CALS Curriculum Committee Meeting
May 12, 2017
2:00 p.m.
2025 McCarty Hall D


Agenda and Index for Materials

Approve Minutes from April 14, 2017 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. WIS 5XXX – Workshop in Scientific Writing and Publishing for Wildlife Ecology and Conservation (req. #11542)

2. WIS 6XXX – Carrion Ecology and Evolution (req. #11667)

3. WIS 6XXX – Wildlife Toxicology: The Ecohealth Perspective (req. #11666)

4. WIS 6XXX – Trade in Wild Resources (req. #11665)

Resubmissions (Committee comments included)

5. MCB 6XXX and MCB 4XXX – Prokaryotic Diversity (req. #s 11448 & 11447)

   A motion was made by Dr. Porter to recycle this item back to the department for required edits and resubmission. The motion was approved. This item was reviewed along with item #5, MCB 4XXX – Microbial Diversity. The following applies to both submissions. The title of the course, as it stands, is too broad. The committee suggests including Bacteria and Archaea in the title. This, unfortunately, will require updated consults. An email from each person previously queried saying they are okay with the title change will be sufficient. The Links and Policies section on the UCC form needs to include the CALS boilerplate information found at: http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf. The grading scale on both the UCC form should not include an A+ grade and the F needs to be an E. There seems to be a contradiction in the syllabus when it comes to submission of assignments. In the Course Material and Assignment section the syllabus states submission of assignments will be through Canvas. Further down in that section it seems students are to submit assignments through email. In the section describing requirements for graduate credit it would be best to remove the statement regarding students being graded on a straight scale. This could cause concern at the next level of the approval process. Once the submission is approved this can be added and explained in class.
CALS Curriculum Committee Meeting
April 14, 2017
Submitted by James Fant


Substitutes: Phil Kaufman (for A. Lucky)

Guests: Monika Oli

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on March 17, 2017 in Rm. 2025 McCarty Hall D. Dr. Tony Andenoro called the meeting to order at 2:05 p.m.

Previous agenda items and supporting material can be found on the CALS Curriculum Committee homepage under archived information:
http://www.cals.ufl.edu/faculty_staff/curriculum_committee.shtml

Approval of Minutes: A motion was made by Dr. Kolaczkowski to approve the minutes from the March 17, 2017 meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.


Update from UCC: Dr. Brendemuhl indicated that the following items were approved at the March 21, 2017 UCC meeting: 1) New UG Certificate – Mapping with Unmanned Aerial Systems; 2) Proposed changes to joint course (MCB 4320C – Bacterial Genome Sequencing Analysis); 3) New graduate course (ANS 6XXXL-Techniques in Domestic Animal Genetics); and 4) change to graduate course (MCB-Comparative Microbial Genomics). He also noted that the following were on the agenda for the April 18, 2017 UCC meeting: 1) Adding and “s” to the UG degree and minor in Soil and Water Science to become Soil and Water Sciences; 2) new graduate course (FYC 6XXX-Prevention Science in Youth Development and Family Science; and 3) change to graduate course FNR 6061-Conflict and Collaboration in Natural Resources. Additionally, he discussed: 1) the Faculty Senate proposing a policy for disruptive students in class; 2) the BOG reviewing UG eight semester plans to make sure they comply with the 120 credit hour degree policy; 3) that the UG Marine Sciences degree preproposal had been approved and they can now move forward with a full proposal; and 4) to keep an eye on what is happening in Tallahassee concerning the Florida Legislature and potential impacts for higher education.
Lastly, he reminded everyone that the CALS Commencement Ceremony would be Saturday, April 29th at 7:00 pm in the Stephen C. O’Connell Center.

Graduate New Course Proposals

1. AEC 5XXX – Interpersonal Leadership in Agricultural and Life Sciences (req. #11557)
   A motion was made by Dr. Porter to approve this item with edits required. The motion was approved. On the UCC form above the grading scale it states that an A through F scale is used. This needs to read A through E. Decimal points need to be added to the grading scale ranges on both the UCC form and syllabus to avoid any confusion. A course description matching the one on the UCC form needs to be added to the syllabus. The most up-to-date version of the syllabus statements boilerplate (found at: http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf) needs to be added to both the UCC form and syllabus.

2. MCB 6XXX – Microbial Diversity (req. #11448)
   A motion was made by Dr. Porter to recycle this item back to the department for required edits and resubmission. The motion was approved. This item was reviewed along with item #5, MCB 4XXX – Microbial Diversity. The following applies to both submissions. The title of the course, as it stands, is too broad. The committee suggests including Bacteria and Archaea in the title. This, unfortunately, will require updated consults. An email from each person previously queried saying they are okay with the title change will be sufficient. The Links and Policies section on the UCC form needs to include the CALS boilerplate information found at: http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf. The grading scale on both the UCC form should not include an A+ grade and the F needs to be an E. There seems to be a contradiction in the syllabus when it comes to submission of assignments. In the Course Material and Assignment section the syllabus states submission of assignments will be through Canvas. Further down in that section it seems students are to submit assignments through email. In the section describing requirements for graduate credit it would be best to remove the statement regarding students being graded on a straight scale. This could cause concern at the next level of the approval process. Once the submission is approved this can be added and explained in class.

Undergraduate New Course Proposals

3. AEC 3XXX – Social Media Strategy and Measurement for Agricultural and Life Sciences (req. #11156)
   A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. The delivery method for this course listed on the UCC form should only be on-campus. Online needs to be removed. The co-listing section on the UCC form should say no and the co-listing explanation section should be blank as there is no approved graduate version of this course. The most recent version of the syllabus statements boilerplate needs to be added to the syllabus. This can be found at: http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf.
4. ALS 3XXX – Urban Agriculture (req. #11603)

A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. The course objectives (UCC form and syllabus) and student learning objectives should include hands-on examples since part of this course includes fieldwork. The syllabus states under Class Format and Readings/Reflections that: “Assignments should be posted on Canvas by 8am on the due date. Late assignments will not be accepted after class time or 5 pm on the due date, whichever comes first.” This statement is confusing and it is suggested to use the following: “Assignments posted to Canvas after 8:00 am on the due date will be considered late. Assignments posted to Canvas after 5:00 pm on the due date will receive no credit.

5. MCB 4XXX – Microbial Diversity (req. #11447)

Please see item #2.

Undergraduate Course Change Proposals

6. AEC 4035 – Advanced Agricultural Communication Writing (req. #11157)

A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. The most recent version of the syllabus statements boilerplate needs to be added. This can be found at: http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf.

7. ENY 4911 – Supervised Research in Entomology (req. #11592)

A motion was made by Dr. Kolaczkowski to approve this item with changes required. The motion was approved. The most recent version of the syllabus statements boilerplate needs to be added. This can be found at: – http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf.

Curriculum

8. Proposed termination of the Plant Protection specialization in Entomology and Nematology (req. #11552)

A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

Resubmission

9. MCB 4XXX – Undergraduate Teaching Assistant (req. #11423 previously submitted 3/17/17)

A motion was made by Dr. Kaufman to approve this item with changes required. The motion was approved. The course title needs to be changed to Supervised Teaching in Microbiology and Cell Science. The lab code of “C” needs to be removed from the UCC form and syllabus. The grading scales on both the UCC form and syllabus need to show ranges from A to E with corresponding percentages and/or grade points.

Conclusion

The meeting was adjourned at 3:25 p.m.
Cover Sheet: Request 11542


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| College Notified |
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Course|New for request 11542

Info

Description of request: New graduate-level course
Submitter: Hellgren, Eric C hellgren@ufl.edu
Created: 3/8/2017 3:33:58 PM
Form version: 2

Responses
Recommended Prefix WIS
Course Level 5
Number XXX
Category of Instruction Introductory
Lab Code None
Course Title Scientific Writing & Publishing Workshop
Transcript Title Scientific Publishing
Degree Type Graduate

Delivery Method(s) On-Campus
Online

Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Students will learn and practice techniques for improving the quality of scientific writing, writing more productively, enhancing the impact of their publications, and navigating the review process. Students will also be introduced to publication ethics, the role of bias, data archiving, open access, and emerging trends in scholarly publishing.
Prerequisites None.
Co-requisites None
Rationale and Placement in Curriculum While students are often taught the mechanics of preparing a scientific paper, they are rarely taught research-based techniques for improving the quality and productivity of their writing. In addition, most have only a limited understanding of the broader structural issues that influence the publishing of scientific research, such as the relationship between publishers and academic societies, the history of impact metrics and their use, and the role of government and funder mandates. This workshop provides a forum for students to learn hands-on different techniques to improve their writing and its impact and develop a publication strategy based on their specific professional goals.
Course Objectives Students taking this workshop will:
• Become more productive and efficient scientific writers
• Learn how to diversify their publication portfolio
• Develop and implement a personal publication strategy
• Learn the process of preparing and submitting manuscripts for publication
• Learn what happens after a paper is submitted your paper and how to deal with revision.
• Become aware of trends in the academic community and publishing industry that will shape their approach to scientific writing and publication.

Students will gain these knowledge and skills via class discussion of assigned readings, and individual writing project, and a group research project

**Course Textbook(s) and/or Other Assigned Reading**

Sample Readings (Some of these will be discussed in class, others are part of a resource library made available to students).

☐

Getting Published in Scientific Journals:


2. How to select reviewers for your manuscript:
   https://methodsblog.wordpress.com/2015/10/15/preferred-reviewers/

**Enhancing Productivity**


2. An Introduction to the Pomodoro Technique:
   http://cirillocompany.de/pages/pomodoro-technique

3. Creating an Environment Conducive to Writing: http://www.gaelenfoley.com/w02-creating-an-environment.html

4. Seven Distraction Free Writing environments for Authors:
   http://www.gaelenfoley.com/w02-creating-an-environment.html

**Biases and other structural issues influencing publication and citation rates**

1. Geography

2. Gender

3. **Title Length and Style**
   c.
Open Access, Open Science, Data Archiving


Ethics: Guidelines on Authorship

1. Proceedings of the National Academy of Sciences (USA): Page 2. See also their publication on the Allocation of Authorship and Credit

2. Ecological Society of America (scroll to the bottom of the page)

3. American Psychological Association (Paragraph 2 under "Publication Practices & Responsible Authorship"

4. Harvard Medical School

5. International Committee of Medical Journal Editors

6. Council of Science Editors

Peer Review:


2. Some Guides to Best Practices/How-To guides to Peer Review
   a. British Ecological Society Guide to Peer Review
   b. Elsevier Guide


4. Should Peer Review Continue to be anonymous?
   a. The case for open peer review
   b. Nature: the Peer Review Debate
   c. BMC: What is open peer review?

Better Figures and Tables:

Assessment: from impact factors to altmetrics:


**Weekly Schedule of Topics** WEEK 1: Making writing a habit; the your writing environment

WEEK 2: Thinking strategically about publication and publications

WEEK 3: Outlining your manuscript into 30 minute blocks

WEEK 4: Group Project: Intro and Discussion

WEEK 5: From your idea to submitting your manuscript: journal selection, structure of the article, style cover letter, etc.

WEEK 6: authorship and what merits it

WEEK 7: Group Project update

WEEK 8: The editorial process: what happens once you push the “submit” button.

WEEK 9: The flip side: reviewing

WEEK 10: Implicit Bias

WEEK 11: Dealing with rejection, interactions with Editors, appeals

WEEK 12: Emergent Issues & The Future of Scientific Publishing: archiving of code


WEEK 14: Amplifying the impact of your science and diversifying your productivity

WEEK 15: Emergent Issues & The Future of Scientific Publishing: Open access, altmetrics, preprints

WEEK 16: Group Project Submission, Workshop Evaluation

**Links and Policies** will include all recommended links from the Syllabus policy page, including links for students in need of special accommodations and wellness / mental health resources.

(http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabus-policy-current.pdf)

**Grading Scheme** Assignments

1. Individual Publishing Strategy (15%) [Students prepare a 1-page publication strategy based on their professional goals. This will include such thinks as the type of publications]
they hope to produce, ways to diversify their portfolio, the focal journals and outlets, in which they hope to publish, etc.

2. Semester Writing Goal: Self Assessment (15%) [students will set a writing goal for the semester. The grade is not based on completing their goal, but on a self-evaluation of how they felt they did and how they might improve in the future]

3. Group Research Project (40%) [data collection on a topic related to scientific publishing and participation in class presentation of the results; An overview of a class project for a preliminary version of this workshop is at: http://brunalab.org/wis6934/workshop-project-2015/]

4. Class participation (30%) [based on proportion of sessions attended and leading 1 discussion session]

Instructor(s) Emilio M. Bruna
Department of Wildlife Ecology and Conservation & Center for Latin American Studies
Workshop in Scientific Writing & Publishing
for Wildlife Ecology & Conservation
WIS ----: Fall Semester, 20--

INSTRUCTOR AND OFFICE HOURS
Dr. Emilio Bruna
Phone: 846-0634
Email: embruna@ufl.edu
Schedule your Office Hours Appointment here:
http://brunalab.org/teaching/office-hours/

LECTURE/DISCUSSION: W period 3 (9:35-10:25) in 2102 McCarty B

GROUP WRITING SESSIONS: M/F period 3 (9:35-10:25) in 2102 McCarty B

*****VERY IMPORTANT*****

Question: The number of credits for a class is based on the total hours a student spends per week in class, so a 1 unit class should meet for 16 hours. According to the Schedule of Classes, this 1 unit class meets 3 times per week (total hours = 42). Why?

Answer: As you will hear in Week 2, the best habit you can get into is to write regularly, ideally daily. The Monday and Wednesday sessions are an opportunity to get into this habit by meeting regularly with others doing the same thing. I will be there as well. These sessions are optional.

COURSE OBJECTIVES:

The objectives of this course are:

1. To survey developments in scientific publishing relevant to Wildlife Ecology and Conservation Biology

2. To understand the process of manuscript preparation, submission, review, and revision for journals in wildlife and conservation journals

3. To learn techniques and tools for become a more productive writer with a more diverse publication portfolio

To accomplish these goals students will:

1. Read recent literature on emerging topics for class discussions

2. Create public publishing profiles relevant to their scientific discipline
3. Develop a writing plan for an individual writing project

4. Collect data as a group on an emergent topic in scientific publishing.

**COURSE MATERIALS:** Required readings and materials available on the course webpage: [http://brunalab.org/wis6934/](http://brunalab.org/wis6934/)

**EVALUATION (＝GRADING):** The grades for this course are based on the following:

1. Attendance at Weekly Required Sessions (**160 points**)
2. Preparing online Researcher Profiles: ORCID ID, Impact Story Profile, Thomson Reuters Researcher ID, Google Scholar Profile (**40 points**)
3. Authorship Interview with Advisor (**50 points**)
4. Individual Writing Project Description (**150 points**)
   a. Description of Semester writing goal (**30 points**)
   b. Completion checklist with Deadlines (**50 points**)
   c. End of semester self-assessment (**70 points**)
5. Data Collection for Group Project (**100 points**)

**Final Grades will be assigned on the following scale:**

- A = >93%, A- = 92-90%
- B+ = 89-87%, B = 86-83%, B- = 82-80%
- C+ = 79-77%, C = 76-73%, C- = 72-70
- D+ = 69-67%, D = 66-63%, D- = 62-60%, E = 59% and below. **Please note that Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level.**

**Attendance policy:** Attendance at all Wednesday sessions is required, attendance at additional sessions will depend on the number of credits for which you registered. Please arrive on time as a courtesy to your colleagues (and please turn off your cell phones!).

**Make-up and late assignment policy:** The grade of late assignments will be reduced 10 points for each day they are late. If you need to miss an exam for whatever reason (conference, illness, family emergency, etc.), please contact us as soon as possible to make arrangements to take a make-up exam.

**Regrades:** Requests for re-evaluation of assignments will only be considered if they are accompanied by a letter explaining why you think you deserve additional credit and how many additional points. The deadline for submitting these requests is **one week** after the work has been returned.

**Accommodation for Students with Disabilities:** The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support
regarding accommodations for students with disabilities in the classroom. For more information, see: http://www.dso.ufl.edu/drc/. Students Requesting classroom accommodation must first register with the Dean of Students Office. That office will provide the student with documentation that he/she must provide to the course instructor when requesting accommodation. If you have a disability and need special facilities or time for taking tests, please register with the Disability Resource Center (DRC). We will gladly follow any recommendation the DRC makes if it will help you do well in class.

Resources are available on-campus for students having personal problems:

a) University Counseling Center, 301 Peabody Hall, 392-1575, Personal and Career Counseling.

b) SHCC Mental Health, Student Health Care Center, 392-1171, Personal and Counseling.

c) Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161, sexual assault counseling.

d) Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

In addition, UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see:
http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041

Honor Code: All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:
http://www.dso.ufl.edu/scscr/honorcodes/honorcode.php

Software Use: All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.
WEEK 1  
**Monday:** Group Writing  
**Wednesday:** Making writing a habit; your writing environment  
**Friday:** Group Writing

WEEK 2  
**Monday:** Group Writing  
**Wednesday:** Thinking strategically about publication and publications, journal Selection  
**Friday:** Group Writing

WEEK 3  
**Monday:** Group Writing  
**Wednesday:** Writing strategies: outlining your manuscript into 30 minute blocks, identifying what sections to write first  
**Friday:** Group Writing

WEEK 4  
**Monday:** Group Writing  
**Wednesday:** Group Project: Intro and Discussion  
**Friday:** Group Writing

WEEK 5  
**Monday:** Group Writing  
**Wednesday:** Authorship (and what merits it)  
**Friday:** Group Writing

WEEK 6  
**Monday:** Group Writing  
**Wednesday:** Prep for Submission: cover letter, formatting, references, better figures and tables, suggested referees  
**Friday:** Group Writing

WEEK 7  
**Monday:** Group Writing  
**Wednesday:** Group Project update  
**Friday:** Group Writing

WEEK 8  
**Monday:** Group Writing  
**Wednesday:** The editorial process: what happens once you push the "submit" button.  
**Friday:** Group Writing
WEEK 9
Monday: Group Writing
Wednesday: Peer review (and trends in peer review)
Friday: Group Writing

WEEK 10
Monday: Group Writing
Wednesday: Implicit Bias
Friday: Group Writing

WEEK 11
Monday: Group Writing
Wednesday: Dealing with rejection, interactions with editors, appeals
Friday: Group Writing

WEEK 12
Monday: Group Writing
Wednesday: Emergent Issues: archiving of code and data
Friday: Group Writing

WEEK 13
Monday: Group Writing
Wednesday: Emergent Issues: Assessing & Amplifying the impact of papers
Friday: Group Writing

WEEK 14
Monday: Group Writing
Wednesday: Strategies and tools for Increasing and diversifying your productivity
Friday: Group Writing

WEEK 15
Monday: Group Writing
Wednesday: Emergent Issues: Open access, Preprints
Friday: Group Writing

WEEK 16:
Monday: Group Writing
Wednesday: Group Project Discussion, Workshop Evaluation
Friday: Group Writing

There is no final exam in this workshop
READINGS

WEEK 1
1. Creating an Environment Conducive to Writing:
   http://www.gaelenfoley.com/w02-creating-an-environment.html

2. Seven Distraction Free Writing environments for Authors:
   http://www.gaelenfoley.com/w02-creating-an-environment.html

WEEK 2: None

WEEK 3
1. An Introduction to the Pomodoro Technique:
   http://cirillocompany.de/pages/pomodoro-technique

WEEK 4: TBD (varies based on group project topic)

WEEK 5
   Authorship in ecology: attribution, accountability, and responsibility. Frontiers in

2. Ethics: Guidelines on Authorship:
   a. Proceedings of the National Academy of Sciences (USA): Page 2. See also
      their publication on the Allocation of Authorship and Credit
   b. Ecological Society of America (scroll to the bottom of the page)
   c. American Psychological Association (Paragraph 2 under "Publication
      Practices & Responsible Authorship"
   d. Harvard Medical School
   e. International Committee of Medical Journal Editors
   f. Council of Science Editors

WEEK 6
1. Title Length and Style


4. How to select reviewers for your manuscript:
   https://methodsblog.wordpress.com/2015/10/15/preferred-reviewers/

**WEEK 7:** None

**WEEK 8:** None

**WEEK 9**

2. Some Guides to Best Practices/How-To guides to Peer Review
   a. British Ecological Society Guide to Peer Review
   b. Elsevier Guide
   c. Guide to Reviewing Stats Components of Manuscripts from *Methods in Ecology and Evolution*

3. Should Peer Review Continue to be anonymous?
   a. The case for open peer review
   b. *Nature: the Peer Review Debate*
   c. BMC: What is open peer review?

**WEEK 10**


WEEK 11: None

WEEK 12


WEEK 13


   a. Ecology:
b. Zoology:

c.

**WEEK 14:** None

**WEEK 15:** None

**WEEK 16:** None
Cover Sheet: Request 11667

Carrion Ecology & Evolution

**Info**

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Course\New for request 11667

Info

Request: Carrion Ecology & Evolution
Description of request: Carrion Ecology and Evolution covers a broad spectrum of topics including the molecular mechanistic foundations that provide the basis to understand intra- and interspecific interactions related to population biology, community ecology, and how these processes manifest into habitat and ecosystem level importance. This course is a multidisciplinary synthesis of the topic and will provide an overview on how to understand and measure the process of carrion decomposition in nature.
Submitter: Byrd, Jason H., Dr. jhbyrd@ufl.edu
Created: 5/1/2017 8:05:41 PM
Form version: 1

Responses
Recommended Prefix WIS
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Carrion Ecology & Evolution
Transcript Title Carrion Ecology & Evolu
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No

Effective Term Spring
Effective Year 2018
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Carrion Ecology and Evolution covers a broad spectrum of topics including the molecular mechanistic foundations that provide the basis to understand intra- and interspecific interactions related to population biology, community ecology, and how these processes manifest into habitat and ecosystem level importance.
Prerequisites No prerequisites are required.
Co-requisites None

Rationale and Placement in Curriculum UF does not currently offer a course that focuses on carrion ecology and the decomposer community.
Course Objectives 1. Explain the processes and mechanisms of death of vertebrate carrion.
2. Define carrion ecology and evolution and explain where these areas of biology fit into the biological hierarchy, and within spatial and temporal scales.
3. Identify and discuss ecological mechanisms of carrion decomposition within various habitats.
4. Explain the evolutionary ecology of carrion decomposition in terms of population...
and microbial genetics.

5. Design and analyze a field study in carrion ecology.

6. List and explain the types of interactions between and among species and the ecological and evolutionary effects of these interactions on carrion decomposition.

7. Outline the different terrestrial, aquatic and interkingdom ecological interactions of carrion decomposition and provide examples of the species involved in these interactions.

8. Articulate the applications of carrion decomposition from management and conservation perspectives but also from a forensic viewpoint.

9. Explain the frontiers to carrion ecology and evolution and where the field will be in the future.

Course Textbook(s) and/or Other Assigned Reading
Carrion Ecology, Evolution and their applications, Edited by M. Eric Benbow, Jeffery K. Tomberlin and Aaron M. Tarone

Weekly Schedule of Topics

1 - Course Introduction
Ch. 1: Introduction to Carrion Ecology and Evolution
Ch. 2: Processes & Mechanisms of Death and Decomposition
Ch. 3: Microbial Interactions

2 - Communities and Roles of Vertebrate Scavengers
Ch. 4: Arthropod Communities in Terrestrial Environments
Ch. 5: Carrion Effects Belowground Communities and Consequences for Soil Processes
Ch. 6: Ecological Role of Vertebrate Scavengers

3- Mechanisms of Decomposition
Ch. 13: The Role of Carrion in Ecosystems
Ch. 8: Community and Landscape Ecology of Carrion
Ch. 9: Chemical Ecology of Vertebrate Carrion
Ch. 10: Carrion as a Model for Behavioral Research
Ch. 11: Modeling Species Interactions/Carrion Food Webs
Ch. 12: Aquatic Vertebrate Carrion Decomposition

4 - Evolutionary Ecology of Carrion Decomposition
Ch. 14: Ecological Genetics
Ch. 15: Quantitative Genetics of Life History: Traits of Capnophagous and Necrophagous Insects
Ch. 17: Population Genetics and Molecular Evolution of Carrion-Associated Arthropods
Ch. 18 Microbial Genetics and Systematics
Ch. 16: Carrion and Dung Mimicry in Plants
Ch. 19: Microbiome Studies of Carrion Decomposition
Ch. 20: Interkingdom Ecological Interactions of Carrion
Ch. 21: Ecology of African Carrion

5- Applications of Carrion Decomposition
Ch. 22: Carrion Communities as Indicators of Fisheries, Wildlife Wildlife Management and Conservation
Ch. 23: Composting as a Method for Carrion Disposal in Livestock Production,
Human and Wildlife Decomposition and Forensics
Outside Reading: Huffman/Wallace Chapter
Links and Policies: No additional links will be included on the syllabus other than those indicated at syllabus.ufl.edu

Grading Scheme: Quizzes: There will be 9 quizzes throughout the semester. Each quiz is worth 15 points and will consist of multiple choice questions pertaining to the previous three chapters. Five questions will be addressed per chapter. Quiz grade = 135 points.

Exams: There will be two exams, a midterm and a final. The exams will each consist of 20 multiple choice questions worth 2 points each and a short essay worth 10 points for a total of 50 points per exam. The Instructor will email the exams to the students directly. The students will have one week (until the following Wednesday) to answer the exam and email their answer sheet back to the Instructor. The exams will be open book and the students may use the readings and their notes from the lectures. The Instructor will grade the exams and email the results to the individual students. Exams are worth a total of 100 points. There will be no curve.

Participation: Students are expected to participate in all bulletin board discussions. Participation is worth 50 points. Failure to participate in any one bulletin board discussion will result in a 25% deduction from the participation grade for each failure to participate. Being present or signed onto discussion is not enough.

Book Critique: At the beginning of the course, each student will have read, Bernd Heinrich’s Life Everlasting. Each student should have participated in the bulletin board discussion regarding the book. Each student is also expected to submit before the Midterm exam * Please note, that is before the student takes the midterm exam a one page critique of Life Everlasting. The critique should include responses to the following questions:
1) Which aspects of the book were new to you and why?
2) Which aspects of the book should have been more developed and why?
3) If Bernd Heinrich were to write a sequel, what should it be titled and why and would be the focus of the book?

Field Study Design: Each participant will be asked to design a research study proposal on any topic covered or not covered in the textbook. The students will be expected to develop a hypothesis driven study based on an experimental question of interest. This paper will consist of 5 pages that will be given at the end of Section I and due the last week of class, worth 50 points.

Point Assignments:
Quizzes = 135 points total
Exams = 100 points total (50 points/exam)
Participation = 50 points
Book Critique = 15 points
Field Study Design = 50 points

Total for the Course: 250 points

Any score that is 0.5 or higher will be rounded up to the next whole number, e.g., 89.5 = 90%

Grades will be assigned as follows:
A = 93% or Above
B+ = 87 - 89.4%
B- = 80 - 82.4%
C = 73 - 76.4%
D+ = 67 - 69.4%

A- = 90 - 92%
B = 83 - 86.4%
C+ = 77 - 79.4%
D = 63 - 66.4%
$D^- = 60 - 62.4\%$

$E = < 59.4$

**Instructor(s)** John Wallace, Ph.D.
External Consultation Results (departments with potential overlap or interest in proposed course, if any)

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
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<tbody>
<tr>
<td>Biology</td>
<td>Marta L. Wayne, Professor &amp; Chair</td>
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<tr>
<th>Phone Number</th>
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<tbody>
<tr>
<td>352-392-9925</td>
<td><a href="mailto:mlwayne@ufl.edu">mlwayne@ufl.edu</a></td>
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</table>

Comments
We do not perceive any overlap or interest in the proposed course.
### External Consultation Results (departments with potential overlap or interest in proposed course, if any)

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
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<tbody>
<tr>
<td>WEC</td>
<td>Samantha Wisely, Assoc Prof</td>
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<td></td>
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<tr>
<td>Phone Number</td>
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<tr>
<td>352-846-0645</td>
<td><a href="mailto:wisely@ufl.edu">wisely@ufl.edu</a></td>
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**Comments**

With regard to the course, Carrion Ecology and Evolution: This course is a synthetic view of carrion and the processes surrounding decomposition. The syllabus outlines lectures that cover the entire biological hierarchy: from biogeochemistry and microbial ecology to vertebrate competition and landscape biodiversity. While all of these topics are touched upon in other classes in WEC and Biology, this course is unique in that it synthetically weaves all of these topics together around an important component of ecosystem function, carrion. I think this course will benefit students.

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
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<tbody>
<tr>
<td>Wildlife Ecology and Conservation</td>
<td>Morgan Ernest, Associate Professor</td>
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<td></td>
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<tr>
<td>Phone Number</td>
<td>E-mail</td>
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<tr>
<td>352-294-2082</td>
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**Comments**

The course will examine the mechanisms of decomposition, but primarily focuses on the ecology of carrion use (distributions of carrion, species that use carrion), with a small amount on human and forensic applications of carrion. Class is focused around a text book, and students will be assessed for their knowledge acquisition and application using quizzes, exams, participation in on-line discussions, a critique of the text, and a student project to design (but not implement) a carrion-based experiment. More below....

<table>
<thead>
<tr>
<th>Department</th>
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<tbody>
<tr>
<td>WEC</td>
<td>Eric Hellgren, Professor and Chair</td>
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<tr>
<td>Phone Number</td>
<td>E-mail</td>
</tr>
<tr>
<td>352-846-0552</td>
<td><a href="mailto:hellgren@ufl.edu">hellgren@ufl.edu</a></td>
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**Comments**

Continued: I am confused about why this is part of a wildlife forensic science degree. Of the 11 weeks class work (i.e., excluding exam weeks), only two (at the end of the course) seem to touch on topics directly relevant to the degree. The remaining weeks are an ecology course where the focus is on carrion as a resource. It is possible that a fundamental understanding of carrion use is necessary for Forensic Pathology or Toxicology. Recommendation: Approve
Carrion Ecology & Evolution
WIS ####
Spring 2018

Instructor: John R. Wallace, Ph.D., D-ABFE

Office Hours: Contact Instructor via Email

Email: john.wallace@millersville.edu

Phone: 717-701-2700

Website: www.forensicscience.ufl.edu

Text: Carrion Ecology, Evolution and their applications, Edited by M. Eric Benbow, Jeffery K. Tomberlin and Aaron M. Tarone

Course Overview
Carrion Ecology and Evolution covers a broad spectrum of topics including the molecular mechanistic foundations that provide the basis to understand intra- and interspecific interactions related to population biology, community ecology, and how these processes manifest into habitat and ecosystem level importance. This course is a multidisciplinary synthesis of the topic and will provide an overview on how to understand and measure the process of carrion decomposition in nature.

Course Objectives:
At the successful completion of this course, students should be able to

1. Explain the processes and mechanisms of death of vertebrate carrion.
2. Define carrion ecology and evolution and explain where these areas of biology fit into the biological hierarchy, and within spatial and temporal scales.
3. Identify and discuss ecological mechanisms of carrion decomposition within various habitats.
4. Explain the evolutionary ecology of carrion decomposition in terms of population and microbial genetics.
5. Design and analyze a field study in carrion ecology.
6. List and explain the types of interactions between and among species and the ecological and evolutionary effects of these interactions on carrion decomposition.
7. Outline the different terrestrial, aquatic and interkingdom ecological interactions of carrion decomposition and provide examples of the species involved in these interactions.
8. Articulate the applications of carrion decomposition from management and conservation perspectives but also from a forensic viewpoint.
9. Explain the frontiers to carrion ecology and evolution and where the field will be in the future.

Topics:

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>1 - Course Introduction</strong></td>
<td>Course Introduction to Carrion Decomposition Assignment: Bernd Heinrich's Life Everlasting Book Synopsis Bulletin Board Discussion Assignment: Critique of book, 1 page.</td>
</tr>
<tr>
<td><strong>Course Introduction</strong></td>
<td>Ch. 1: Introduction to Carrion Ecology and Evolution Ch. 2: Processes &amp; Mechanisms of Death and Decomposition Ch. 3: Microbial Interactions Discussion Questions Quiz 1</td>
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<tr>
<td><strong>Communities and Roles of Vertebrate Scavengers</strong></td>
<td>Ch. 4: Arthropod Communities in Terrestrial Environments Ch. 5: Carrion Effects Belowground Communities and Consequences for Soil Processes Ch. 6: Ecological Role of Vertebrate Scavengers Field Study Design Assignment (See Ch. 7) Discussion Questions Quiz 2</td>
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<tr>
<td><strong>Section II: Mechanisms of Decomposition</strong></td>
<td>Ch. 13: The Role of Carrion in Ecosystems Ch. 8: Community and Landscape Ecology of Carrion Ch. 9: Chemical Ecology of Vertebrate Carrion Discussion Questions Quiz 3</td>
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<td><strong>Section II</strong></td>
<td>Ch. 10: Carrion as a Model for Behavioral Research Ch. 11: Modeling Species Interactions/Carrion Food Webs Ch. 12: Aquatic Vertebrate Carrion Decomposition Discussion Questions Quiz 4</td>
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<td><strong>8 - MIDTERM EXAM</strong></td>
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<td><strong>Section III: Evolutionary Ecology of Carrion Decomposition</strong></td>
<td>Ch. 14: Ecological Genetics Ch. 15: Quantitative Genetics of Life History: Traits of Caprophagous and Necrophagous Insects Discussion Questions Quiz 5</td>
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<td><strong>Section III</strong></td>
<td>Ch. 17: Population Genetics and Molecular Evolution of Carrion-Associated Arthropods Ch. 18 Microbial Genetics and Systematics Discussion Question Quiz 6</td>
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### Section III
- Ch. 16: Carrion and Dung Mimicry in Plants
- Ch. 19: Microbiome Studies of Carrion Decomposition
- Ch. 20: Interkingdom Ecological Interactions of Carrion Decomposition

**Discussion Questions**
**Quiz 7**

### Section III
- Ch. 21: Ecology of African Carrion
- Discussion Question

### Section IV: Applications of Carrion Decomposition
- Ch. 22: Carrion Communities as Indicators of Fisheries, Wildlife, Wildlife Management and Conservation
- Ch. 23: Composting as a Method for Carrion Disposal in Livestock Production.

**Discussion Questions**
**Quiz 8**

### Section IV
- Human and Wildlife Decomposition and Forensics
- Outside Reading: Huffman/Wallace Chapter

**Discussion Questions**
**Quiz 9**

### Course Wrap-up & FINAL EXAM
- Field Study Assignment Due
- Final Exam

**Getting Started:**
To get started, briefly introduce yourself via the discussion board located in the left-hand menu on the homepage of the course. Once you have responded to the Introduction you will then go to the first module. Read through the course content and any required reading listed in the module introduction. Do not hesitate to contact your instructor at any time if you need guidance; if you are unsure about the focus of the assignment; if you have assignment questions or questions relating to the course content. If you don’t tell us you need help, we can’t help you!

**Revision and Notes:**
As you go through the semester, keep copies of important emails, bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account.

**Course Assignments:**
This class consists of a large amount of material. You will not be required to remember everything, it is only an introductory course, but many topics will be introduced. Each week there will be either discussion questions or a short project assigned emphasizing what I feel are the most important aspects of that week's lessons. Please participate in the online
discussions/projects as I may provide extra credit for exemplary participation to students needing additional points.

Two examinations, a midterm and a final, will be multiple choice and open-book and the use of the assigned module readings, lecture notes, and the module lectures (which will remain accessible until after the last examination) is permitted. There will also be four quizzes given throughout the semester, which are also "open-note". Your grade will consist of the discussion questions, quizzes, midterm, and final.

**Assignment Deadlines:**
Please review the information regarding the policy for missed deadlines in the section on Instructional Policies. In some courses content modules may be released before the scheduled calendar date to help those who need to work ahead because of work commitments, court appearances, and work related travel. If a module is released ahead of time, the deadline for the assignment and exam will remain the same as it is on the course calendar.

**Communication:**
Course Email, not the discussion board, should always be used contact the faculty or staff if you have a problem of a personal nature. If you are having technical problems with the course content (downloads, etc) or you are unable to access your course interface, please contact us directly, and please don't spend hours trying to get something to work as this will only lead to frustration. We don't want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are experiencing difficulty with your access to course email then please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. Please respond to all emails from your instructor or TA. When we email you we are usually contacting you because we want to help you. If you have a question about your grade, an exam, or assignment question, please email us and we'll be happy to help you.

**Bulletin Board:**
The course bulletin board can be used to post content related questions and assignment materials when necessary. Please ask me questions any time; I am here to help you. Please do not use the community forum to ask specific questions about your current course content, assignments etc. It's VERY important that you read all the discussion bulletins that have been posted. I will use this site to post important information relating to content or exam changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information. Please make sure you don't post assignments that are supposed to be submitted to the assignment drop box. If you accidentally do, email me as soon as you can and I'll delete it for you.

**Grading:**
Quizzes: There will be 9 quizzes throughout the semester. Each quiz is worth 15 points and will consist of multiple choice questions pertaining to the previous three chapters. Five questions will be addressed per chapter. Quiz grade = 135 points.

Exams: There will be two exams, a midterm and a final. The exams will each consist of 20 multiple choice questions worth 2 points each and a short essay worth 10 points for a total of 50 points per exam. The Instructor will email the exams to the students directly. The students will have one week (until the following Wednesday) to answer the exam and email their answer sheet back to the Instructor. The exams will be open book and the students may use the readings and their notes from the lectures. The Instructor will grade the exams and email the results to the individual students. Exams are worth a total of 100 points. There will be no curve.

Participation: Students are expected to participate in all bulletin board discussions. Participation is worth 50 points. Failure to participate in any one bulletin board discussion will result in a 25% deduction from the participation grade for each failure to participate. Being present or signed onto discussion is not enough.

Book Critique: At the beginning of the course, each student will have read, Bernd Heinrich’s Life Everlasting. Each student should have participated in the bulletin board discussion regarding the book. Each student is also expected to submit before the Midterm exam * Please note, that is before the student takes the midterm exam a one page critique of Life Everlasting. The critique should include responses to the following questions:
   1) Which aspects of the book were new to you and why?
   2) Which aspects of the book should have been more developed and why?
   3) If Bernd Heinrich were to write a sequel, what should it be titled and why and would be the focus of the book?

Field Study Design: Each participant will be asked to design a research study proposal on any topic covered or not covered in the textbook. The students will be expected to develop a hypothesis driven study based on an experimental question of interest. This paper will consist of 5 pages that will be given at the end of Section I and due the last week of class, worth 50 points.

Point Assignments:
Quizzes = 135 points total
Exams = 100 points total (50 points/exam)
Participation = 50 points
Book Critique = 15 points
Field Study Design = 50 points

Total for the Course: 250 points

Any score that is 0.5 or higher will be rounded up to the next whole number, e.g., 89.5 = 90%
Grades will be assigned as follows:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<td>93% or Above</td>
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<tr>
<td>A-</td>
<td>90 - 92%</td>
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<tr>
<td>B+</td>
<td>87 - 89.4%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.4%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.4%</td>
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<tr>
<td>C</td>
<td>76 - 76.4%</td>
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<tr>
<td>C-</td>
<td>70 - 72.4%</td>
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<tr>
<td>D+</td>
<td>67 - 69.4%</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66.4%</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62.4%</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 59.4</td>
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</table>

**Makeup Policy:**
Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request. Make up exams will be typically 3-5 essay questions.

**Grade Changes:**
Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

**Instructional Policy:**
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via WebCT VISTA, a user friendly Web-based classroom management tool, and the World Wide Web.

**Attendance:** Students must participate in the bulletin board discussions, and are required to visit the course website daily for important updates and bulletins.

**Class Participation:** Students are expected to constructively join in bulletin board discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

**Performance Expectations:** Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes.

**Academic Honesty:** All students are expected to abide by the student honor code. To review the student honor code read the information on standards of ethical Conduct at: [http://www.dso.ufl.edu/judicial/honorcodes/honorcode.php](http://www.dso.ufl.edu/judicial/honorcodes/honorcode.php)

**Plagiarism:** Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site, without crediting the source. Sources should always be referenced, a link to the website added, or quotation marks placed around the material. However, we expect more than simply cutting and pasting in this graduate
level course. Students are expected to review, evaluate and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly.

**Assignments:** While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of circumstances beyond your control, you are unable to meet an assignment deadline, students should e-mail the professor and explain the situation in advance. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you email us we will work with you around the deadline. If you have outstanding assignments at the end of the semester we will send you a follow up email as a reminder and as a means to determine your plans for completion. If you do not respond to us before the final day of classes you will be assigned a grade based on the completed assignments.

**Incomplete grades:** Under special circumstances, if a student is unable to finish a course before the end of the semester we may be able to assign an incomplete grade. An incomplete grade is a non punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if 1/3rd or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course, or has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments must be completed by the end of the next semester. If the assignments are not completed in this time you will be assigned a grade based on the completed assignments.

**Drop Dates:** consult the UF Calendar of Critical Dates at http://www.forensicscience.ufl.edu/Students/Dates.asp
Students must inform us that they are withdrawing from a course to ensure appropriate tuition reimbursement. Deleting yourself from the course roster does not officially withdraw you from a course.

**Important Dates:**
For Assignment deadlines - see the course Calendar in WebCT.
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu/

**Additional information on the University of Florida Grades and Grading Policies may be found at:**
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

“Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting the accommodation”
**Cover Sheet: Request 11666**

**WIS6XXX Wildlife Toxicology: The Ecohealth Perspective**

**Info**

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</tr>
<tr>
<td>Submitter</td>
<td>Byrd, Jason H., Dr. <a href="mailto:jhbyrd@ufl.edu">jhbyrd@ufl.edu</a></td>
</tr>
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<td>Created</td>
<td>5/1/2017 7:51:14 PM</td>
</tr>
<tr>
<td>Updated</td>
<td>5/2/2017 8:57:40 AM</td>
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**Description of request**
This course provides a global assessment of toxicological stressors, including pesticides, environmental contaminants, and other emerging chemical threats, and reviews the impact on wildlife, through an ecohealth perspective. Additionally, the course outlines the physiological and pathological impacts of toxins in wildlife as it relates to the investigative process for wildlife forensics.

**Actions**

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<td>Department</td>
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<td>CALS - Wildlife Ecology and Conservation 514947000</td>
<td>Hellgren, Eric C</td>
<td>Approved internally by department after discussion; we request that an on-campus section be available for on-campus departmental students.</td>
<td>5/2/2017</td>
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No document changes
Course|New for request 11666

Info

Request: WIS6XXX Wildlife Toxicology: The Ecohealth Perspective
Description of request: This course provides a global assessment of toxicological stressors, including pesticides, environmental contaminants, and other emerging chemical threats, and reviews the impact on wildlife, through an ecohealth perspective. Additionally, the course outlines the physiological and pathological impacts of toxins in wildlife as it relates to the investigative process for wildlife forensics.
Submitter: Byrd, Jason H., Dr. jhbyrd@ufl.edu
Created: 5/1/2017 7:51:14 PM
Form version: 1

Responses
Recommended Prefix WIS
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Wildlife Toxicology: The Ecohealth Perspective
Transcript Title Wildlife Toxicology
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No

Effective Term Spring
Effective Year 2018
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This course provides a global assessment of toxicological stressors, including pesticides, environmental contaminants, and other emerging chemical threats, and reviews the impact on wildlife, through an ecohealth perspective. Outlines the physiological and pathological impacts of toxins in wildlife as it relates to the investigative process for wildlife forensics.
Prerequisites No prerequisites are required.
Co-requisites None
Rationale and Placement in Curriculum The forensic toxicology courses offered by UF do not focus on wildlife species as it relates to stressors and overall ecohealth with a forensic science and legal investigation perspective.
Course Objectives - Identify and describe the global effects of environmental contaminants on wildlife
- Be familiar with the clinical and pathological manifestations of toxicity
- Contextualize wildlife toxicology within the ecohealth perspective
- Be familiar with the classifications of synthetic & environmental contaminants
- Consider how various stressors impact individual and population susceptibility to toxins.
- Be familiar with case studies illustrating the above objectives, including the impacts of toxins on wildlife populations, endangered species, and ecosystems.
- Develop a working knowledge on forensic applications in wildlife toxicology.
- Apply diagnostic principles to investigations involving suspected toxin exposure.
- Apply critical thinking to case studies investigating potential toxic exposures in wildlife/ecosystems.

**Course Textbook(s) and/or Other Assigned Reading**

Text (Suggested):


B) Gupta (ed.) 2012, Veterinary Toxicology; Basic & Clinical Principles. Elsevier Press.


**Weekly Schedule of Topics**

- Introduction & clinical & pathological manifestation of toxicities
- Classification of major synthetic toxicants
- Classification of environmental toxicants
- Wildlife stressors & pathology of stress
- Diagnostic toxicology & forensic applications
- Emerging contaminant & biodiversity issues
- Case studies in wildlife toxicology
- Work on final project

**Grading**

**Links and Policies**

No additional links are included in the syllabus other than those suggested by the example at syllabus.ufl.edu

**Grading Scheme**

Grading:
Students will be graded based on a combination of their participation in weekly discussion boards or short assignments, module assessments, a mid term and a final exam or assignment. All written answers must be completed in your own words. Copying from other sources is not acceptable and may be considered plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of 0 (zero) for the assignment. If you lose your internet connection during your exam time and scores are not recorded simply email the instructor for assistance. Always include your name when communicating with the course instructor. Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module found on the last page of each module. Students can check their progress in the course by viewing their grade records via the course interface.

Points breakdown:
Students will participate in weekly discussions led by the course instructor; participation is worth 5 points per week (75 pts)
Module assessments: at the end of each module students will participate in a review, case-based or real-world assessment that emphasizes the theme of the module (200 pts)
Midterm assignment/exam (50 pts)
Final assignment/exam (75 pts)
Total Points: 400

Grades will be assigned as follows:
A 90% or Above
A- 88 - 89%
B+ 85 - 87%
B 80 - 84%
B- 78 - 79%
C+ 75 - 77%
C 70 - 74%
C- 68 - 69%
D+ 65 - 67%
D 60 - 64%
D- 58 - 59%
E < 58

**Instructor(s)** Hayley Adams, DVM, Ph.D., DACVPM, DACVM
External Consultation Results (departments with potential overlap or interest in proposed course, if any)

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
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<tbody>
<tr>
<td>Wildlife Ecology and Conservation</td>
<td>Eric Hellgren, Professor and Chair</td>
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<table>
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<tr>
<th>Phone Number</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>352-846-0552</td>
<td><a href="mailto:hellgren@ufl.edu">hellgren@ufl.edu</a></td>
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</table>

Comments
Chair recommendation: This course submission would benefit from external consultation from other toxicology units on campus (e.g., CEHT) before course submission. The WEC Graduate program Committee thought highly of this course. They also recommended that Pathology as a pre-requisite would appear to be fundamental to achieving excellence in this class. If VME offers both (not as WIS courses), students can include them in the WEC degree as non-WIS courses.
More below....

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<th>Department</th>
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Comments
The course covers important topics like sampling from the surrounding environment that make it well balanced. However, we determined it lacks a module on stress in general, and identifying (and ranking) multiple stressors (nutrition, disease, fear, etc) in addition to toxic agents. Toxic exposure may be the least of an animal’s problems given predisposing stressors - there was nothing about this in the course.
External Consultation Results (departments with potential overlap or interest in proposed course, if any)

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
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<tr>
<td>Center for Environmental &amp; Human Toxicology</td>
<td>Stephen Roberts</td>
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<table>
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<th>Phone Number</th>
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<tbody>
<tr>
<td>(352) 294-4514</td>
<td><a href="mailto:smroberts@ufl.edu">smroberts@ufl.edu</a></td>
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Comments

and there are no concerns regarding your proposed course. It should be a valuable addition to the portfolio of toxicology courses available here at UF

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<th>Department</th>
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Comments
## External Consultation Results (departments with potential overlap or interest in proposed course, if any)

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<tr>
<td>Medicinal Chemistry College of Pharmacy</td>
<td>Ian Tebbett Professor and Associate Dean</td>
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<tr>
<td>(352) 273 6871</td>
<td><a href="mailto:itebbett@ufl.edu">itebbett@ufl.edu</a></td>
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**Comments**

We have no concerns with the proposed Wildlife Toxicology course overlapping our existing forensic and toxicology related programs.
Wildlife Toxicology: The Ecohealth Perspective
VME-6XXX
Tentative Course Syllabus

Instructor: Hayley Adams, DVM, Ph.D., DACVPM, DACVM

Office hours: contact instructor via email

Email: hayleyradams@ufl.edu

Phone: 352-294-4091

Website: www.forensicscience.ufl.edu/veterinary

Text (Suggested):
B) Gupta (ed.) 2012, Veterinary Toxicology; Basic & Clinical Principles. Elsevier Press.

Course Description:

Conservationists in the modern world face numerous challenges, including the complexities associated with pervasive environmental contamination by an array of chemicals originating from agricultural, industrial, municipal, and residential sources. Toxins may contribute to stress, poor health, reproductive or behavioral changes, and death in exposed wildlife. Population health & biodiversity are also affected by environmental contaminants. In addition to the indirect impacts, wildlife can be victims of intentional toxicities, which warrant further investigation in order to differentiate whether the death(s) are due to natural or unintentional causes.

This course provides a global assessment of toxicological stressors, including pesticides, environmental contaminants, and other emerging chemical threats, and reviews the impact on wildlife, through an ecohealth perspective. Additionally, the course outlines the physiological and pathological impacts of toxins in wildlife as it relates to the investigative process for wildlife forensics.

Topics include an introduction to wildlife toxicology, clinical & pathological manifestations of toxin exposure, classifications of major toxicants, diagnostic toxicology & forensic applications, wildlife stressors & the pathology of stress, emerging issues, and case studies. Case studies will be used to highlight emerging issues in global wildlife and ecotoxicology, and to examine the impacts of how such cases have brought about policy and regulatory decisions related to environmental protection.
Primary Course Objectives:
By the end of this course, students should be able to:

- Identify and describe the global effects of environmental contaminants on wildlife
- Be familiar with the clinical and pathological manifestations of toxicity
- Contextualize wildlife toxicology within the ecohealth perspective
- Be familiar with the classifications of synthetic & environmental contaminants
- Consider how various stressors impact individual and population susceptibility to toxins
- Be familiar with case studies illustrating the above objectives, including the impacts of toxins on wildlife populations, endangered species, and ecosystems
- Develop a working knowledge on forensic applications in wildlife toxicology
- Apply diagnostic principles to investigations involving suspected toxin exposure
- Apply critical thinking to case studies investigating potential toxic exposures in wildlife/ecosystems

Course Topics:

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<td>4. Principles of ecotoxicology II</td>
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<td>Classification of major synthetic toxicants</td>
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<td>11. Metals &amp; micronutrients</td>
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<td>16. Bacterial &amp; cyanobacterial toxins</td>
<td>B-XIII (76-87)</td>
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<td>18. Poisonous plants &amp; phytoestrogens</td>
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<td>23. Stress from infectious disease &amp; immunosuppression</td>
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<td>24. Natural stressors</td>
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<td>25. Legal considerations in wildlife toxicology</td>
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<td>27. Diagnostic toxicology</td>
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<td>Emerging contaminant &amp; biodiversity issues</td>
<td>29. Agriculture pesticides, plant genetics, &amp; biofuels</td>
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<td>30. Influence of toxins on emerging diseases of wildlife</td>
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<td>31. Impact of contaminants on biodiversity and ecohealth</td>
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<td>32. Global perspectives on wildlife toxicology</td>
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<td>35. Reptiles, amphibians &amp; toxin exposure</td>
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<td>36. Vultures in crisis</td>
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<td>37. Intentional poisoning of wildlife</td>
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<td>38. Impact of endocrine disruptors on wildlife</td>
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<td>39. Toxins gone wild: contaminants in the developing world</td>
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<td>40. Endangered species &amp; toxin exposure</td>
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<td>Week 14</td>
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<td>Week 15</td>
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**Grading:**
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Midterm assignment/exam (50 pts)
Final assignment/exam (75 pts)
Total Points: 400

Grades will be assigned as follows:
A 90% or Above
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B+ 85 - 87%
B 80 - 84%
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C+ 75 - 77%
C 70 - 74%
C- 68 - 69 %
D+ 65 - 67%
D 60 - 64%
D- 58 - 59%
E < 58

Registrar’s Grade Policy regulations at
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Getting Started:
To get started, briefly introduce yourself via the discussion board located in the left-hand menu on the homepage of the course. Once you have responded to the Introduction you will then go to the first module. Read through the course content and any required reading listed in the module introduction. Do not hesitate to contact your instructor at any time if you need guidance; if you are unsure about the focus of the assignment; if you have assignment questions or questions relating to the course content. If you don’t tell us you need help, we can’t help you!

Revision and Notes:
As you go through the semester, keep copies of important emails, bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account.

Course Assignments:
This class consists of a large amount of material. You will not be required to remember everything, it is only an introductory course, but many topics will be introduced. Each week there will be either two discussion questions or a short project assigned emphasizing what I feel
are the most important aspects of that week’s lessons. Please participate in the online discussions/projects.

**Assignment Deadlines:**
Please review the information regarding the policy for missed deadlines in the section on Instructional Policies. In some courses content modules may be released before the scheduled calendar date to help those who need to work ahead because of work commitments, court appearances, and work related travel. If a module is released ahead of time, the deadline for the assignment and exam will remain the same as it is on the course calendar.

**Communication:**
Course Email, not the discussion board, should always be used contact the faculty or staff if you have a problem of a personal nature. If you are having technical problems with the course content (downloads, etc) or you are unable to access your course interface, please contact us directly, and please don’t spend hours trying to get something to work as this will only lead to frustration. We don't want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are experiencing difficulty with your access to course email then please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. Please respond to all emails from your instructor or TA. When we email you we are usually contacting you because we want to help you. If you have a question about your grade, an exam, or assignment question, please email us and we’ll be happy to help you.

**Bulletin Board:**
The course bulletin board can be used to post content related questions and assignment materials when necessary. Please ask me questions any time; I am here to help you. Please do not use the community forum to ask specific questions about your current course content, assignments etc. It’s VERY important that you read all the discussion bulletins that have been posted. I will use this site to post important information relating to content or exam changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information.

**Makeup Policy:**
Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

**Grade Changes:**
Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

**Instructional Policy:**
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Sakai, a user friendly Web-based classroom management tool.

**Attendance Policy:** Students must participate in the bulletin board discussions, and are required to visit the course website daily for important updates and bulletins. Requirements for class
attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

**Class Participation:** Students are expected to constructively join in bulletin board discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

**Performance Expectations:** Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes.

**Plagiarism:** Plagiarism includes any attempt to take credit for another person’s work. This includes quoting directly from a book or web site, without crediting the source. Sources should always be referenced, a link to the website added, or quotation marks placed around the material. However, we expect more than simply cutting and pasting in this graduate level course. Students are expected to review, evaluate and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly.

**Assignments:** While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of circumstances beyond your control, you are unable to meet an assignment deadline, students should e-mail the professor and explain the situation in advance. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you email us we will work with you around the deadline. If you have outstanding assignments at the end of the semester we will send you a follow up email as a reminder and as a means to determine your plans for completion. If you do not respond to us before the final day of classes you will be assigned a grade based on the completed assignments.

**Incomplete grades:** Under special circumstances, if a student is unable to finish a course before the end of the semester we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if 1/3rd or more of the course assignments have been completed and if the student has remained in communication with TA’s and instructors throughout the course, or has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments must be completed by the end of the next semester. If the assignments are not completed in this time you will be assigned a grade based on the completed assignments.
**Drop Dates:** consult the UF Calendar of Critical Dates at
http://www.forensicscience.ufl.edu/Students/Dates.asp
Students must inform us that they are withdrawing from a course to ensure appropriate tuition reimbursement. Deleting yourself from the course roster does not officially withdraw you from a course.

**Important Dates:**
For Assignment deadlines - see the course Calendar in WebCT.
For other important dates, consult the UF Calendar of Critical Dates and
http://www.registrar.ufl.edu/

**Additional information on the University of Florida Grades and Grading Policies may be found at:**
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

“Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting the accommodation”

*University’s Honesty Policy (cheating and use of copyrighted materials)*

**Academic Integrity** – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details):

www.dso.ufl.edu/judicial/procedures/academicguide.php

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community,*
*pledge to hold ourselves and our peers to the* *highest standards of honesty and integrity.*

**Accommodations for Students with Disabilities**
The College and the course instructor are committed to providing reasonable accommodations to assist students’ coursework. To obtain academic accommodations, first register with the Dean of Students’ Office. The Dean of Students’ Office will provide documentation to be given to the course instructor at the time you request the accommodation.

**Online Course Evaluations**
Course evaluations are conducted online. "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu."

**Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: [http://www.counsel.ufl.edu](http://www.counsel.ufl.edu). The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789

*Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.*
# Cover Sheet: Request 11665

**WIS6XXX Trade in Wild Resources**

## Info

<table>
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<td>Description of request</td>
<td>Introduction to wildlife trade and corresponding issues including CITES and other legislation. Students will understand basic wildlife trade issues and concerns, including governance and controls (both nationally and internationally), legislation, and agreements regarding major industries such as timber and fisheries, as well as regulations surrounding plants.</td>
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## Actions

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<td>Hellgren, Eric C</td>
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No document changes

Graduate Curriculum Committee

No document changes

University Curriculum Committee Notified

No document changes

Statewide Course Numbering System

No document changes

Graduate School Notified

No document changes

Office of the Registrar

No document changes

College Notified

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