In other words, the three exams will account for 90% of the final grade.

Assignments/projects- during the final phases of the course, students will be asked to complete a final project that will account for 10% of their final grade. The project is entitled "Snake Oil Vs Solid Science". A detailed description of the assignment is presented below.

"Snake Oil" vs. Solid Science

Rationale:
Research in reproductive science has generated a wide variety of products for use in animals and humans. In the majority of cases, these products are aimed at manipulating reproduction. In some cases, the product is designed to inhibit reproduction. Many of these products are based on sound scientific principles and have been widely tested under controlled scientific experimentation. Others are scientifically sound but lack definitive proof of their value and efficacy. Still others have no scientific basis, have not been tested at all, and might be classified as "snake oil". Educated individuals must be equipped with the knowledge to discriminate between products that offer the potential for solid, cost-effective advantages from those that make untested claims. This assignment has several goals. They are listed below:

- To introduce the student to a variety of reproductive interventions that are available for purchase.
- To provide the student with the opportunity to link basic knowledge learned in this course to real-world application.
- To provide the opportunity to evaluate various technologies as to their validity, efficiency of use and cost-effectiveness.

THE ASSIGNMENT

Each student will be randomly assigned a popular press advertisement, drug insert, online advertisements, etc. representing interventions in animals or humans. Each student has the following responsibilities:

- Review the material provided. Imagine that they were interested in purchasing the intervention.
- Find out about the intervention from websites, technical service reps, the library and the scientific literature.
- Determine the following:
  - What problem does the intervention solve or address?
  - What physiologic principles (if any) underpin the intervention?
  - What organs does the product target?
  - What does it cost?
  - Will the use of the product be cost-effective?
  - What is the origin of the product's name (i.e., why did they name sildenafil "Viagra"?)
Is there a better solution or approach?
Are there any animal or human health concerns?

- Make a final ranking of your product as follows:
  Solid Science with good data supporting its use. The student would purchase it.
  "Snake Oil" — lacks scientific basis-no data—a gimmick

An online form will be provided to provide answers to the key questions above. The responses will be graded and will account for 10% of the final grade.

19. Rubric and Grading Scale:

Practice quizzes will not contribute to their final grade, but will provide opportunity for students to "practice" their knowledge “as they go” before they take a comprehensive exam.

Comprehensive exams will be administered after completion of 5 or 6 content units. Each exam will contribute 30% to the student’s final grade. “Snake oil versus solid science” assignment will contribute 10% to the student’s final grade.

Final grades will be according to AU grade breakdown (A, B, C, D, F) using a 10% scale (e.g., 90-100% = A, ....<60% = F).

(List all quizzes, projects, reports, activities and other components of the course grade, including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

20. Justification for Graduate Credit:

N/A

(List all components of the course grade, including attendance and/or participation if relevant, with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., final exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged after the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1223 Haley Center, 844-2086 (V/T/T).
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**Course Overlap**

The College of Agriculture, through the Department of Animal Sciences, offers a traditional lecture/lab 4-credit course entitled “Reproductive Physiology” (ANSC 3600). It is a required course for Animal Science majors and emphasizes the physiologic basis for efficient reproduction in economically-important domestic animals. “Reproductive Science and Health” will not compete with existing reproductive physiology courses at Auburn University. In fact, to avoid such competition, Animal Science or other students at Auburn University who are required to complete ANSC 3600 will not be allowed to enroll in the proposed online course (VBMS 3903) unless circumstances such as scheduling problems, course transfer issues or timing of graduation can be clearly documented by the student and approved by their academic unit.
I reviewed the forms and they are very complete. There is actually even more information they would be necessary, but that is just fine. I noticed the course management system is not Canvas- so you will just want to ensure that you have a way to officially know login is secure by each student that accesses the system. The schedule, assignments, and learning objectives are great. You can also include the fact that online library, writing center, and the bookstore are accessible via online as well if you’d like to include that as well.

Thanks much, Betsy

From: Shiladitya Chaudhury
Sent: Monday, April 01, 2013 10:40 AM
To: Betsy Gilbertson
Subject: FW: VBMS 3903 - Reproductive Science & Health - DRAFT application for a DE course

From: Frank Bartol <bartoff@auburn.edu>
Date: Mon, 1 Apr 2013 10:35:37 -0500
To: “S. Raj Chaudhury” <szc0024@auburn.edu>, Phil Senger <Phil@currentconceptions.com>, Angela Oki <Angela@currentconceptions.com>
Subject: VBMS 3903 - Reproductive Science & Health - DRAFT application for a DE course

Good morning Raj:

Thanks for taking my call earlier this morning. Attached, per our conversation, is a PDF portfolio file containing: (1) the proposal form for a new DE course; and (2) a single page explaining the ‘overlap’ issue and related solution. It is my understanding that you and your office at the Biggio Center for the Enhancement of Teaching and Learning (http://wp.auburn.edu/biggio/) must review/approve such proposals before they are submitted to the University Curriculum Committee. I would appreciate it if you would review and comment on the attached documents. I have copied this note to Drs. Phil Senger and Angela Oki at Current Conceptions, Inc., both of whom will soon be affiliate members of the AU-CVM faculty. Their role(s) in this course is described in the attachment.

Thanks for your time and attention to this important matter.

Regards,

- Skip Bartol

Frank F. (Skip) Bartol, PhD
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