**PART 1: TO BE COMPLETED BY THE INSTITUTION**

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>University of Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Code:</td>
<td>001535</td>
</tr>
<tr>
<td>Instructional Unit or Department Name, Department Code:</td>
<td>Large Animal Clinical - Vet Med - 083</td>
</tr>
</tbody>
</table>

**Recommended SCNS Course Identification:**
- Discipline (SMA): 001
- Prefix: VME
- Level: 4
- Course Number: 011
- Lab Code: 

**Institution's Course Title:** Introduction to Aquatic Wildlife Health Issues

**Effective Term and year course will first be offered:** Summer C 2012

**Amount of Credit:** 3

**Course Description (attach a course syllabus):**

The focus is to introduce students to the natural history, anatomy, physiology, behavior and health issues of aquatic wildlife: marine mammals, sea turtles, crocodilians, and some fish and invertebrates. The format is fully on-line, organized into 11 learning modules, asynchronous with MediaSite lectures, significant reading, quizzes, Elluminate question and answer sessions, homework and a 5 page term paper and review.

**Prerequisites:**
- At least 2 courses beyond basic Biology 1 & 2 in the following scientific fields: physiology, anatomy, ecology, behavior, zoology, or instructor permission.

**Corequisites:**
- All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.
  - **Yes**
  - **No**

**Degree Type** (Mark all that apply):
- [ ] Associate of Arts
- [ ] Baccalaureate
- [ ] Graduate Study
- [ ] Other (specify):

**Category of Instruction:**
- [ ] Introductory
- [ ] Intermediate
- [ ] Advanced

**Department Contact, Telephone Number, Email Address and PO Box:**
- Dr Iske Larkin, 352-294-4095, ivlarkin@ufl.edu, POBox 100136 26 Oct, 2011

**College Contact, Telephone Number, Email Address and PO Box:**
- Dr Charles Courtney, 352-294-4211, courtneyc@ufl.edu, POBox 100125 26 Oct, 2011

**PART 2: TO BE COMPLETED BY THE FACULTY DISCIPLINE COMMITTEE REPRESENTATIVE**

**Approved Course Classification (Prefix, Number, Lab Code):**

If not the same as recommended by institution, please explain:

- SCNS Course Title (if new):
- Decade Title (if new):
- Century Title (if new):

**Signature, Faculty Discipline Committee Representative:**

**Date:**
Introduction to Aquatic Wildlife & Health Issues (3 credits)

Dr. Iske Larkin course coordinator
University of Florida, College of Veterinary Medicine

I. Course information for Year 2012
Number: VME 6xxx and VME 4xxx
Semester: Summer C –
Graduate (VME 6xxx): Section xxxx UF students; Section xxxx non-UF students
Undergraduate (VME 4xxx) Section xxxx UF students; Section xxxx non-UF students

II. General information
Course director: Dr. Iske Larkin, PhD
Office location & office hours: E-learning web mail; 8am-5pm EST M-F during the course
Office phone number: 352-294-4095
Email: IVLarkin@ufl.edu

Course Faculty: Iske Larkin¹, Roger Reep¹, Katherine Garland⁸, Bob Bonde¹,², Andy Stamper³, Kent Vliet⁴, Randall Wells¹,⁵, Tom Pitchford⁶, Alicia Reid, Elsa Haubold⁶, Graham Worthy⁷, Jeff Hill⁹, Shirley Baker⁹, Don Behringer⁹, Tom Waltzek¹⁰, and Alex Costidis¹.
¹ – University of Florida, College of Veterinary Medicine; ² - U.S. Geological Survey, Sirenia Project; ³ – Disney Animal Programs and Environmental Initiatives; ⁴ – University of Florida, College of Liberal Arts and Sciences; ⁵ – Chicago Zoological Society; ⁶ – Florida Fish and Wildlife Conservation Commission; ⁷ – University of Central Florida; ⁸ - Wildlife Ecology & Conservation; ⁹-University of Florida, Institute of Food and Agricultural Sciences; ¹⁰ - Emerging Pathogens Institute.

Teaching Assistants: TBA¹
¹-University of Florida, College of Veterinary Medicine

If you have technical problems with accessing the course web site, you should contact UF computer support:
• e-mail learning-support@ufl.edu
• call (352) 392-4357 - select option 2
• ‘e-Learning Tutorial’ link to the left within Sakai
Their office hours are as follows: Monday-Thursday: 7:30am-10:00pm EST
Friday: 7:30am-5:00pm EST
Weekends: 12:00pm-6:00pm EST

III. Course description
Course goals/ Educational goals of the course: To introduce students at the graduate and undergraduate level to the natural history, anatomy, physiology, behavior, and common health issues of aquatic wildlife such as: whales and dolphins, seals and sea lions, manatees, sea turtles, crocodilians, fish and invertebrates. Students will practice scientific writing skills with a term paper requirement.

Course objectives: The class will focus to a large extent on lectures and a significant amount of reading from book chapters and primary scientific literature on the topic chosen for a given class, and discussion to establish a baseline of information on marine mammals, sea turtles, crocodilians, fish and invertebrates.
The MediaSite lectures are taped seminars given by individuals from various institutions, as listed above, specializing in the topics covered.

Rather than have exams, students will be expected to review the reading material and the MediaSite lectures, then complete the module quiz and related homework assignments. The self test quizzes within each module may be taken 3 times before the due date, are open book, and the highest score will count towards your grade.

Elluminate sessions will be provided weekly as an opportunity to ask questions in real time. It will NOT be required for students to attend the real time session, but students WILL be asked to provide questions through the discussion board. Questions will be covered during the sessions, which will be taped, allowing access through a link to be viewed at the student’s convenience.

Homework will include items like a 2 page review and critique of a scientific journal article, 10 slide power point presentation and literature searches of scientific publications.

Undergraduate students will be asked to write a 5 page review paper on an aquatic related topic. Once handed in, identifying names will be removed and each student will then be asked to review and rank at least two papers.

Graduate students will be asked to write a 5 page grant proposal to study a related aquatic topic and like the undergrads, will be asked then to review proposals from their classmates.

Grades will be proportioned as indicated in the table below and will be based on TA and Professor assessments outlined in provided grading rubrics.

Directions for assignments, lectures and due dates will be provided within each learning module.

**Course Outline & schedule:**

*Generally you will see the following schedule each week, but some exceptions may occur:*

**Modules Quizzes** are due the last Wed at 10:00pm EST within each module

**Elluminate** Question & Answer sessions will be held the last Thursday 3:00–4:00pm EST within each module (attendance to real-time session is not required, session will be taped and can be viewed asynchronously)

**Homeworks** are due the last Sunday at 6:00pm EST within each module

**WK-1**

**Introduction & Manatees**

- Syllabus quiz (Larkin)
- Natural History, Anatomy, Physiology, Behavior – (Larkin)
- Manatee Care and Health Issues (Gerlach)

**WK-2**

- Hair – (Reep)
- Genetics – (Bonde)
- Metabolism and Thermoregulation – (Worthy)

**WK-3**

**Crocodilians**

- Natural History, Anatomy, Physiology, Behavior – (Vliet)
- Crocodilian Health (Wellehan)

**WK-4**

**Sea Turtles**

- Natural History, Anatomy, Physiology, Behavior – (Flint)
- Sea Turtle Disease – (Flint)

**WK-5**

**Invertebrates**

- Overview of Invertebrate Taxonomy, Anatomy, and Physiology (Baker)
- Invertebrate Disease Ecology (Behringer)

**WK-6**

**Fish**

- Taxonomy, Anatomy and Physiology (TBA - Hill)
- Fish Disease (Waltzek)

**WK-7**

**Cetaceans**
IV. Course Materials

Reading material will be provided in PDF format through links on the Sakai E-learning site and needs to be reviewed before viewing the MediaSite lectures. MediaSite lectures will also be provided through links on the Sakai E-learning site. From the background reading material and MediaSite lectures provided, students will be asked to answer questions from a self test quiz, under the ‘Tests & Quizzes’ link. Within each module students may have related discussion questions for the electronic message board on the given topic or assignments, found under the ‘Discussions’ link. Homework, found under the ‘Assignments’ link, will include items like a 2 page review and critique of a scientific journal article, 10 slide power point presentation and literature searches of scientific publications. All students are expected to write a term paper. Graduate students will write a 5 page grant proposal on an aquatic animal related topic. After grants are handed in, graduate students will then be given proposals (without names or other identifiers) and asked to participate as a “Reviewer” and to evaluate/rank the grants. Undergraduate students will not be asked to write and review a grant proposal. Instead, undergraduates will be asked to write a 5 page review paper on an aquatic animal related topic of their choice and then be asked to critique two papers (without identifiers) from their peers.

Directions for assignments, lectures and due dates will be provided within each learning module.

Library Support
Hannah Norton has agreed to provide assistance with accessing the UF library system and conducting literature searches. She can be reached at nortonh@ufl.edu and she has access to the Sakai class web page.

MediaSite Lectures
If you are having trouble accessing the lectures through the MediaSite Link, when prompted you need your Gator Link User Name and Password and you may need to download Silverlight if it does not automatically prompt you to do so. You may install Silverlight through the following link: http://www.microsoft.com/getsilverlight/Get-Started/Install/Default.aspx
Note on assignments

When applicable (meaning not for the website discussion board postings), assignments must be in a MS Office document format (use .doc or .docx for documents, .ppt or .pptx for powerpoint, etc.) Sorry Apple people. You can use iWork, but just save the file as .doc, etc. and prepare for cross compatibility issues. If you do not have MS Office for Windows/Mac or iWork for Mac, there is a freeware version of such software that is compatible. You can find it at www.OpenOffice.org. The files created with this software can also be saved as .doc, .ppt, etc. If this is something you would like to do, but need some help you can contact the campus computer support group (e-mail learning-support@ufl.edu, ‘e-Learning Tutorial’ link to the left within Sakai, or call (352) 392-4357 - select option 2).

V. Evaluation/ Grading/ Testing:

Feedback
You will find feedback on your assignments in the same site where the homework directions are found, under the Assignments link. Discussion assignments will also be graded and feedback is also under the related Assignment link. Grades for the assignments, discussions and quizzes will show under the Gradebook link.

Feedback on the quiz answers will be provided the day after quizzes are due. You can find this under the specific quiz link. Sakai grades the quizzes automatically. Homework and term paper grades will be based on TA and Professor assessments outlined in provided grading rubrics.

<table>
<thead>
<tr>
<th>Performance &amp; Knowledge of Subject Area</th>
<th>A</th>
<th>94 -100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to satisfactorily integrate reading material, discussions, and writing assignments as demonstrated</td>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>Completing self test quizzes</td>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>Homework assignments (equally weighted across modules) – includes critical review of a scientific paper, a power point presentation, discussion board postings etc… (Rubric point scales for each assignment are for grading and feedback. Differences in point scales do not reflect differing % to final grade between assignments.)</td>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>Literature Review paper &amp; Review- undergraduates</td>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>Grant proposal &amp; Review - graduate students</td>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>D+</td>
<td>69-67</td>
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<td>D</td>
<td>66-63</td>
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<tr>
<td>D-</td>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>E</td>
<td>E</td>
<td>59 -0</td>
</tr>
</tbody>
</table>

10% Participation

| Regular Access, Participation in Elluminate Q&A sessions | D   | 66-63   |

| Enthusiasm & attitude | E   | 59 -0   |

Note – Items completed past the due date will automatically be graded -10% as late. Points will continue to be removed over time past the due an additional -10% per day.

If there are problems and you find yourself falling behind, contact me ASAP. Notifying me after the fact will not add points back that have already been removed.

All work conducted should be done independently unless specifically indicated in the assignment directions. Any writing should be your own thoughts or a summary of other reading material. Plagiarism will result in a 0 for the assignment.

This is a link to a video on citing sources and avoiding plagiarism (Dr. Martin Simpson, UF)
http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f91d
This is a link to a website on avoiding plagiarism http://web.uflib.ufl.edu/mls/subjects/Physics/StudentPlagiarism.html
This is a link to APA formatting
http://owl.english.purdue.edu/owl/resource/560/01/

For more information on grades and grading policies, please visit:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals. The resources include:

- UF Counseling & Wellness Center, 3190 Radio Rd, 392-1575, psychological and psychiatric services.
- Career Resource Center, Reitz Union, 392-1601, career and job search services.

Many students experience test anxiety and other stress related problems. “A Self Help Guide for Students” is available through the Counseling Center (301 Peabody Hall, 392-1575) and at their web site: [http://www.counsel.ufl.edu/](http://www.counsel.ufl.edu/)

Honesty Policy

All students registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” In addition, on all work submitted for credit the following pledge is either required or implied: “On my honor I have neither given nor received unauthorized aid in doing this assignment.” If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at: [http://www.dso.ufl.edu/scer/honorcodes/conductcode.php](http://www.dso.ufl.edu/scer/honorcodes/conductcode.php)

Accommodation for Students with Disabilities

Students who will require a classroom accommodation for a disability must contact the Dean of Students Office of Disability Resources, in Peabody 202 (phone: 352-392-1261). Please see the University of Florida Disability Resources website for more information at: [http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/). It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student.

If comfortable, please also contact the instructor directly after registering for this course so we can ensure accommodations are met in a timely manner.

Software Use

All faculty, staff and student of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.
Dear Dr Mair,

Please find attached our responses to your questions regarding our request for new course numbers for VME 6011 & 4011 Introduction to Aquatic Wildlife & Health Issues (previous entitled - Introduction to Marine Wildlife) and VME 6010 & 4010 Aquatic Animal Conservation Issues courses.

1 - The Department of Biology has not endorsed your proposals. You provided a response to their objections but there is no indication that they are satisfied with your explanation.

See attached e-mail response from Biology.

2 - Why is it also being offered as a graduate level course? The only prerequisites are 2000 level Biology courses, so this should really be a 300 level course and should definitely not be 6000 level.

These courses were designed at the graduate level, given the amount of material, the scientific articles, discussions, homework assignments and term paper. It was determined that pre-veterinary students with an interest in aquatic animal health would also benefit from the classes.

We will add that the undergraduate student needs at least 2 science prerequisite courses beyond basic Biology within the following scientific fields: physiology, anatomy, ecology, behavior, zoology, or instructor permission. These prerequisites should provide sufficient guidance to students so that they do not run into trouble handling the material in these courses.

3 - What is the rationale for offering these courses? What is their place in your curriculum?

Both Introduction to Aquatic Wildlife & Health Issues (previously named – Introduction to Marine Wildlife) and Aquatic Animal Conservation Issues have been offered under general VME course numbers 6934 & 4906 fully on-line in 2010 and 2011. The rationale for offering these courses is to provide a baseline of background information on aquatic animal health topics. We currently offer a Certificate in Aquatic Animal Health to our veterinary students and these courses fulfill elective credits towards this certificate. The reason it is offered at the upper level undergraduate level is to support pre-veterinary students with an interest in aquatic animal health. The long-term goal is to have a sufficient offering of distance education courses so that our program can offer our Certificate in Aquatic Animal Health to veterinary students and professionals outside of the University of Florida.
The Introduction to Aquatic Wildlife & Health Issues provides necessary background natural history, behavior, anatomy and physiology within an overall context of animal health. This would be a recommended pre-requisite for individuals taking our hands-on, in class, 10 day intensive SeaVet VEM 5378, which is currently a core requirement for our certificate.

The Aquatic Animal Conservation Issues course is a broader course that encompasses many of the species our program as a whole works with, ranging from invertebrates and fish to aquatic megavertebrates. It provides a real world prospective to the health aspects that are covered in other courses and a context within which to apply conservation medicine.

4 - What are self-test quizzes? How will they be graded?

The self test quizzes are multiple choice, true/false, fill in the blank, matching etc… type questions that cover the reading and lecture material. The lectures are provided by individuals who have specialized in the field of the topic being covered, rather than a single individual lecturing on all topics. The reading material has been recommended by the lecturers (and reviewed by the course coordinator) and is based primarily from scientific literature, with some book chapters. Students will have the opportunity to take the quiz open book, up to 3 times and use the highest score towards their grade. The quiz is open for a fixed number of days during the time period of the particular teaching module. The real assessment is to be sure the students have actually read and viewed the lecture material with understanding, thus it is an open book quiz. They are graded automatically through Sakai and it essentially reflects their effort to familiarize themselves with the material provided. All the quizzes together are worth 30% of the total course grade for both Introduction to Aquatic Wildlife & Health Issues and Aquatic Animal Conservation Issues.

5 - How will the homework assignments be graded? These include a power point presentation – will students have the opportunity to present it?

All of the assignments and discussion questions are graded with grading rubrics with an interest in how the student was able to understand the topic material being covered and their ability to critically apply that information. All assignments, outside of the term paper, are worth a total of 30% of the final grade and are weighted equally within the modules.

No, to date we have not asked the students to present their power point presentations. It currently is being used only as a means for them to assimilate information on a given topic within a different format. We could ask the students to present their power points as presentations, through the use of Elluminate as the program to record and access presentations either real time or asynchronously. We use Elluminate for our Question & Answer sessions for both classes, giving students an option to join us real time or post questions and access the answers at a later time. However, this would be a larger effort for this type of homework, and its percentage towards the homework grade would not be equally weighted with some of the other homework assignments. While I am not opposed to having the students present, I do not believe the presentation of the Power Points is necessary for the goals of the class.
6 - A part of the “Homework” grade is for discussion board postings. So it seems these will be graded for “knowledge”, rather than just an indication of participation. How much of the “Homework” points is for these postings. I would think these would be more appropriately included in a “Participation” grade.

Yes, we grade for knowledge and not just an indication of participation. Most of the Discussion Board homework involves searching for an article that covers a particular topic related to the module, such as mitigation of a particular problem for a species, or two contrasting articles on a controversial topic like Marine Protected Areas. The students must find the articles from a respected source, provide a summary of the article(s) and a PDF or URL link to the article(s). Then they need to provide their own opinions on the article related to any discussion questions provided. Once that is posted, they need to go to the posts of two other classmates, read their articles and comments, and then provide their own critique of what was posted. The students are again provided a grading rubric of how the points are to be distributed, depending upon what is asked (e.g. – total 20 points; 12 = article summary and opinion, 4 = Critique of Post 1, 4 = Critique of Post 2). Details are provided as what is needed to receive all points or what may be missing if fewer points are awarded.

I would disagree that these discussion homework assignments should be placed within the participation grade. The majority of our participation grade is based on the questions and interactions of students through our Question & Answer sessions.

7 - The “Personal Profile” category should be changed to “Participation”.

This change has been made as suggested.

8 - Each pro/con paper will be graded by at least two other students in the same course. How are these grades used to determine the grade of the pro/con paper? Will the instructor grade these papers too?

We have asked that the students provide 2 critical reviews of the Pro/Con papers (Aq An Cons Iss class) or Literature Review Paper (Intro Aq Wldlf & Hlth Iss class) of classmates (with names removed) at the undergraduate level and of the Grant Proposals at the graduate student level. The students are then graded on these critical reviews. This is treated as a homework assignment. We DO NOT use student critiques for grades of the term papers. The instructor and TA(s) grade all of the papers and all of the critiques. Grading rubrics are again provided to students so that they have a clear idea of what is expected of them for each assignment. We do provide the student critiques (with names removed) back to the student who authored the paper being reviewed, so they can see what their classmates thought of their paper. This way they receive student feedback and can compare that to the instructor/TA feedback, on which their grade is based.
9 - The stated goals (in 4010) include the development of “scientific writing skills”. Who will provide instruction in this area? Is this only based on the students’ reviews of the pro/con paper?

The primary opportunities for scientific writing skills are with the journal article review homework assignment they must write and with the term paper they write, plus review of 2 classmate papers. The instructor and TA provide instruction in this area, along with links to assistance, and a detailed grading rubric.

10 - 4010 has 50% more learning modules than 4011. What is the justification for requesting the same number (2) of credits for both of them.

The number of modules only reflects how the information is grouped and organized. While Aq An Conservation Issues may have more modules, there are fewer lectures and more reading and discussion opportunities. Intro to Aq Wildlife & Health Issues has more lectures and fewer homework assignments. After reviewing the instructional units and making syllabus amendments, I am now requesting 3 credits for each course.
Hi David,

To address the questions raised by your committee:

1 – We originally named the course Marine Megavertebrates as you suggested, but as we spent more time discussing advertising and how we would reach a wider student body, not just here at UF, but throughout the US and internationally, we decided to go with Marine Wildlife. While you are correct that the name is a little broader than the species covered, coming from the Vet School with an emphasis on health topics throughout the lectures we thought this name made more sense. Plus, our course descriptor clearly indicates the species covered in the course, so there should be no confusion.

2 – Yes, while our lectures are in a recorded format in preparation for each upcoming class, I contact all of the faculty involved. They have an opportunity to review their lectures ahead of time and let me know to what extent if any, the lecture needs to be updated. This may range from adding new text or links to completely re-recording the lecture in full. Yes, I realize Dr Guillette is no longer here at UF. I had his lecture taped during the summer prior to him leaving town. He will have a chance to review his material and update it as mentioned above. If his lecture needs to be completely re-recorded, we can do that remotely or have him come to UF in person.

3 – Yes, of course, every faculty member and non-UF lecturer participating in the class is well aware that these lectures are recorded and offered in an on-line format. Much like any other team taught course, in the event that an individual either UF faculty or non-UF lecturer is unavailable to continue their participation in the course another qualified person will be recruited to cover the topic.

Please let me know if you have any further questions or concerns.

Sincerely,

Iske

Iske V. Larkin, PhD
Research Assistant Professor & Education Coordinator
Aquatic Animal Health Program
Department of Large Animal Clinical Sciences
College of Veterinary Medicine
University of Florida
PO Box 100136
2015 SW 16th Ave
Gainesville, Florida 32610

For packages 32608
Office phone - 352-294-4095
Work cell - 352-494-1742
Fax - 352-392-8289
Program web page: http://www.vetmed.ufl.edu/extension/aquatic/
To: Larkin, Iskande V  
Subject: Marine Wildlife courses

Hi Iske,

I apologize for the delay in responding to your request for comments on your proposed courses “Aquatic Animal Conservation Issues” and “Introduction to Marine Wildlife.”

Your course proposals were discussed by several members of the department. Although no major objections were raised, the following questions and comments came up:

1. The course “Introduction to Marine Wildlife” focuses on just select taxa, so it was felt that the title is misleading. Based on the syllabus, the title “Introduction to Marine Megavertebrates” was suggested.
2. Several persons noted that you would extensively utilize pre-recorded videos from guest lecturers, in at least one case from someone who is no longer at UF (Lou). Some of these may already be somewhat old. How often do you plan to update these recordings?
3. Have you obtained the necessary permissions from the “guest lecturers” to use the recordings in the new courses? If not, then the courses could be substantially different than indicated in the proposals.

- David

******************************************************************************
David Julian  
Associate Professor and Associate Chair  
Department of Biology  
University of Florida  
******************************************************************************
Iske:

I think you are fine. Wildlife issues is a Gen., non-majors course with little depth and focus on terrestrial. The other courses have some minimal overlap on some concepts, but your focus on marine systems sets you apart as we focus on terrestrial systems. I think these courses could complement our program and we would have interested students.

Bill

William M. Giuliano

Undergraduate Program Coordinator
Professor & Extension Specialist
Certified Wildlife Biologist

Department of Wildlife Ecology & Conservation Institute of Food & Agricultural Sciences
University of Florida
308 Newins-Ziegler Hall
PO Box 110430
Gainesville, FL 32611-0430

Phone: 352-846-0575
Fax: 352-392-6984
E-mail: docg@ufl.edu
Website: http://www.wec.ufl.edu/faculty/giulianob

The object is to teach the student to see the land, to understand what he sees and enjoy what he understands--Aldo Leopold

Hi Dr Giuliano,

I am a faculty member at the vet school and am in the process of requesting unique course numbers for a couple new courses. The provost’s office would like me to confirm minimum to no overlap with other courses offered, hence my contacting you. As undergraduate coordinator for Wildlife Ecology & Conservation would you be able to address this question of overlap with the courses offered through wildlife? I have attached the syllabus for each of the new courses. I am guessing that courses like Wildlife Issues in a Changing World, Wildlife of Florida and Conservation Biology, may be in question.

If you would send me your thoughts on this matter, I would greatly appreciate it.
Sincerely,
Iske

Iske V. Larkin, PhD
Research Assistant Professor & Education Coordinator
Aquatic Animal Health Program
Department of Large Animal Clinical Sciences
College of Veterinary Medicine
University of Florida
PO Box 100136
2015 SW 16th Ave
Gainesville, Florida 32610

For packages 32608
*Office phone - 352-294-4095 *NEW #*
Work cell - 352-494-1742
Fax - 352-392-8289
Program web page: http://www.vetmed.ufl.edu/extension/aquatic/
Larkin, Iskande V

From: Julian, David
Sent: Thursday, October 20, 2011 12:47 PM
To: Larkin, Iskande V
Subject: RE: new Aquatic Animal Health course numbers

Hi Iske,

In general, I think the changes are definitely in the right direction. I will be completely up front, however, that although the “Aquatic Wildlife and Health Issues” course looks very good, my primary objection remains that it overlaps substantially with the “Vertebrate Zoology” course, and to a lesser extent with the “Invertebrate Zoology” course. Since it is clear that every week’s lecture -- with the possible exception of week 2 -- includes an explicit focus on health and disease, I would ask that you eliminate the “&” in the title and simply call it “Aquatic Wildlife Health Issues”. The health and disease aspect of the course is what distinguishes it, and it is what will make the course so attractive to the students.

With that change, the Department of Biology would have no objections to either course.

David

From: Larkin, Iskande V
Sent: Thursday, October 20, 2011 11:49 AM
To: Julian, David
Cc: Maness, Heather T Daniel
Subject: new Aquatic Animal Health course numbers

Hi Dr Julian,

It has been a bit since I communicated with you in regards to our new course number request for our two aquatic animal health courses. However, over the summer and fall, we have made some adjustments to our courses (ex – change from 2 to 3 credits, added more health aspects) and attached you will find the amended syllabus for Aquatic Animal Conservation Issues and for Introduction to Aquatic Wildlife & Health Issues (previously entitled Introduction to Marine Wildlife).

I have also attached a copy of questions from the UF Curriculum Committee with our responses and supplemental material for each of the courses, which represents the supporting material for a single module within each class: copy of the module Sakai web page, assignment description, and grading rubric.

You will also find attached a copy of the term paper requirement at the undergraduate level, which is similar within each course (although the topics differ) and a couple example papers. The review sheet attached that I use to grade the student papers is the same one they use in reviewing their classmate’s papers.

Please let me know if you have any further questions with regards to our request for unique course numbers. Once we have your support we will submit the final adjusted UCC paperwork to the on-line Approval site for the curriculum committee to review.

Sincerely,
Iske
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## Pinniped Biology

### Reading Material for Week 5

For this module we have 1 MediaSite lecture: Pinniped Biology (Stamper). Please review the reading material from Biology of Marine Mammals first, then the lectures. The related self test quiz will cover material from both the reading and lectures.

- Pinniped Reproduction - part of Ch 6
- Pinniped Behavior - part of Ch 8

### Pinniped Lecture

[Link: Pinniped Biology & Health](#) (Stamper)

To access the lectures - User name: IntroMW ; Password: Sirenia (It is case sensitive)

### Pinniped Quiz

You should find the link to the crocodilian quiz to the left under 'Tests & Quizzes'.

Save your answers as you go. You may re-take the quiz up to 3 times. All of the questions are based on the reading and lecture material above. You should plan to have the quiz completed before or by Wednesday of Wk 5, at 10:00 pm EST. Your highest score will count towards your grade. Answers to the quiz will become available the day after the quiz is due.

### Homework Assignments

**Pinniped Assignment - due Sunday by 6:00pm EST**

For this module's assignment we would like you to find a research paper from a scientific journal that addresses viruses and their health effects on pinnipeds. Your assignment is comprised of two parts:

1.) Write a 1 page essay on the research article you have chosen. 2.) Find two of your classmate's posts to read and respond to.

Details of the assignment can be found under the Assignments link as well as within the Discussion board. Your paper, essay and comments should all be posted within the discussion board.
For Further Information:

Wikipedia - Pinnipeds

NMFS/ NOAA - Pinnipeds
Assignment Instructions
Module 4 - Pinnipeds

Assignment: I would like you to find a research paper from a scientific journal that addresses viruses and their health effects on pinnipeds. Your assignment is comprised of two parts:

1.) Write a 1 page essay on the research article you have chosen. Please write 2 paragraphs (a paragraph should be about 5 or more sentences) outlining the paper’s findings. This includes what study was performed, what data were collected, and what the results were as they relate to viruses and the health of the pinniped species. What was the “Take home message” of the article? Also, write one paragraph summing up your personal impressions of the study and your thoughts for future research or conservation efforts. A pdf copy of the article you are reviewing and your essay must be posted on the Discussion board.

2.) Find two of your classmate’s posts to read and respond to. Read the essay written by your classmate and post a 1 paragraph response giving your assessment of their personal impressions: do you agree or disagree with their interpretations, do you have any personal knowledge of the subject to add, etc.

Remember: No text should be copied directly from any source without proper citation. Feel free to refer to the sites provided on citation and plagiarism in your syllabus and on the Discussion board in Sakai.

Grading Scale:

<table>
<thead>
<tr>
<th>Total Points (12)</th>
<th>12</th>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td>Percentage score (%)</td>
<td>100</td>
<td>95</td>
<td>90</td>
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<td>75</td>
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<td>40</td>
<td>30</td>
<td>25</td>
<td>16</td>
<td>8</td>
<td>0</td>
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</table>
Additional resources for assignment

- [Rubric for Module 4 Assignment.docx](#) (15 KB)
### Rubric for Module 4 Assignment: Part 1

<table>
<thead>
<tr>
<th>Points</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Summary is well organized, logical and clearly written. Paragraphs are complete and meet minimum requirements. Clearly indicated what study was performed, what data were collected, and what the results were as they relate to viruses and the health of the pinniped species. “Take home message” or major point of the article clearly defined. Article attached.</td>
</tr>
<tr>
<td>3</td>
<td>Summary is organized, logical and clearly written. Paragraphs are complete and meet minimum requirements. Generally indicated what study was performed, what data were collected, and what the results were as they relate to viruses and the health of the pinniped species. “Take home message” or major point of the article defined, but not clearly. Article attached.</td>
</tr>
<tr>
<td>2</td>
<td>Summary is somewhat unclear or disorganized. Paragraphs are under minimum length. Mostly indicated what study was performed, what data were collected, and what the results were as they relate to viruses and the health of the pinniped species with some information missing. Wrong “Take home message” defined. Article attached.</td>
</tr>
<tr>
<td>1/0</td>
<td>Summary is unclear and/or disorganized. Paragraphs are under minimum length. Much information missing about the study performed, what data were collected, and what the results were as they relate to viruses and the health of the pinniped species with some information missing. No “Take home message” defined. Article not attached.</td>
</tr>
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<thead>
<tr>
<th>Points</th>
<th>Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the research article. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable, as are thoughts for future research or conservation efforts.</td>
</tr>
<tr>
<td>3</td>
<td>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the research article. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable, as are thoughts for future research or conservation efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the research article. Viewpoints and interpretations are unsupported, or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. Little thought given to future research or conservation efforts.</td>
</tr>
<tr>
<td>1/0</td>
<td>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the research article. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. No mention of future research or conservation efforts.</td>
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### Rubric for Module 2 Assignment: Part 2

<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>Writing is clear, concise, well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples from what was learned in class or readings, or personal anecdotes are provided, as applicable.</td>
</tr>
<tr>
<td>1</td>
<td>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. Viewpoints and interpretations are supported. Appropriate examples/anecdotes are provided, as applicable.</td>
</tr>
<tr>
<td>0</td>
<td>Writing is unclear and disorganized. Thoughts ramble and make little sense. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples/anecdotes, when applicable, are irrelevant to the assignment or are not provided.</td>
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