

I. CATALOG INFORMATION

A. Discipline: EXOTIC ANIMAL TRAINING MANAGEMENT (EATM)

B. Subject Code and Number: EATM M09

C. Course Title: Animal Behavior

D. Credit Course units:

Units: 3

Lecture Hours per week: 3

Lab Hours per week : 0

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 52.5 - 52.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for credit

H. Is the course co-designated (same as) another course: No Yes

If YES, designate course Subject Code & Number: ANSC M09

I. Course Description:

Introduces the study of animal behavior with an emphasis on learning theory, especially classical and operant conditioning. Provides understanding on how to apply the concepts of ethology and behavior modification to the maintenance and training of animals under human care.

J. Entrance Skills

*Prerequisite: _____ No Yes Course(s)

*Corequisite: _____ No Yes Course(s)

Limitation on Enrollment: _____ No Yes

Recommended Preparation: _____ No Yes Course(s)

Other: _____ No Yes

K. Other Catalog Information:

(Same as ANSC M09.)(Formerly ANSC M04.)

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	compare the different ways in which behavior can be examined.	exams, quizzes, and term paper
2	describe the different types of learning which have been observed in animals.	exams, quizzes, and term paper
3	discuss how genetically-determined and environmentally-determined factors influence the development of behavior patterns and how behavior is controlled by the nervous and endocrine systems.	exams, quizzes, and term paper
4	identify the different types of social organization seen in animals, in general, and in primates and cetaceans, in particular.	exams, quizzes, and term paper
5	compare the advantages and disadvantages of different modes of communication, the importance of such modes to different classes of animals, and the evolution of interspecies similarities in vocalizations of terrestrial vertebrates.	exams and group project
6	describe how the evolution of behavior is studied and how natural selection operates.	exams, quizzes, and term paper
7	describe the major issues in examining animal intelligence.	exams, quizzes, and term paper
8	describe the most common types of abnormal behaviors exhibited by captive animals.	exams and group project
9	describe a variety of methods for providing environmental enrichment to captive animals.	exams and group project
10	explain the application of various behavior modification techniques to the management of captive animals.	exams and group project

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		

24.00%	<p>Learning</p> <ul style="list-style-type: none"> • Habituation • Sensitization • Classical conditioning • Operant conditioning • Constraints on learning • Observational learning • Latent learning 	2, 3
9.00%	<p>Evolution of behavior</p> <ul style="list-style-type: none"> • Behavioral ecology • Mating systems • Optimal foraging theory • Game theory 	6
16.00%	<p>Social organization</p> <ul style="list-style-type: none"> • Disadvantages of group living • Advantages of group living • Territory • Dominance hierarchies • Kinship • Primate social behavior • Cetacean social behavior 	4
6.00%	<p>Abnormal behavior</p> <ul style="list-style-type: none"> • Quantitative abnormalities • Qualitative abnormalities • Stereotypies • Abnormal sexual behavior • Perversion of appetite • Abnormal primate behavior 	8
6.00%	<p>Ways in which behavior can be examined</p> <ul style="list-style-type: none"> • Anthropomorphism • Function • Mechanism • Ontogeny • Evolution 	1
6.00%	<p>Development of behavior</p> <ul style="list-style-type: none"> • Genetically-determined behavior • Environmentally-determined behavior • Song development in birds • Other factors in development 	2, 3
9.00%	<p>Communication</p> <ul style="list-style-type: none"> • Definition • Tactile mode • Olfactory mode • Auditory mode • Visual mode • Example of the wolf 	5
9.00%	<p>Animal intelligence</p> <ul style="list-style-type: none"> • Definition • Quantitative approach • Qualitative approach • Primate vocalization study • Non-primate studies • Animal architecture 	7
9.00%	<p>Behavioral enrichment</p> <ul style="list-style-type: none"> • History 	9

	<ul style="list-style-type: none"> • Basic methodology • Examples of enrichment 	
3.00%	Applied animal behavior <ul style="list-style-type: none"> • Wildlife management • Husbandry and medical training • Imprint training • Protected contact training 	10
3.00%	Mechanisms of behavior <ul style="list-style-type: none"> • Nervous system • Endocrine system • Spotted hyena case study 	3, 5, 6

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	write a paper comparing mating systems of shorebirds.
2	written summary of behavioral problem in recent news reports.
3	journal of student's behavior during a typical day.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	read assigned scientific journal articles on the application of various behavior modification techniques to the management of captive animals.
2	complete study guides of textbook chapters.
3	group project on behavioral management of a species.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	analyze a behavior from the perspectives of function, mechanism, ontogeny, and evolutionary history.
2	generate potential solutions to a behavioral problem.
3	identify the reinforcement contingencies present in a training scenario.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify) Instructor-led group discussions, and in-class demonstrations.
- Optional Field Trips

Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input type="checkbox"/> Classroom Discussion | <input type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Students will formulate predictions based upon hypotheses and compare competing theoretical explanations of animal behavior, and formulate a solution to a case study on a behavioral problem.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Price, Edward. Principles and Applications of Domestic Animal Behavior. Centre for Agricultural Bioscience International, 2008.

Chance, Paul. Learning and Behavior. 7th ed. Cengage, 2013.

Pryor, Karen. Don't Shoot the Dog: The New Art of Teaching and Training. 3rd ed. Ringpress, 2002.

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Feather River College	AGAS/BIOL 164	Animal Behavior	3
San Diego State University	PSY 211	Learning	3
Sacramento City College	PSYC 314	Animal Behavior	3
UC Davis	NE PH B 90C	Issues in Animal Behavior	2
Santa Barbara City College	ZOOL 140	Animal Behavior	3

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:
 Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
 Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

- | | | | | | | | | | | | | | |
|----|--------------------------|----|--------------------------|----|--------------------------|----|-------------------------------------|-----|--------------------------|----|--------------------------|----|--------------------------|
| A1 | <input type="checkbox"/> | A2 | <input type="checkbox"/> | A3 | <input type="checkbox"/> | B1 | <input type="checkbox"/> | B2 | <input type="checkbox"/> | B3 | <input type="checkbox"/> | B4 | <input type="checkbox"/> |
| C1 | <input type="checkbox"/> | C2 | <input type="checkbox"/> | D1 | <input type="checkbox"/> | D2 | <input type="checkbox"/> | D3 | <input type="checkbox"/> | D4 | <input type="checkbox"/> | D5 | <input type="checkbox"/> |
| D6 | <input type="checkbox"/> | D7 | <input type="checkbox"/> | D8 | <input type="checkbox"/> | D9 | <input checked="" type="checkbox"/> | D10 | <input type="checkbox"/> | E | <input type="checkbox"/> | | |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

Mathematical Concepts

IGETC Area 3: Arts and Humanities

Arts

Humanities

IGETC Area 4: Social and Behavioral Sciences

Anthropology and Archaeology

Economics

Ethnic Studies

Gender Studies

Geography

History

Interdisciplinary, Social & Behavioral Sciences

Political Science, Government & Legal Institutions

Psychology

Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

Physical Science Lab or Physical Science Lab only (non-sequence)

Physical Science Lecture only (non-sequence)

Biological Science

Physical Science Courses

Physical Science Lab or Biological Science Lab Only (non-sequence)

Biological Science Courses

Biological Science Lab course

First Science course in a Special sequence

Second Science course in a Special Sequence

Laboratory Activity

Physical Sciences

IGETC Area 6: Language other than English

Languages other than English (UC Requirement Only)

U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research, using the Library's print and online resources, on case studies.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

EATM M09: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will plan and organize resources in order to accomplish the term projects.
2. Interpersonal: the students will work with others in many cooperative learning experiences.
3. Information: the students will acquire and use information through a variety of assignments and practical applications.
4. Systems: the students will acquire an understanding of the manner in which systems work together.
5. Technology: the students will apply operant conditioning technology appropriately.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will read, write, listen, and speak in this course in written assignments and classroom exercises.
2. Thinking Skills: the students will think critically, make decisions, solve problems, know how to learn, and to reason by satisfactorily completing the objectives of this course.
3. Personal Qualities: the students will display responsibility, self-management, integrity and honesty throughout their assignments.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

EATM M09: Not Applicable

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

General Education Division of Learning [check all applicable boxes]:

Natural Sciences

—

- Biological Science
- Physical Science
- Social and Behavioral Sciences
 - American History/Institutions
 - Other Social Science
- Humanities
 - Fine or Performing Arts
 - Other Humanities
- Language and Rationality
 - English Composition
 - Communication and Analytical Thinking
- Health/Physical Education
- Ethnic/Women's Studies

Check either Option 1 or Option 2

- OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM

EATM M09: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

EATM M09: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: EXOTIC ANIMAL TRAINING MANAGEMENT (EATM)

Discipline Code and Number: EATM M09

Course Revision Category: Technical Course Revision

Course Proposed By:

Originating Faculty Gary Wilson 02/02/2015

Faculty Peer: Brenda Woodhouse 02/03/2015

Curriculum Rep: _____

Department Chair: Cynthia Stringfield 02/04/2015

Division Dean: Kimberly Hoffmans 02/12/2015

Approved By:

Curriculum Chair: Jerry Mansfield 03/06/2015

Executive Vice President: Lori Bennett 03/16/2015

Articulation Officer: Letrisha Mai 02/17/2015

Librarian: Mary LaBarge 02/18/2015

Implementation Term and Year: Fall 2015

Approval Dates:

Approved by Moorpark College Curriculum Committee: 03/03/2015

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): _____