CALS Curriculum Committee Meeting
January 11, 2019
2:00 p.m.
1044 McCarty Hall D


Agenda and Index for Materials

Approve Minutes from December 14, 2018 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. AEC 6XXX – Thesis/Dissertation Proposal Development (req. #13427)

2. WIS 6XXX – US Wildlife Law, Policy, and Ethics (req. #12888)

3. WIS 6XXX – Applied Wildlife Forensic Genetics (req. #12953)
CALS Curriculum Committee Meeting  
December 14, 2018  
Submitted by James Fant  


Substitutes: Rhiannon Pollard for S. Sager  
Chris Wilson for D. Rowland  
Erica Diffenderfer for J.C. Bunch  
Mariola Edelmann for B. Kolaczkowski  
Dale Pracht for C. Stefanou  

Guests: Karen Garrett  

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on December 14, 2018 in Rm. 1044 McCarty Hall D. Dr. Inglett 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 document archives: http://cals.ufl.edu/faculty-staff/curriculum-committee.php  

Approval of Minutes: A motion was made by Dr. Johnson to approve the minutes from the November 16, 2018 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 noted the following items were acted upon at the UCC meeting on November 20th: A) Proposed new joint courses: 1) ENY 4XXX Ecology and Conservation of Pollinators (approved); 2) HOS 4XXX Organic Weed Management (approved); and 3) MCB 4XXX Probiotics (approved). Dr. Brendemuhl indicated that the following item was on the UCC December 18th agenda: A) Proposed new undergraduate courses: 1) HOS 3XXX The Organic Debate; Organic Agriculture Development and Regulations. The UCC will be addressing how to establish guidelines for participation/engagement assessments with the potential to establish a rubric. Other updates were similar to last month and included the new Compass releases and correcting degree audits. He once again reminded members concerning trainings associated with various rollouts of UF COMPASS and to stay abreast and take the
trainings. Lastly, the call for course proposals for Quest 2 is out and the deadline is February 3rd 2019.

**Graduate New Course Proposals**

1. PLP 6XXX – Impact through Networks (req. #13382)
   A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. All uses of the “C” lab code need to be removed from the UCC form and the syllabus. The prerequisite section of the UCC form and the syllabus must list specific courses or indicate there are no prerequisites. More examples of required readings need to be included on the UCC form. The syllabus statements on the UCC form need to match those in the syllabus (U Matter We Care is missing). Include an assessment plan for the class discussion portion of the grading scheme. The grading scale on the UCC form needs to match the one in the syllabus. The statement regarding no option to make up quizzes needs to be removed as it is counter to university policy.

2. PLS 5XXX – Upland Invasive Plant Management (req. #13330)
   A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. An external consult form from the School of Forest Resources and Conservation is required for the submission. The category of instruction for a 5000 level class has to be “Introduction.” If this is not an introductory class, the course number needs to be changed to the 6000 level. The committee felt the use of “several” in the third course objective is too vague and should be replaced. The concern is several could mean four or 30. A more extended reading list is required for the UCC form and syllabus. In the grading scheme on the UCC form and in the syllabus change assessment to exam. Remove the GPA equivalents from the grading scale on the UCC form and use only the percentage ranges. In the syllabus, the explanation of the term paper was considered to be too vague. Include more specifics. The CALS syllabus statements at the end of the syllabus need to be replaced with the most updated version. This can be found at: http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf. In the academic resources section of the syllabus it was noted that the address for the Writing Studio is incorrect. The Career Resource Center has also changed its name. All links and addresses in this section need to be reviewed for accuracy. The committee was curious as to why there is no practical application in week nine of the class outline.

3. SWS 6XXX – Modeling Land Biogeochemistry (req. #13378)
   A motion was made by Dr. Johnson to recycle this item back to the department for required updates and resubmission. The motion was approved. Requested consults that have already been requested by the department must be included. The weekly schedule of topics on the UCC form is difficult to follow and should be simplified. This could be a formatting issue. The course description in the syllabus is too long and should match the UCC form. Additional information can be included under a different heading. The course parts and schedule section in the syllabus is missing weeks 15 and 16.

The meeting was adjourned at 3:12 p.m.
Cover Sheet: Request 13427

AEC6XXX Thesis/Dissertation Proposal Development

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<tr>
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<td>Erica Diffenderfer <a href="mailto:ediffenderfer@ufl.edu">ediffenderfer@ufl.edu</a></td>
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Course|New for request 13427

Info

Request: AEC6XXX Thesis/Dissertation Proposal Development
Description of request: Creation of New Course
Submitter: Erica Diffenderfer ediffenderfer@ufl.edu
Created: 12/20/2018 10:39:30 AM
Form version: 2

Responses

Recommended Prefix AEC
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Thesis/Dissertation Proposal Development
Transcript Title Thes/Dissrt Prop Dev
Degree Type Graduate

Delivery Method(s) On-Campus
Co-Listing No
Co-Listing Explanation This course will not be jointly taught to undergraduate, graduate, and/or professional students
Effective Term Summer
Effective Year 2019
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3 hours and 45 minutes per week for the 12 weeks in the Summer C term (45 total contact hours)
Course Description This course is designed to assist students in the preparation of their thesis or dissertation research proposal. Students will submit an acceptable draft of the first three chapters of their thesis/dissertation proposal by the end of the course.
Prerequisites AEC 6767 or equivalent
Co-requisites There are no co-requisites.
Rationale and Placement in Curriculum This course is designed to support high quality thesis and dissertation research by guiding students through the proposal development process. A secondary objective is to help students stay on track toward degree completion. This course is specially designed for AEC students. Master’s degree students will have typically completed one year of their academic program prior to enrollment, and PhD students will enroll at the end of the second year in their degree program.
Course Objectives The objectives of the course, as outlined in the course syllabus, are as follows:
1. Describe the research process;
2. Outline the elements of a thesis/dissertation;
3. Use library resources to develop the thesis/dissertation proposal;
4. Effectively work with the academic advisor and graduate committee;
5. Develop and follow an appropriate timeline for completion of the thesis/dissertation;
6. Reduce/eliminate barriers that interfere with the development of a high-quality thesis/dissertation proposal;
7. Follow APA style in preparing the thesis/dissertation proposal;
8. Select a research topic of importance to the profession;
9. Write a narrative that presents a compelling need for their study;
10. Develop a clear and concise purpose statement, delineated by research objectives;
11. Identify and explain an appropriate theory base for the research;
12. Develop a conceptual model relevant to the research;
13. Prepare a comprehensive review of the empirical literature related to the research topic;
14. Describe in detail the procedures to be used for the study;
15. Prepare for the successful defense of the thesis/dissertation proposal; and
16. Prepare a complete IRB submission for the research project.


**Weekly Schedule of Topics** May 14: Syllabus review; Preliminary PowerPoint Presentations

May 16: Preliminary PowerPoint Presentations; Completion of the Personal Resilience Questionnaire (prior to class); Text reading: Chapters 1, 6

May 21: Expectations for thesis/dissertation research; Working with your academic advisor and graduate committee; Getting organized / managing time and priorities; Text reading: Chapters 2, 5, 6

May 23: Selecting a research topic and problem; Elements of and decision making for Chapter 1 of your T/D; Text reading: Chapters 4, 7, 8

May 28: Literature search strategies – Melody Royster, Marston Science Library Outreach Librarian for Agricultural Sciences (meet in Room 136 Marston Science Library); Text reading: Chapter 9

May 30: Tips from a recent graduate; Elements of Chapter 1 – guidelines and purposes; Review of thesis/dissertation samples; Academic writing style; Text reading: Chapter 7

June 4: Tips from a recent graduate; Further discussion of Chapter 1 elements; Chapter 1 first draft due

June 6: Strengthening your personal resilience; Questions and discussion on Chapter 1

June 11: Electronic submission of theses and dissertations- Ken Booth, Applications Support Manager (download the ETD template to your laptop computer and bring it to class - http://helpdesk.ufl.edu/application-support-center/etd-technical-support/); Discussion of feedback on Chapter 1 first draft

June 13: Elements of and decision making for Chapter 2; Conceptual models

June 18: Conducting a literature review; More on conceptual models; identifying a theory base for your research; Text reading: Chapter 9; Chapter 1 second draft due

June 20: Examination of thesis/dissertation samples; Progress reports and questions; Discussion of feedback on Chapter 1 second drafts; Reflective journal due

June 25, 27: NO CLASS – SUMMER BREAK

July 2: Elements of and decision making for Chapter 3; Design considerations; Text reading: Chapter 10

----- Chapter 2 first draft due July 3 ----- 

July 4: NO CLASS - HOLIDAY

Instrumentation / reliability; Data analysis decisions / Table of specifications 

July 9: Discussion of feedback on Chapter 2 first draft

July 11: Progress check – the essential eight; Discussion and questions on Chapters 1-2; Ethics in research; Text reading: Chapter 3

July 16: Questions and discussion on Chapter 3; Progress reports, group consideration of elements, questions; Chapter 2 second draft due
July 18: Questions and further discussion of Chapter 3

July 23: Discussion of feedback on Chapter 2 second drafts; Securing IRB approval; Text reading: Chapter 11

July 25: Preparing for the thesis/dissertation proposal defense; Chapter 3 first draft due

July 30: Discussion of feedback on Chapter 3 first drafts; Publishing your thesis/dissertation

August 1: Final PowerPoint Presentations; Reflective Journal due

August 6: Final PowerPoint Presentations

----- Chapter 3 second draft due August 7 -----

August 8: Questions, Final thoughts

**Links and Policies**

Class Attendance and Make-up Assignments
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

UF Grading Policies
Information on current UF grading policies may be found at: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Online UF Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course by completing the online evaluation 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/results/.

Academic Honesty
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism
Students are required to obtain an originality report by submitting the first draft of each thesis/dissertation chapter to Turnitin, an online plagiarism service made available by UF and located at https://elearning.ufl.edu/supported-services/turnitin/. Dr. O. will provide instructions on how to submit chapter drafts to this site. Submissions to Turnitin will be due the same day the first draft of each chapter is due.

Campus Health and Wellness Resources
U Matter, We Care: If you or a friend is in distress, please send a message to umatter@ufl.edu or call 352-392-1575 so a team member can contact you or your friend.

Counseling and Wellness Center: https://counseling.ufl.edu/, 392-1575

Sexual Assault Recovery Services (SARS) – Student Health Care Center, 392-1161

University Police Department, 392-1111 (or 911 for emergencies). http://www.police.ufl.edu/

Campus Academic Resources
e-learning technical support: call 352-392-4357 (select option 2) or send an e-mail to learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Connections Center, Reitz Union: call 392-1601. For career assistance and counseling go to https://career.ufl.edu/.

Library Support: go to http://cms.uflib.ufl.edu/ask. This site provides information on various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall: For general study skills and tutoring call 392-2010 or 392-6420 or go to http://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall: For help in brainstorming, formatting, and writing papers call 846-1138 or go to http://writing.ufl.edu/writing-studio/.

Student Complaints On-Campus: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.


Accommodations for Students with Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Grading Scheme
A total of 1,000 points can be earned in the course. Plus and minus grades will be used, as follows: 931 and above = A, 900-930 = A-, 871-899 = B+, 831-870 = B, 800-830 = B-, and so on. Chapter drafts must be submitted to the instructor via email (ewo@ufl.edu) as an MSWord attachment using standard font and margins and following ETD formatting. Assignments must be received by midnight on the due date to avoid penalty. Late assignments will be penalized five points for each business day they are submitted past the due date up to a 20-point deduction. Only the first drafts of each chapter are subject to penalty for late submission. Assignments submitted on time will typically be returned within one week. The schedule below is designed to keep you on track toward writing full drafts of the first three chapters of your thesis/dissertation by the end of the summer term. If you get behind on Chapters 1 or 2, development of the remaining chapters(s) will be delayed and may prevent you from meeting the course goal of having a draft of your full proposal (Chapters 1-3) completed by the last class session. Students will receive a copy of the scoring rubrics during the first week of class. The following points are allocated to each assignment:

Chapter 1
Draft One: 75; Due Date: June 4
Draft Two: 150; Due Date: June 18

Chapter 2
Draft One: 100; Due Date: July 3
Draft Two: 200; Due Date: July 16

Chapter 3
Draft One: 75; Due Date: July 25
Draft Two: 150; Due Date: August 7

Preliminary PowerPoint Presentation – 50 points. Up to 10 minutes will be allowed for this presentation, plus three minutes for questions and discussion. Your presentation should include the following elements: title, what is known about this topic, current knowledge gap, need for the study, problem statement, how the study aligns with national research priorities, why this study intrigues you, purpose of the study, research objectives, research design/methods, independent and dependent variables (if applicable), data source(s), data analysis, and expected outcomes. Be succinct in your presentation of each of these elements by using a bulleted format for your slides. Give Dr. O. a hard
copy of your slides (2 slides per page) the day you give your presentation. Due May 14 or 16

Reflective journal - 100 points. This journal should include brief entries made within 24 hours of each weekly meeting with your academic advisor. For each entry include (1) summary notes of the meeting, (2) reflective notes and observations, and (3) next steps in your thesis/dissertation development. Your journal should be submitted on the last class session before the summer break (it will be returned) and again at the end of the summer.
Due June 20 and August 6

Class participation - 50 points. A significant amount of class time will be devoted to the discussion of specific elements of the students' thesis/dissertation proposal chapters. In addition, a variety of handouts will be used to structure class discussions.

Final PowerPoint Presentation – 50 points. This presentation will be an updated and more complete version of your Preliminary PPT presentation. Add a slide to convey your theory base, another to show your conceptual model, and others, as needed. You will have 12 minutes for your presentation. Submit a hard copy of your PPT slides (2 slides per page) on the day you give your presentation. Due August 1 or 6 (your presentation will be scheduled in advance)

Instructor(s) Dr. Ed Osborne
Syllabus
AEC 6932 – Thesis/Dissertation Proposal Development
2019 Summer Term

Instructor
Dr. Ed Osborne
Professor
Department of Agricultural Education and Communication
407 Rolfs Hall, University of Florida
352-273-2613
ewo@ufl.edu

Class Schedule
Tuesdays, Periods 2-3
Thursdays, Period 3
306 Rolfs Hall

Office Hours
Mondays 8:00-11:00 am

Course Description
This course is designed to assist students in the preparation of their thesis or dissertation research proposal. Students will submit an acceptable draft of the first three chapters of their thesis/dissertation proposal by the end of the course. (3 credits)

Prerequisites
MS (thesis option) and PhD degree students enrolled in their first or second summer term, respectively (based on an August degree start date). Prerequisite: AEC 6767 or equivalent course.

General Course Objectives
Upon completion of the course students should be able to:
1. Describe the research process;
2. Outline the elements of a thesis/dissertation;
3. Use library resources to develop their proposal;
4. Effectively work with their academic advisor and graduate committee;
5. Develop and follow an appropriate timeline for completion of their thesis/dissertation;
6. Reduce/eliminate barriers that interfere with the development of a high-quality thesis/dissertation proposal;
7. Follow APA style in preparing the thesis/dissertation proposal;
8. Select a research topic of importance to the profession;
9. Write a narrative that presents a compelling need for their study;
10. Develop a clear and concise purpose statement, delineated by research objectives;
11. Identify and explain an appropriate theory base for their research;
12. Develop a conceptual model relevant to their research;
13. Prepare a comprehensive review of the empirical literature related to their topic;
14. Describe in detail the procedures to be used for their study;
15. Prepare for the successful defense of their thesis/dissertation proposal; and
16. Prepare a complete IRB submission for their research project.

Required Text
Assignments and Grading
A total of 1,000 points can be earned in the course. Plus and minus grades will be used, as follows: 931 and above = A, 900-930 = A-, 871-899 = B+, 831-870 = B, 800-830 = B-, and so on. Chapter drafts must be submitted to the instructor via email (ewo@ufl.edu) as an MSWord attachment using standard font and margins and following ETD formatting. Assignments must be received by midnight on the due date to avoid penalty. Late assignments will be penalized five points for each business day they are submitted past the due date up to a 20-point deduction. Only the first drafts of each chapter are subject to penalty for late submission. Assignments submitted on time will typically be returned within one week. The schedule below is designed to keep you on track toward writing full drafts of the first three chapters of your thesis/dissertation by the end of the summer term. If you get behind on Chapters 1 or 2, development of the remaining chapter(s) will be delayed and may prevent you from meeting the course goal of having a draft of your full proposal (Chapters 1-3) completed by the last class session. Students will receive a copy of the scoring rubrics during the first week of class. The following points are allocated to each assignment:

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<th>Chapter</th>
<th>Draft One</th>
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<th>Draft Two</th>
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<td>Chapter 3</td>
<td>75</td>
<td>July 25</td>
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Preliminary PowerPoint Presentation – 50 points. Up to 10 minutes will be allowed for this presentation, plus three minutes for questions and discussion. Your presentation should include the following elements: title, what is known about this topic, current knowledge gap, need for the study, problem statement, how the study aligns with national research priorities, why this study intrigues you, purpose of the study, research objectives, research design/methods, independent and dependent variables (if applicable), data source(s), data analysis, and expected outcomes. Be succinct in your presentation of each of these elements by using a bulleted format for your slides. Give Dr. O. a hard copy of your slides (2 slides per page) the day you give your presentation. Due May 14 or 16

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Class participation - 50 points. A significant amount of class time will be devoted to the discussion of specific elements of the students’ thesis/dissertation proposal chapters. In addition, a variety of handouts will be used to structure class discussions.

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UF Grading Policies
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Plagiarism
Students are required to obtain an originality report by submitting the first draft of each thesis/dissertation chapter to Turnitin, an online plagiarism service made available by UF and located at https://elearning.ufl.edu/supported-services/turnitin/. Dr. O. will provide instructions on how to submit chapter drafts to this site. Submissions to Turnitin will be due the same day the first draft of each chapter is due.

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Sexual Assault Recovery Services (SARS) – Student Health Care Center, 392-1161

University Police Department, 392-1111 (or 911 for emergencies).
http://www.police.ufl.edu/
Campus Academic Resources

e-learning technical support: call 352-392-4357 (select option 2) or send an e-mail to
learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Connections Center, Reitz Union: call 392-1601. For career assistance and
counseling go to https://career.ufl.edu/.

Library Support: go to http://cms.uflib.ufl.edu/ask. This site provides information on
various ways to receive assistance with respect to using the libraries or finding
resources.

Teaching Center, Broward Hall: For general study skills and tutoring call 392-2010 or
392-6420 or go to http://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall: For help in brainstorming, formatting, and writing
papers call 846-1138 or go to http://writing.ufl.edu/writing-studio/.

Student Complaints On-Campus: https://sccr.dso.ufl.edu/policies/student-honor-code-
student-conduct-code/.


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appropriate documentation. Once registered, students will receive an accommodation
letter, which must be presented to the instructor when requesting accommodation. Students
with disabilities should follow this procedure as early as possible in the semester.

Session                  Topics
May 14                   Syllabus review
                         Preliminary PowerPoint Presentations

May 16                   Preliminary PowerPoint Presentations
                         Completion of the Personal Resilience Questionnaire (prior to class)
                         Text reading: Chapters 1, 6

May 21                   Expectations for thesis/dissertation research
                         Working with your academic advisor and graduate committee
                         Getting organized / managing time and priorities
                         Text reading: Chapters 2, 5, 6

May 23                   Selecting a research topic and problem
                         Elements of and decision making for Chapter 1 of your T/D
                         Text reading: Chapters 4, 7, 8

May 28                   Literature search strategies – Melody Royster, Marston Science Library
                         Outreach Librarian for Agricultural Sciences
                         (meet in Room 136 Marston Science Library)
                         Text reading: Chapter 9

May 30                   Tips from a recent graduate
                         Elements of Chapter 1 – guidelines and purposes
                         Review of thesis/dissertation samples
                         Academic writing style
                         Text reading: Chapter 7

June 4                   Tips from a recent graduate
                         Further discussion of Chapter 1 elements
                         **Chapter 1 first draft due**

June 6                   Strengthening your personal resilience
                         Questions and discussion on Chapter 1

June 11                  Electronic submission of theses and dissertations
                         Ken Booth, Applications Support Manager
                         (download the ETD template to your laptop computer and bring it to class - http://helpdesk.ufl.edu/application-support-center/etd-technical-support/)
                         Discussion of feedback on Chapter 1 first draft

June 13                  Elements of and decision making for Chapter 2
                         Conceptual models

June 18                  Conducting a literature review
                         More on conceptual models; identifying a theory base for your research
                         Text reading: Chapter 9
                         **Chapter 1 second draft due**
June 20
Examination of thesis/dissertation samples
Progress reports and questions
Discussion of feedback on Chapter 1 second drafts
Reflective journal due

June 25, 27
NO CLASS – SUMMER BREAK

July 2
Elements of and decision making for Chapter 3
Design considerations
Text reading: Chapter 10

----- Chapter 2 first draft due July 3 -----

July 4
NO CLASS - HOLIDAY

Instrumentation / reliability
Data analysis decisions / Table of specifications

July 9
Discussion of feedback on Chapter 2 first draft

July 11
Progress check – the essential eight
Discussion and questions on Chapters 1-2
Ethics in research
Text reading: Chapter 3

July 16
Questions and discussion on Chapter 3
Progress reports, group consideration of elements, questions
Chapter 2 second draft due

July 18
Questions and further discussion of Chapter 3

July 23
Discussion of feedback on Chapter 2 second drafts
Securing IRB approval
Text reading: Chapter 11

July 25
Preparing for the thesis/dissertation proposal defense
Chapter 3 first draft due

July 30
Discussion of feedback on Chapter 3 first drafts
Publishing your thesis/dissertation

August 1
Final PowerPoint Presentations
Reflective Journal due

August 6
Final PowerPoint Presentations

----- Chapter 3 second draft due August 7 -----

August 8
Questions, Final thoughts
# Cover Sheet: Request 12888

**new graduate course** US Wildlife Law, Policy, & Ethics

## Info

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<tr>
<td>Submitter</td>
<td>Jason Byrd</td>
<td><a href="mailto:jhbyrd@ufl.edu">jhbyrd@ufl.edu</a></td>
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## Actions

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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

No document changes
Course|New for request 12888

Info
Request: new graduate course US Wildlife Law, Policy, & Ethics
Description of request: Create new graduate course focusing on US wildlife laws, policies, and ethics.
Submitter: Jason Byrd jhbyrd@ufl.edu
Created: 8/1/2018 10:03:09 AM
Form version: 1

Responses
Recommended Prefix WIS
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Introduction to U.S. Wildlife Law, Policy & Ethics
Transcript Title US Wildlife Law & Pol
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No
Co-Listing Explanation No co-listing
Effective Term Earliest Available
Effective Year 2019
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/I/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3

Course Description Upon successful completion of this course students will possess a thorough understanding of the U.S. legal system governing fish and wildlife conservation as it relates to wildlife management and will develop the skills necessary to analyze the complex stakeholder motivations affecting U.S. wildlife conservation policies from multiple perspectives.

Prerequisites None
Co-requisites None

Rationale and Placement in Curriculum The current wildlife conservation and law course attempts to cover both domestic and international law. Due to the volume of information in both areas of wildlife law, the current course will be refocused on international law and this new course will focus on domestic wildlife laws, policy, and ethics.

Course Objectives 1. Demonstrate an ability to review, decipher and discuss primary sources, including statutes and cases relevant to the course topics.
2. Explain the Constitutional framework, levels of government and forms of law, the courts' role in resolving conflicts and the potential barriers to bringing cases and requesting relief on behalf of wildlife.
3. Articulate traditional and contemporary approaches to wildlife management in the United States, including the North American Model and the public trust doctrine, and apply ethical frameworks for identifying and analyzing related ethical concerns.
4. Describe key U.S. treatises, federal statutes and agencies involved in the conservation of fish and wildlife, protection of endangered species and the public's role in affecting policy formulation, implementation and government accountability.
5. Demonstrate critical thinking and analysis skills in discussions of the goals, objectives, strengths and weaknesses of existing statutes, non-governmental recommendations and the role of NEPA environmental impact assessments for affecting positive changes in endangered and threatened species protection.
6. Identify and analyze tensions between stakeholder interests, differentiating between ethical, cultural, societal and other contextual perspectives in resolving controversies associated with protection of endangered species and habitats.

7. Apply their learning in their field of study or in their professional/personal interests.

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

Text: There are NO required texts for this course. Readings and other information media from relevant sources will be provided on the course website.

Texts frequently used throughout the course instruction include:


Websites frequently used:

- https://ecos.fws.gov/ecp/
- https://www.endangeredspecieslawandpolicy.com/

**Weekly Schedule of Topics**

Week 1: Overview and Intro
Week 2. Variations of Use, Ethics.
Week 3. Case studies
Week 4. Acquiring property in wildlife
Week 5. Public trust
Week 6. Treatise rights
Week 7. Fish and Game Agencies
Week 8. The Lacey Act
Week 9. Break
Week 10. CITES
Week 11. Climate change
Week 12. US wildlife special topics.
Week 13. Citizen Power
Week 14. Course review.

**Links and Policies**

No additional policies.

**Grading Scheme**

Grading Breakdown:

Midterm Exam: 70 points (7%)  
Final Exam: 70 points (7%)  
Discussion Question (3): DB1 = 4; DB2 = 6; DB7 = 15 points. Total Discussion = 25 points (3%)

Ethical Analysis Papers (3): 30 points each = 90 points (9%)

Think about It papers (5): 15 points each = 75 points (8%)

Projects (3): Project #1 = 270 points; Project #2 = 150 points; Project #3 = 200 points.

Total Project = 620 points (66%)

Total for the Course: 950 points/100%

Grades will be assigned as follows:

100-93.4% A  
93.3-90.0% A-  
89.9-86.7% B+  
86.6-83.4% B  
83.3-80.0% B-  
79.9-76.7% C+  
76.6-73.4% C  
73.3-70.0% C-  
69.9-66.7% D+  
66.6-63.4% D  
63.3-60.0% D-
<59.9% and below = E

Instructor(s) Charis Nick-Torok, MS, Esq.
Introduction to U.S. Wildlife Law, Policy & Ethics
WIS-6XXX
Course Syllabus

Instructor: Charis Nick-Torok, MS, Esq.

Office hours: (remote): There are no set office hours. Please contact the instructor via email within the CANVAS course with any concerns, general issues or to schedule a phone or online chat appointment if necessary. Responses will be provided within 24-48 hours.

Email: (UF email is pending adjunct faculty appointment which is pending for approval of this course)

Phone: 352-294-4091

Website: www.forensicscience.ufl.edu

Text: There are NO required texts for this course. Readings and other information media from relevant sources will be provided on the course website.

Texts frequently used throughout the course instruction are listed below, but the list may change as updates become available: Students will be notified of any major changes at the beginning of the semester:


Websites frequently used:
- https://ecos.fws.gov/ecp/
- https://www.endangeredspecieslawandpolicy.com/

Course Description:
Upon successful completion of this course students will possess a thorough understanding of the U.S. legal system governing fish and wildlife conservation as it relates to wildlife management and will develop the skills necessary to analyze the complex stakeholder motivations affecting U.S. wildlife conservation policies from multiple perspectives.

Course Structure:
The course is divided into three parts. Part one provides a robust overview of the history and evolving nature of U.S. fish and wildlife conservation law and the associated legal and regulatory systems in general. Students will gain awareness of key agencies governing wildlife conservation management and a basic understanding of the rule-making process. Additionally, students will acquire basic skills for reading and deciphering primary sources such as case law and statutes. Key ethical theories regarding wildlife and animals in general will be introduced and an ethics’ framework for analysis provided.

Part two will explore specific concepts, laws and oversight of fish and wildlife conservation and management in the United States. Topics include but are not limited to wildlife as public and private property; limits on capture and ownership; relationships between state; federal; tribal and foreign governments; hunting and trapping; inland fisheries; state authority over gaming laws; and key laws and treaties affecting U.S. wildlife trade and enforcement measures. Intense focus will be paid to understanding the laws, legal mechanisms and requirements for classifying and protecting threatened or endangered species under the Endangered Species Act. Additional focus will be on marine mammals, wild horses and burros, the national park systems and other critical habitats, and the expanding role of science and environmental law in influencing protection decisions.

Part three of the course expands upon the knowledge gained in the previous two parts and provides opportunities to analyze and assess contemporary and controversial wildlife conservation and management concerns. Examples include, captive wildlife, restoration ecology versus reintroduction of individual species, game ranching, illegal wildlife trade and exotics, impact of feral animals on native wildlife, among others. New approaches to wildlife conservation law are explored, including the inclusion of non-law related disciplines in assessing resolutions, acknowledging the critical role NGO’s, education, and citizen advocacy to inform and shape fish and wildlife conservation management laws.

**Primary Course Objectives:**

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

1. Demonstrate an ability to review, decipher and discuss primary sources, including statutes and cases relevant to the course topics.

2. Explain the Constitutional framework, levels of government and forms of law, the courts’ role in resolving conflicts and the potential barriers to bringing cases and requesting relief on behalf of wildlife.

3. Articulate traditional and contemporary approaches to wildlife management in the United States, including the North American Model and the public trust doctrine, and apply ethical frameworks for identifying and analyzing related ethical concerns.

4. Describe key U.S. treatises, federal statutes and agencies involved in the conservation of fish and wildlife, protection of endangered species and the publics’ role in affecting policy formulation, implementation and government accountability.
5. Demonstrate critical thinking and analysis skills in discussions of the goals, objectives, strengths and weaknesses of existing statutes, non-governmental recommendations and the role of environmental conservation efforts for affecting positive changes in wildlife protection.

6. Identify and analyze tensions between stakeholder interests, differentiating between ethical, cultural, societal and other contextual perspectives in resolving controversies associated with protection of endangered species and habitats.

7. Apply their learning in their field of study or in their professional/personal interests.

Course Topics and Assignment Schedule:
Each module will generally follow the same structure when introducing the material: a statement of the issues, the related laws, the historic context for the laws, the stakeholders affected, specific cases and examples and a starting point for ethical evaluation of the law and outcomes.

The goal is to assist the student with gaining the critical thinking skills and confidence necessary for identifying and analyzing the strengths, weaknesses and disparities between a law’s stated objectives and demonstrated consequences. Ethical analysis is included in each module to provide students practice analyzing problems and solutions through an ethical lens.

*THE SYLLBUS TOPICS AND ORDER OF ARRANGEMENT ARE SUBJECT TO CHANGE*
<table>
<thead>
<tr>
<th>MODULE</th>
<th>PRIMARY TOPIC</th>
<th>ASSIGNMENT</th>
<th>PTS</th>
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</thead>
<tbody>
<tr>
<td>Module 1: (WEEK 1)</td>
<td><strong>Overview &amp; Introductions</strong></td>
<td><strong>M1DB #1:</strong></td>
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<td></td>
<td>- Course goals and objectives, E-learning tools, structure and flow of the</td>
<td>Introduce yourself!</td>
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<td>course, assignments, expectations</td>
<td>Respond to 2 Classmates</td>
<td>(1)</td>
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<td></td>
<td><strong>Check Your Toolkit</strong></td>
<td><strong>M1DB #2:</strong></td>
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<td></td>
<td>- Critical Thinking</td>
<td>Fun Logical Fallacies</td>
<td>(5)</td>
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<td>- Informed vs. informal opinion</td>
<td>Respond to 2 classmates</td>
<td>(2)</td>
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<td></td>
<td>- Common logical fallacies</td>
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<td></td>
<td>- Basic Taxonomy</td>
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<td></td>
<td><strong>We Begin: laying the Foundation for U.S. Perspectives</strong></td>
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<td></td>
<td>- What is and isn’t “Wildlife” in the U.S.?</td>
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<td>- What is “law?”</td>
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<td>- What are the historic and evolving goals and objectives of U.S. wildlife</td>
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# COURSE TOPICS AND ASSIGNMENT SCHEDULE

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<tr>
<td>MODULE 2: (Week 2)</td>
<td><strong>Variations of Use</strong>&lt;br&gt;- Human Survival (basic needs; medicinal; economics; research, etc.)&lt;br&gt;- Cultural&lt;br&gt;- Religious&lt;br&gt;- Muse (entertainment, status, human-animal bonds, animal therapy, etc.)&lt;br&gt;&lt;br&gt;<strong>The Ethical Dimension</strong>&lt;br&gt;- Introduction to some key ethical theories and principles often used to explain our perception of wildlife and justify our actions, including: Deontology, Anthropocentrism, extrinsic value, Utilitarianism, inherent value and animal welfare, intrinsic value and animal rights, others&lt;br&gt;- Ethical frameworks for analyzing complex scenarios involving wildlife&lt;br&gt;&lt;br&gt;<strong>Wildlife Exploitation and the Evolution of U.S. Wildlife Conservation theories &amp; perspectives</strong></td>
<td><strong>M2: Ethical Analysis Essay #1</strong>&lt;br&gt;TOPIC: “The Elephant in the Livingroom”</td>
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<td>MODULE 3</td>
<td>Reading cases &amp; statutes – the Rosetta Stone</td>
<td>M3 DISCUSSION BOARD#3 Topic: TBD Response to two classmates</td>
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<td>(Week 3)</td>
<td>Constitutional Framework</td>
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<td>U.S. Law</td>
<td>Levels of Government</td>
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<td>Overview – the Basics</td>
<td>Forms of Law</td>
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<td></td>
<td>- Review: How does a bill become a law?</td>
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<td>Judicial review</td>
<td>- Requirements</td>
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<td></td>
<td>- Barriers</td>
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<td>MODULE 4</td>
<td>Acquiring Property in Wildlife</td>
<td>M4: &quot;DISCUSSION BOARD#4” Topic: Animal Welfare &amp; the future of hunting Respond to two classmates</td>
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<td>(Week 4)</td>
<td>- Allocation of rights to wildlife</td>
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<td>Private Interests in Wildlife &amp; Land</td>
<td>- The right to hunt</td>
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<td>- Limits on power to capture &amp; ownership</td>
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<td>- Game Ranchers</td>
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<td>Wildlife &amp; Private Property in Land</td>
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<td></td>
<td>- Capture on private land</td>
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<td>- Hunting easements</td>
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<td>- Trespass, nuisance &amp; negligence</td>
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<td>- Damage caused by wildlife</td>
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<td>The Public Trust Doctrine</td>
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<td>State Property &amp; Sovereign Powers to Protect Wildlife</td>
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<td>Affirmative Federal Power over Wildlife</td>
<td>Response to two classmates</td>
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<td>Federal Constitutional Limits on State Powers</td>
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<td>Wildlife on Federal Lands</td>
<td><strong>Project #1, “Lobby Day!” opens.</strong></td>
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<td>Part I &amp; II are due by the end of Week 8</td>
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<td>The Third Sovereign – Treatise Rights</td>
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<td>General Principles</td>
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<td>Dissimilar Rights</td>
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<td>Limitations on State Powers</td>
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<td>Federal Power to limit Treaty rights</td>
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<td>State Regulatory Powers</td>
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<td>Tribes as Wildlife Managers</td>
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## COURSE TOPICS AND ASSIGNMENT SCHEDULE

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| MODULE 7 | Fish & Game Agencies  
- Limits of Authority  
- Rule Making Process  
- Common Challenges to Regulations  
- Procedural Misconduct  
- U.S. Wildlife Services – special mention  
**Hunting**  
- Defining wrongful conduct  
- Challenges to prosecuting wrongful conduct  
- Fairness v.s. enforceability  
**Limits on Law Enforcement**  
**Harmful Wildlife**  
- Personal injury  
- Property Damage  
- Government Liability | M7: DISCUSSION BOARD #7  
“TBD”  
Response to two classmates | (8) |
| MODULE 8 | The Lacey Act  
Migratory Bird Treaty Act of 1918  
Bald and Golden Eagle Protection Act  
Wild Free-Roaming Horses & Burros Act  
Federal Aid in Wildlife Restoration Act  
(16 USC 669-669i; 50 Stat 917) - 1937 | Project #1: LOBBY DAY!!!  
Parts I & II are due  
**Mid-Term** | (70) |
| (Week 8) Federal Wildlife Laws:  
The Power of “Lacey” and specific Bird and Terrestrial Species Protections | | |
<p>| Week 9 | No Lecture | | |
| MID-TERM BREAK | | | |</p>
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<td>Marine Mammal Protection Act</td>
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<td>Non indigenous Aquatic Nuisance Prevention and Control Act of 1990</td>
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<td><strong>MODULE 10</strong> (2 weeks) (Week 11 &amp; 12)</td>
<td>CITES – Brief Overview</td>
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<td>The Endangered Species Act – Introduction Specific Sections - Section 4 - Section 7 - Section 9 - Section 11</td>
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<td>Assessing the ESA (strengths/weaknesses)</td>
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<td>The Future of the ESA</td>
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<td><strong>MODULE 11</strong> (Week 13)</td>
<td>Wildlife Refuges National Park System</td>
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<td>Multiple -use lands of the National Forest Service &amp; Bureau of Land Management National Forest Service National Environmental Policy Act</td>
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<td>Federal regulatory Protection of Habitat</td>
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<td>M9: “ DISCUSSION BOARD#8 Respond to two classmates</td>
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<td>Topic: Northern Right Whale</td>
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<td>Project #1: “LOBBY DAY” Part III is due</td>
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<td>Project #2 – “4-d Petition” opens (due at the end of week 13)</td>
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<tr>
<td>Project #3 – “Spread the Word!” opens. (Part I &amp; II due at the end of week 15, Part III due by the end of week 16)</td>
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<td>M11: “ DISCUSSION BOARD#9” Topic: TBD Respond to two classmates</td>
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<tbody>
<tr>
<td>Module 12&lt;br&gt;(Week 14)</td>
<td><strong>U.S. Wildlife Special Topics:</strong>&lt;br&gt;- Captive wildlife&lt;br&gt;- Roadside Zoos&lt;br&gt;- Research&lt;br&gt;- Nuisance Predators (coyotes, wolves)&lt;br&gt;- Wildlife Management methods&lt;br&gt;- Animals in Entertainment&lt;br&gt;- Animals in documentaries&lt;br&gt;-</td>
<td>M12: “Ethical Analysis Essay #2”&lt;br&gt;Topic: TBD</td>
<td>(30)</td>
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<tr>
<td>Module 13&lt;br&gt;(Week 15)</td>
<td><strong>Citizen Power!</strong>&lt;br&gt;- What is advocacy&lt;br&gt;- What is lobbying?&lt;br&gt;- The Federal Register &amp; Comment Periods (revisited)&lt;br&gt;- Contact representatives&lt;br&gt;- Educate others&lt;br&gt;- Attend lobby days&lt;br&gt;- ...&lt;br&gt;&lt;br&gt;<strong>New Approaches to Wildlife law &amp; Conservation</strong>&lt;br&gt;- Social science &amp; 2nd Wave Animal Law&lt;br&gt;- The role &amp; Effectiveness of NGO’s&lt;br&gt;-</td>
<td>Project #3, <em>“Spread the Word!”</em>&lt;br&gt;Part I &amp; II due.&lt;br&gt;Part III due by the end of week 16.</td>
<td></td>
</tr>
<tr>
<td>Module 14&lt;br&gt;(Week 16)</td>
<td>Course Wrap Up</td>
<td>Final Exam&lt;br&gt;Project #3, <em>“Spread the Word!”</em>&lt;br&gt;Part III (Responses)</td>
<td>(80)</td>
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</table>

**Grading:**

**Exams:** Mid-Term = 70 pts; Final = 80 pts

The Mid-Term and the Final Exam are designed to assess your engagement with fundamental fact-based concepts and promote critical thinking via essays of the more esoteric concerns. The exams are timed (three hours each) and consist of 25 questions(mid-term) & 30 questions (final) worth two points each, and two short essays each worth 10 points. The exams will open on a Monday morning (EST) and be due by 11:59 PM EST the following Sunday.
To provide you the best opportunity to learn the material, remove the stress of uncertainty and ace the exams, you will be provided an exam preparation packet in Module 1. The packet consists of 60 unanswered questions (multiple choice, matching, fill-in the blank type questions and four short essay questions). Two of the essays relate to the first half of the course, and the 2nd set relate to the final half of the course.

Completing the packet is **OPTIONAL** and there are **no points** for doing so, but it is **strongly** recommended as **ALL OF THE EXAM QUESTIONS WILL COME FROM THE PACKET—NO SUPRISES!** For the essays, if you fill them out ahead of time, you can simply cut/paste your answers into the exam.

You can work together on the packets using the “STARS & STRIPES CAFE” forum on the course website to exchange questions and ideas. Uploading documents will be disabled, but otherwise, feel free to discuss.

** Exams are timed. See above notes in the Exam section.

**MAKE UP EXAMS WILL NOT BE GIVEN UNLESS ARRANGEMENTS ARE MADE PRIOR TO THE EXAM DATE AND ONLY ON A CASE-BY-CASE BASIS—THERE IS NO GUARANTEED THAT THE EXAM DATE WILL BE EXTENDED IN THE EVENT OF AN EMERGENCY AND YOU ARE UNABLE TO TAKE THE EXAM ON THE DATE IT IS ADMINISTERED TO THE CLASS, A DOCTOR’S NOTE MUST BE PROVIDED IN ORDER TO BE ABLE TO TAKE THE EXAM AFTER THE DUE DATE.

**Other Assignments:**

Each module will have any of the following: Discussion Questions (10 points); Ethical Analysis Essays (30 points)

 disciplined Board Questions require posting and participation. The posts should be no longer than 200 to 300 words. Points are awarded for the quality of the initial post. Three points are awarded for responding substantively to two classmate’s posts.

Discussion Board questions will open on Monday morning (EST) of the corresponding lecture material. Initial responses to discussion questions or submissions of the short papers will be due by 11:59 PM EST the following Sunday. Peer responses must be posted by 11:59 PM EST the following Monday. The discussions will remain open for the duration of the semester, but you must post at least one response by the following Sunday to receive credit, and you MUST POST AT LEAST ONE RESPONSE TO A PEER’S POSTING by the following Monday.
Ethical Analysis Essays (2) apply the ethical analysis framework to a question prompt to develop a response. The papers are more formal than a post but short – no more than 400-500 words. Citations are required and the paper is submitted to the Dropbox. “Ethical Analysis Papers” will open on Monday morning (EST) of the corresponding lecture material and are due by 11:59 PM EST the following Sunday.

PROJECTS:
The instructions below may be subject to minor revisions. Details for the projects will be available when the assignment opens. No point values will be altered. The projects span multiple weeks, so keep an eye on due dates.

** Each project or assignment will have an accompanying rubric explaining the breakdown of how the points are to be distributed.

Project #1 – LOBBY DAY! (275 pts)

Part I: 150
Part II: 100
Part III: 25
(3 weeks)

- Theory to practice—lobbying for change:
  Part I: Students will search for a pending federal or state bill (using Government.Gov for federal legislation, or their state legislative websites) regarding a specific wildlife species or wildlife issue of interest to them. In anticipation of “Lobby Day,” they will develop a lobbying “fact sheet” (2 pages based upon a template) regarding the bill and the concern. The fact sheet should be presentation-style, i.e. with a picture and ease of readability.

  Part II: Lobby Day! Each student will post their formatted fact sheet for a “Legislator’s” review. Additionally, the student will include a 2-4-minute recorded message explaining their issue.

  Part III: Acting as a Legislator (state or federal depending on the post selected) students will select 1 classmates’ post and engage in informed discussion, asking relevant questions and providing a substantive reason why they will or will not support the bill. When selecting a lobbying post to respond to, students acting as legislators are encouraged to ensure that every students’ lobbying effort is addressed by at least one legislator

LOBBY DAY will take place at the end of Week 13

- PROJECT 2– ESA Citizen’s Petition (150)
  Team Project (2 weeks)

  Individual Grade: (75 points)
  Team Grade: (75 points)
Extra Credit: (5 points)

**Part I:** Students will sign up to assist one of three fictional NGO’s with creating a 4-d Petition. Each NGO is in the process of drafting their petition to either have a pre-selected species listed as endangered or threatened, a Distinct Population Segment defined, challenge the appropriate Secretary’s’ declassification of a species, or address another timely issue TBD. To the extent possible, the issues presented will represent real scenarios.

**Part II:** Working as a team for their chosen NGO, the students will draft a short (template provided) support paper that the NGO can include in its petition. After initial discussions, each team member will document their agreement to complete a portion of the template using the tracking feature. Team members can communicate within or outside the course. Each team member will submit a copy of the draft version (with the tracked features) to the dropbox for an individual grade. The final support paper (with tracking removed) will be posted on the DB.

NOTE: Members of other teams may comment on the final papers to earn extra credit.

Students are provided an individual grade for their contribution to the paper, and a team grade for the final document.

• **Project #3:** “Spreading the Word”(185 points)

  Part I = 100 points  
  Part II = 75 points  
  Part III = 10 points

**Part I:** Students will choose an animal of their choice from the ESA, a non-protected animal, an animal relate issue (i.e. captive wildlife) or a conservation topic of concern to them (i.e. plastic pollution in the oceans, habitat loss for a specific species, ) and write a one-page fact sheet based upon the template provided. The fact sheet should be posted to the drop box.

**EXTRA CREDIT OPTION:** Animals/issues from Project #2 may be used for Project #3. If you choose to pick a different animal/issue you will receive an extra 25 points for the project.

**Part II:** Based upon the animal or issue chosen, students will do one of the projects below, or upon my approval, may define another option. Students will post their project to the DB.

**Project Options:**

- Write a short poem about the animal that includes taxonomy, basic facts, range, habitat, threats and protections
- Write a short story for children (1-2 pages w//pictures) about your selected animal/topic, providing facts, habitat, threats and suggestions that children can do to support the animal
• Make up a poster with facts, information, suggestions for conservation, pictures, etc.
• Create a photo-book with 7-10 annotated pictures that describes the animal/issue, the threats to survival, population, interesting habits, etc.
• Create a brochure that provides a summary of the animal/issue, the laws governing its protection, threats and suggestions on ways to support its survival or promote the issue
• Create a short (3-5 minute) PowerPoint presentation about the animal or issue with a voice thread, including basic facts, threats, laws, etc.
• Other ideas may be posted in the instructions as they become available

PART III: Comment on two classmates’ projects

Late Policy:
I realize that we are all professionals and sometimes “Life Happens,” but I also know we are on a tight schedule with a lot of work to complete. Consequently, I will generally not grant credit for late discussion board posts unless we have communicated prior the due date and there are significant extenuating circumstances, or you have a doctor’s note. Extensions are not guaranteed--it is important to reach out sooner than later, so we can try to keep you on track. I will not accept late assignments without a doctor’s note.

Grading Breakdown:

- Midterm Exam: 70 points (7%)
- Final Exam: 80 points (8%)
- Discussion Questions (9); DB1 = 3; DB2 = 7; DB3-DB9 = 20 points each. Total Discussion Board Points = 150 (15%)
- Ethical Analysis Essays (2): 30 points each = 60 points (6%)
- Projects (3): Project #1 = 275 points; Project #2 = 150 points; Project #3 = 185 points.
  Total Projects = 610 points (63%)

Total Course Points: (970)/100%

Grades will be assigned as follows:
100-93.4% A
93.3-90.0% A-
89.9-86.7% B+
86.6-83.4% B
83.3-80.0% B-
79.9-76.7% C+
76.6-73.4% C
73.3-70.0% C-
69.9-66.7% D+
66.6-63.4% D
63.3-60.0% D-
<59.9% and below = E

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

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

This course is instructed online via the UF Canvas system. 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 will be considered plagiarism unless proper sources are cited. 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.

Required Equipment:
Computer with reliable, high speed internet access; your preferred web browser; video player with ability to play MP4 videos; speakers and/or headphones and working sound; PDF reader. For more information on hardware and software necessary to run Canvas, visit https://community.canvaslms.com/docs/DOC-2059 (Links to an external site.). Canvas offers mobile applications for both Apple (Links to an external site.) and Android (Links to an external site.) products. These apps may be downloaded in the respective app stores. Depending on the device and your equipment, not all Canvas features may be available on the app at this time. For more information on Canvas apps, visit https://community.canvaslms.com/docs/DOC-1542 (Links to an external site.).

Getting Started:
This course is instructed in Canvas. 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. 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 the UF Help Desk. 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:**
Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and
participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

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

**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 Canvas, 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.

**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 Canvas.
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:


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.

Academic Honesty
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/scrr/process/student-conduct-honor-code.

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 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 accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/
Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
  www.counseling.ufl.edu/cwc/
- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching
- U Matter We Care, www.ummatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

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.

Student Complaints:
- Online Course: http://www.distance.ufl.edu/student-complaint-process
# Cover Sheet: Request 12953

**Applied Wildlife Forensic Genetics**

### Info

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- No document changes
- College Pending CALS - College of Agricultural and Life Sciences

- 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

- No document changes
Course|New for request 12953

Info

Request: Applied Wildlife Forensic Genetics
Description of request: Add new course in the area of forensic wildlife genetics.
Submitter: Jason Byrd jhbyrd@ufl.edu
Created: 8/20/2018 7:56:23 PM
Form version: 1

Responses
Recommended Prefix WIS
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Applied Wildlife Forensic Genetics
Transcript Title App Wildlife Forn Gen
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No
Co-Listing Explanation None
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 This course will provide a understanding of forensic genetics applied to wildlife conservation. Topics include DNA distributions in populations, mechanisms for evolutionary change, Harvey-Weinberg and F-statistics, population genetics used in cases and to support conservation, genetic markers and statistical analysis, DNA use in crimes against endangered/threatened animals and plants.

Prerequisites VME 6573 Applications of DNA for Companion Animal and Wildlife Cases
Co-requisites None

Rationale and Placement in Curriculum This additional elective course in the area of wildlife forensic genetics will provide the student with a more in-depth background on the use of genetics in the forensic sciences to manage and combat wildlife crime.

Course Objectives Learning Objectives:

Terminal objective 1: Upon completion of Module 1, students will understand the mechanisms and requirements for the course, and the scope and relevance of the material to be covered.

Enabling objectives:
Students will be able to:
• Demonstrate the use of the discussion board by posting
• Describe the relationship between this course and previous courses, and analyze their own knowledge and experience relevant to the course

Terminal objective 2: Upon completion of Module 2, students will be able to explain basic concepts of population genetics and their relationship to and use in wildlife forensics.

Enabling objectives:
Students will be able to:
• Describe how DNA is naturally distributed among species, populations, and individuals
• Define the Hardy-Weinberg principle and list its assumptions
• Calculate F-statistics, given heterozygosity values
• Describe the ways that gene frequencies change in populations
• Discriminate among species, subspecies, populations, Evolutionarily Significant Units, and Management Units
  Analyze the use of population genetics in a wildlife forensics conservation case study

Terminal objective 3: Upon completion of Module 3, students will be able to choose appropriate molecular markers and statistical analyses for different wildlife forensics problems.
Enabling objectives:
Students will be able to:
• Distinguish among different molecular markers used in wildlife forensics
• Choose the appropriate statistics for analysis of wildlife forensic DNA for different scenarios.

Terminal objective 4: Upon completion of Module 4, students will be able to critically evaluate the use of wildlife forensic DNA in wildlife crimes and conservation.
Enabling objectives:
Students will be able to:
• Analyze case studies for appropriate use of population genetics and statistics
• Contrast different types of analyses in case studies according to their goals
• Discuss the uses of wildlife forensic genetics for different situations

Weekly Schedule of Topics Week 1  Module 1: Introduction and Overview.
  Week 2-6  Module 2: Population and Conservation genetics
  Week 7-11  Module 3: Statistics for Wildlife Forensic DNA
  Week 12-14  Module 4: Applications of Wildlife Forensic Genetics
  Week 15 Final self-evaluation

Links and Policies No additional links other than those at syllabus.ufl.edu
Grading Scheme Grading:
Students will be graded on six quizzes and two module exams, and seven assignments. The quizzes will account for 18%, assignments will account for 45%, module exams will account for 27%, and the final self-evaluation will account for 10% of the student’s final grade. Students will receive individual feedback on grades on assignments. The comments of the 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.

Description of module assessments:
Module 1: Online assignment with discussion
Module 2: 4 quizzes, 2 written assignments with discussion, 1 calculation assignment, module exam
Module 3: 2 quizzes, module exam
Module 4: 3 assignments with discussion

Course Assignments:
There will be 2 comprehensive module exams, 6 formative assessments in the form of quizzes and one practice calculation, 6 written discussion board questions, and a final reflective self-evaluation that will determine the student’s grade.

All written assignments must be completed in your own words. Cutting and pasting from the internet or class notes is not acceptable and may be considered to be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. When sending course assignments, include your name and please make sure your assignments are labeled clearly. Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

Points breakdown:
Module 1: Online discussion assignment (4 points for post, 2 points for discussion of posts by others) = 6 points
Module 2: 4 quizzes (3 points each), 3 assignments (6 points each), module exam (10 points) = 40 points
Module 3: 2 quizzes (3 points each), module exam (14 points) = 20 points
Module 4: 3 online discussion assignments (6 points for each assignment, 2 points for discussion of posts by others) = 24 points
Final evaluation: 10 points
Total Points: 100

Point Assignments:
Discussions = 6 discussions x 2 points each = 12 points total (12% of total)
Module quizzes = 6 quizzes x 3 points each = 18 points total (18% of total)
Written module assignments = 6 x 5 to 6 points each = 33 points total (33% of total)
Module 2 calculation assignment = 6 points = 6 points total (6% of total)
Module 2 exam = 10 points (10% of total)
Module 3 exam = 14 points (14% of total)
Final evaluation = 10 points (10% of total)

Total for the Course: 100 points

Grades will be assigned as follows:
100-93.4% A
93.3-90.0% A-
89.9-86.7% B+
86.6-83.4% B
83.3-80.0% B-
79.9-76.7% C+
76.6-73.4% C
73.3-70.0% C-
69.9-66.7% D+
66.6-63.4% D
63.3-60.0% D-
<59.9% and below = E

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

Instructor(s) Susan Walker, Ph.D.
### UCC: External Consultations

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Marta L. Wayne, Professor &amp; Chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
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</thead>
<tbody>
<tr>
<td>352-392-9925</td>
<td><a href="mailto:mlwayne@ufl.edu">mlwayne@ufl.edu</a></td>
</tr>
</tbody>
</table>

**Comments**

Re: WIS6XXX, Applied Wildlife Forensic Genetics
While there is some overlap with our courses, the overlap is not extensive and the focus of this class is sufficiently different such that we are happy to approve it.
Applied Wildlife Forensic Genetics
WIS - XXXX
Course Syllabus

Instructor: Susan Walker, Ph.D.

Office hours: Contact instructor by email.

Email: r.susan.walker@gmail.com

Phone:

Website: https://wildlife.forensics.med.ufl.edu/

Text (Required):


*Additional readings from relevant literature will be provided on the course website.

Prerequisite: Applications of DNA for Companion Animal and Wildlife Cases

Course Description:
This course builds upon material learned in the Forensic Genetics for Companion Animals and Wildlife course. This course will give the student a basic understanding of forensic genetics as it is applied to wildlife conservation. Topics will include how DNA is distributed in natural populations, mechanisms for evolutionary change in populations, the Harvey-Weinberg principle and F-statistics, how population genetics is used to solve forensics problems and support conservation, genetic markers used in forensics and their statistical analysis, and how DNA is used forensically to investigate crimes related to endangered and threatened animals and plants.

Learning Objectives:

Terminal objective 1: Upon completion of Module 1, students will understand the mechanisms and requirements for the course, and the scope and relevance of the material to be covered.

Enabling objectives:
Students will be able to:

- Demonstrate the use of the discussion board by posting
- Describe the relationship between this course and previous courses, and analyze their own knowledge and experience relevant to the course.

**Terminal objective 2:** Upon completion of Module 2, students will be able to explain basic concepts of population genetics and their relationship to and use in wildlife forensics.

Enabling objectives:

Students will be able to:
- Describe how DNA is naturally distributed among species, populations, and individuals
- Define the Hardy-Weinberg principle and list its assumptions
- Calculate F-statistics, given heterozygosity values
- Describe the ways that gene frequencies change in populations
- Discriminate among species, subspecies, populations, Evolutionarily Significant Units, and Management Units
- Analyze the use of population genetics in a wildlife forensics conservation case study

**Terminal objective 3:** Upon completion of Module 3, students will be able to choose appropriate molecular markers and statistical analyses for different wildlife forensics problems.

Enabling objectives:

Students will be able to:
- Distinguish among different molecular markers used in wildlife forensics
- Choose the appropriate statistics for analysis of wildlife forensic DNA for different scenarios.

**Terminal objective 4:** Upon completion of Module 4, students will be able to critically evaluate the use of wildlife forensic DNA in wildlife crimes and conservation.

Enabling objectives:

Students will be able to:
- Analyze case studies for appropriate use of population genetics and statistics
- Contrast different types of analyses in case studies according to their goals
- Discuss the uses of wildlife forensic genetics for different situations

**Topics:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Module 1:</strong> Introduction and Overview</td>
<td>Overview of class objectives, requirements and expectations. Review of animal forensics. What are uses of forensic genetics related to</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Module 2</strong>: Population and Conservation genetics</td>
<td>Genetic variation in natural populations. Random mating populations. Hardy-Weinberg principle</td>
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<tr>
<td>Week 3</td>
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<td>Natural selection, mutation, small populations and genetic drift</td>
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<td>Week 4</td>
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<td>Population subdivision and F-statistics</td>
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<td>Week 5</td>
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<td>Units of conservation: Evolutionary Significant Units and Management Units. Role of genetics and genetic factors in determination of conservation status</td>
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<tr>
<td>Week 6</td>
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<td>Context: How is population genetic theory used to solve wildlife forensic problems and/or support conservation of wildlife and wild plants?</td>
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<tr>
<td>Week 7</td>
<td><strong>Module 3</strong>: Statistics for Wildlife Forensic DNA</td>
<td>Review of molecular markers. Uses of different markers to identify species, populations, families, individuals.</td>
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<tr>
<td>Week 8</td>
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<td>Genetic sampling.</td>
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<td>Week 9</td>
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<td>Relatedness. Inbreeding</td>
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<td>Week 10</td>
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<td>Testing for allele independence. Assignment testing.</td>
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<tr>
<td>Week 11</td>
<td></td>
<td>Module 3 exam</td>
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<tr>
<td>Week 12</td>
<td><strong>Module 4</strong>: Applications of Wildlife Forensic Genetics</td>
<td>Trafficking and trade in wild plants and animals.</td>
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<td>Week 13</td>
<td>Poaching and Hunting: Use of forensic genetics to determine hunting infractions.</td>
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<tr>
<td>Week 14</td>
<td>Problem Animals: Use of forensic genetics in wildlife attacks on humans and problem animals</td>
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<tr>
<td>Week 15</td>
<td>Final Self-evaluation Integrating all Previous Material</td>
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**Grading:**
Students will be graded on six quizzes and two module exams, and seven assignments. The quizzes will account for 18%, assignments will account for 45%, module exams will account for 27%, and the final self-evaluation will account for 10% of the student’s final grade. Students will receive individual feedback on grades on assignments. The comments of the 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.

Description of module assessments:
Module 1: Online assignment with discussion
Module 2: 4 quizzes, 2 written assignments with discussion, 1 calculation assignment, module exam
Module 3: 2 quizzes, module exam
Module 4: 3 assignments with discussion

**Course Assignments:**
There will be 2 comprehensive module exams, 6 formative assessments in the form of quizzes and one practice calculation, 6 written discussion board questions, and a final reflective self-evaluation that will determine the student’s grade.

All written assignments must be completed in your own words. Cutting and pasting from the internet or class notes is not acceptable and may be considered to be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. When sending course assignments, include your name and please make sure your assignments are labeled clearly. Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

**Points breakdown:**
Module 1: Online discussion assignment (4 points for post, 2 points for discussion of posts by others) = 6 points
Module 2: 4 quizzes (3 points each), 3 assignments (6 points each), module exam (10 points) = 40 points
Module 3: 2 quizzes (3 points each), module exam (14 points) = 20 points
Module 4: 3 online discussion assignments (6 points for each assignment, 2 points for discussion of posts by others) = 24 points
Final evaluation: 10 points
**Total Points: 100**

**Point Assignments:**
Discussions = 6 discussions x 2 points each = 12 points total (12% of total)
Module quizzes = 6 quizzes x 3 points each = 18 points total (18% of total)
Written module assignments = 6 x 5 to 6 points each = 33 points total (33% of total)
Module 2 calculation assignment = 6 points = 6 points total (6% of total)
Module 2 exam = 10 points (10% of total)
Module 3 exam = 14 points (14% of total)
Final evaluation = 10 points (10% of total)

**Total for the Course: 100 points**

Grades will be assigned as follows:
100-93.4% A
93.3-90.0% A-
89.9-86.7% B+
86.6-83.4% B
83.3-80.0% B-
79.9-76.7% C+
76.6-73.4% C
73.3-70.0% C-
69.9-66.7% D+
66.6-63.4% D
63.3-60.0% D-
<59.9% and below = E

Registrar’s Grade Policy regulations: [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)

**Getting Started:**
This course is instructed in Canvas. 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.

**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 the UF Help Desk. 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:**

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music perfor-
mances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

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

**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 Canvas, 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.

**Drop Dates:** consult the UF Calendar of Critical Dates at [http://www.forensicscience.ufl.edu/Students/Dates.asp](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 Canvas.
For other important dates, consult the UF Calendar of Critical Dates and [http://www.registrar.ufl.edu/](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](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:


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.

Academic Honesty
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:


Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 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 accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria.
These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

**Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- **University Counseling & Wellness Center,** 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching
- **U Matter We Care,** www.umatter.ufl.edu/
- **Career Resource Center,** First Floor JWRU, 392-1601, www.crc.ufl.edu/

*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.*

**Student Complaints:**

- **Residential Course:** https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- **Online Course:** http://www.distance.ufl.edu/student-complaint-process