

**Course Information**

Date Submitted: 7/15/2015

Current Prefix and Number: FOR - Forestry , FOR 100 INTRO TO FORESTRY

Other Course:

Proposed Prefix and Number: FOR 100

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Nat/Math/Phys Sci

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APR 20 2016

OFFICE OF THE  
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Forestry

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Laura R. Lhotka

Email: laura.lhotka@uky.edu

Phone: 859-257-8718

Responsible Faculty ID (if different from Contact)

Name: James M. Ringe

Email: jringe@uky.edu

Phone: 859-257-7594

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INTRODUCTION TO FORESTRY

Proposed Title: Forests and Forestry

c. Current Transcript Title: INTRO TO FORESTRY

Proposed Transcript Title: Forests and Forestry

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A brief coverage of the general fields of forestry; development and importance; tree growth; principal forest regions and important timber species; forest management practices; utilization and products; state and federal forestry programs.

Proposed Course Description for Bulletin: This course covers the interrelated components of forests as well as their growth and importance. Also covered are the general fields of professional forestry including policies, management practices and utilization.

2j. Current Prerequisites, if any: none

Proposed Prerequisites, if any: none

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The course content and student learning outcomes have been modified to meet the requirements of the UK Core Natural, Physical, and Mathematical Sciences. We propose this course to be included as a UK Core in Natural, Physical, and Mathematical Sciences.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? Yes

If YES, list the program(s) here: Bachelor of Science in Forestry

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

**Instructor Name:**

SIGNATURE|TTBA225|Terrell T Baker|FOR 100 CHANGE Dept Review|20150302

SIGNATURE|LGRABAU|Larry J Grabau|FOR 100 CHANGE College Review|20150716

SIGNATURE|JMETT2|Joanie Ett-Mims|FOR 100 CHANGE UKCEC Review|20160418

SIGNATURE|RJADAMS|Robert J Adams|FOR 100 CHANGE UKCEC Expert Review|20160418

SIGNATURE|JMETT2|Joanie Ett-Mims|FOR 100 CHANGE Undergrad Council Review|20160420

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate F

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 6725	FOR100NaturalMathematicalPhysicalSciences_UKCore04
Delete 6726	FOR100Syllabus041816_revised.pdf

NOTE: Start form entry by choosing the Current Prefix and Number  
 (\*denotes required fields)

<b>Current Prefix and Number:</b>	FOR - Forestry FOR 100 INTRO TO FORESTRY	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	FOR 100
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, ex 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which do change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input checked="" type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT	
		Submission Date: 7/15/2015	
b. Department/Division:		Forestry	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>			
e.* * Contact Person Name:		Laura R. Lhotka      Email: laura.lhotka@uky.edu      Phone: 859-257-8718	
* Responsible Faculty ID (if different from Contact):		James M. Ringe      Email: jringe@uky.edu      Phone: 859-257-7694	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval    OR <input type="checkbox"/> Specific Term: <sup>2</sup>	
<b>2. Designation and Description of Proposed Course.</b>			
a. Current Distance Learning (DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed change affect DL delivery.			
b. Full Title:		INTRODUCTION TO FORESTRY Proposed Title: * Forests and Forestry	
c. Current Transcript Title (if full title is more than 40 characters):		INTRO TO FORESTRY	
c. Proposed Transcript Title (if full title is more than 40 characters):		Forests and Forestry	
d. Current Cross-listing:		OR	

	<input checked="" type="checkbox"/> N/A	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):			
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):			
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>			
<b>Current:</b>	Lecture 3	Laboratory <sup>5</sup>	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain:
<b>Proposed: *</b>	Lecture 3	Laboratory <sup>5</sup>	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain:
<b>f. Current Grading System:</b>		ABC Letter Grade Scale	
<b>Proposed Grading System:*</b>		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
<b>g. Current number of credit hours:</b>	3	<b>Proposed number of credit hours:*</b>	3
<b>h.* Currently, is this course repeatable for additional credit?</b>			<input type="radio"/> Yes <input checked="" type="radio"/>
<b>* Proposed to be repeatable for additional credit?</b>			<input type="radio"/> Yes <input checked="" type="radio"/>
<b>If YES:</b>	<b>Maximum number of credit hours:</b>		
<b>If YES:</b>	<b>Will this course allow multiple registrations during the same semester?</b>		<input type="radio"/> Yes <input type="radio"/>
<b>i. Current Course Description for Bulletin:</b>			
A brief coverage of the general fields of forestry; development and importance; tree growth; principal forest region and important timber species; forest management practices; utilization and products; state and federal forestry programs.			
<b>* Proposed Course Description for Bulletin:</b>			
This course covers the interrelated components of forests as well as their growth and importance. Also covered are the general fields of professional forestry including policies, management practices and utilization.			
<b>j. Current Prerequisites, if any:</b>			
none			
<b>* Proposed Prerequisites, if any:</b>			
none			
<b>* _____</b>			
<b>k. Current Supplementary Teaching Component, if any:</b>			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input checked="" type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/>
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/>
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/>
If YES, explain and offer brief rationale:	
The course content and student learning outcomes have been modified to meet the requirements of the UK Core Natural, Physical, and Mathematical Sciences. We propose this course to be included as a UK Core in Natural, Physical, and Mathematical Sciences.	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/>
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input checked="" type="radio"/> Yes <input type="radio"/>
If YES <sup>2</sup> , list the program(s) here:	
Bachelor of Science in Forestry	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

**Course Review Form  
Inquiry in the Natural/Mathematical/Physical Sciences**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** FOR 100 Forests and Forestry

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities that enable students to demonstrate an understanding of methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.

Example(s) from syllabus:

Discussion topic on forest genetics during week 12 and during the Research Project

Brief Description:

In this course, students will demonstrate an understanding of methods of inquiry that lead to scientific knowledge and will be able to distinguish scientific fact from pseudoscience. The scientific method – how it operates as well as why we employ it – will be explained, demonstrated, and assessed at two different times during the course.

The first way of addressing this learning outcome is through discussion of forest genetics (week 12 in the syllabus). Material covered will include how foresters employ the scientific method to determine what is the tree genotype (a heritable trait) from what the tree phenotype (the outward appearance due to the growing environment). This discussion will include use of the scientific method in provenance studies to discern a tree's genotype from its phenotype – a necessary step in forest tree breeding. The concept can be explained in straightforward, uncomplicated terms and can be communicated both verbally and graphically. Students will be able to understand the need for a control, the need for the isolation of all variables except the one of interest and, perhaps most importantly, that what is observed in the world does not always indicate what is really going on without employing the scientific method. It will then be shown how this information is used to improve the health and productivity of forests.

This concept will be assessed using test questions that describe a "what if" scenario in which a procedure was performed and a conclusion reached from the procedure. Students will have to decide from the scenario if the scientific method was employed and if, therefore, the conclusion was valid. These questions will require an essay form of answer in which students analyze the scenario, determine if the scientific method was followed or not - providing reasons for this conclusion - and then, based on this part of their answer, determine if the data from the scenario point to genetic differences between tree populations or environmental differences.

The second way of addressing this learning outcome will be through the research project. Students will run a simulation program called GROAK that models the response of a forest under differing conditions of age, thinning amount and site index (a measure of site productivity). Students will use the scientific method and this program to test a hypothesis and draw a conclusion. They will see that drawing a conclusion without the scientific method is not valid and will see that extrapolating beyond the limits of their data is not valid as well.

Course activities that enable students to demonstrate an understanding of the fundamental principles in a branch of science.

Example(s) from syllabus:

Discussion topics on tree growth (week 2), forest soils (week 3), ecosystems (week 4), silviculture



(week 7) and watershed management (week 8).

**Brief Description:**

Forestry is, at its heart, the application of ecological science. A large portion of this course involves the study of the various components of a forest and how these components act and react with each other over time. Principles include soil science, water and nutrient cycling, shade tolerance and its role in tree placement and succession - primary as well as the various types of secondary succession. Student understanding will be assessed using exam questions.

Course activities that enable students to demonstrate the application of fundamental principles to interpret and make predictions in that branch of science.

**Example(s) from syllabus:**

Discussion topic on silviculture during week 7

**Brief Description:**

The practice of forestry employs the application of ecological principles in a discipline called silviculture – which is covered in some depth in FOR 100. Silviculture involves the analysis and interpretation of what is growing in the forest to predict what will happen when a disturbance to the forest (either natural or man-made) occurs. Issues such as the size of canopy gap created, how much sunlight reaches the forest floor, the species of trees in the understory (which governs their shade tolerance and subsequent rate of growth) are used to predict how the forest will respond to the disturbance. Use of “what if” scenario questions on exams will be used to test this knowledge.

Course activities that enable students to demonstrate their ability to discuss how at least one scientific discovery changed the way scientists understand the world.

**Example(s) from syllabus:**

Discussion topics on silviculture (week 7), fire control and use (week 9), and wildlife management (week 11).

**Brief Description:**

This criteria can be satisfied through several avenues in FOR 100. One is the concept of the ecological niche. This is the set of conditions where a species can live, compete, reproduce, and thrive. Understanding this concept with respect to trees allows foresters to manage forests for particular purposes – they understand what various tree species need for success and can provide the conditions (i.e. the niche) that guarantees the success of the silviculture practice. Foresters can also apply this concept to wildlife. If a wildlife species is in decline, it is likely that its needs, as defined by its niche, are not being met. Understanding a wildlife species’ niche and knowing how to provide for it is a major factor in successful wildlife management. To a lesser extent, the niche concept also plays a role in recreation.

A second avenue for satisfying this criteria in FOR 100 is our understanding of the role of fire in forested ecosystems. Some forests are fire regenerated ecosystems and some are not. The two are managed in very different ways and a forester’s reaction to a forest fire depends, in part, on the type of forest it occurs in and what the consequences of the fire may be.

Discussion and visual aids will be used to convey these concepts.

Course activities that enable students to demonstrate their ability to discuss the interaction of science with society.

**Example(s) from syllabus:**

Discussion topics on wildlife management (week 11), fire control and use (week 9), silviculture (week 7), entomology (week 5), pathology (week 6), wood products (week 15)

**Brief Description:**

Much of the material in FOR 100 deals with the interaction of forest science with societal wants and needs. Upon completion of the course, students should be able to discuss the following:

a) Carrying capacity of forest land for various species of wildlife and its relationship to public hunting.

b) Fire regenerated forest ecosystems and decisions to suppress fires or to let them burn or to do prescribed fires to reduce fuel loads and the trade-offs involved when humans build and live within these ecosystems.

c) The role of tree replacement in an overmature forest and its relationship to forest health and timber harvesting.

Again, student capability will be assessed through exams.

A hands-on student project is required. This project enables students to demonstrate their ability to conduct a scientific project using scientific methods that include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies. Describe the required student product (paper/ laboratory report) based on the hands-on project.

Students will run a simulation using a program called GROAK. This software models that growth of a forest under differing conditions of age, thinning amount (i.e. the amount of trees removed from the forest) and Site Index (a measure of forest productivity). The relationship of these variables will be covered in the lecture.

In the hands-on exercise, students will be allowed to pick two of the above variables to hold constant, and run the simulation to see what effect the third variable has on growth. Students will complete a worksheet/report in which they will describe what they did and why, what they observed, and what its implications are for the practice of forestry. They will then be asked to provide an avenue for further inquiry. Potential aspects of this might include whether or not their observed results apply to forests with different productivity levels, ages, or tree densities.

Course activities that demonstrate the integration of information literacy into the course.

**Example(s) from syllabus:**

Information literacy will be discussed throughout the semester and in detail during week 10.

**Brief Description:**

Throughout the semester information literacy will be discussed with each of the topics. During week 10 discussion topics include distinguishing good information sources from suspect ones; popular press forestry publications, Extension publications, U.S. government publications; and the world of refereed scientific literature. Students will be required to seek out at least three of these sources, examine it in light of the class discussion and provide a 2-3 page paper reporting on the audience the information source serves, whether or not it serves an advocacy role, what sources of information are used in the publication and how they were (and can be) verified, and the limitations and utility of the publication. Students must identify and locate the sources on their own.

**Reviewer's Comments**

## **FOR 100 - Forests and Forestry**

(3 credit hours)

Fall 2016

**Instructor:** Dr. James M. Ringe  
**Office Address:** 108 T.P. Cooper Building  
**Email:** [jringe@uky.edu](mailto:jringe@uky.edu)  
**Office Phone:** 859-257-7594

**Office Hours:** Monday, Wednesday and Friday: 1:30 – 3:00 pm and by appointment

### **Scheduled Meeting Times:**

Tuesday and Thursday 2:00-3:15 pm. Room 113 T.P. Cooper Building

### **Course Description from the Course Bulletin:**

This course covers the interrelated components of forests as well as their growth and importance. Also covered are the general fields of professional forestry including policies, management practices and utilization.

**Prerequisites:** There are no prerequisites for this course.

### **Course Goals and Objectives:**

This course is designed to provide students with an overview of the general fields of forestry as a science and a profession. Emphasis is placed on the multi-faceted nature of forestry, the important role forests play, and the relationships between forests and other natural resources.

### **Student Learning Outcomes:**

After completing this course, students will be able to:

1. Demonstrate an understanding of the methods of inquiry in forestry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.
2. Explain the fundamental ecological principles that govern the science of forestry.
3. Apply these fundamental principles to interpret and make predictions in forestry.
4. Identify at least one scientific discovery in forestry changed the way scientists understand the world.
5. Discuss the interaction of the science of forestry with society.
6. Apply the scientific method in conducting a silvicultural simulation.
7. Demonstrate information literacy in the field of forestry.

**Required Materials:**

None

**Optional Materials:**

The textbook chosen for this class is "Introduction to Forest Science" by Raymond A. Young and Ronald L. Giese. This text is not required but is highly recommended as it will strengthen your understanding of the course material.

**Description of Course Activities and Assignments:**Exams

There will be two hourly, in-class exams and a final exam. These exams will be a combination of multiple choice, short answer, and essay questions. Some forms of basic information will be tested by the first two methods. Essay questions will be used to assess students understanding and ability to discuss more complicated topics. Such topics include, but are not limited to: basic ecological and silvicultural concepts that drive the practice of forestry, soil profile development and its affect on forest growth, use of the scientific method to distinguish science from pseudoscience and forestry information literacy.

Information Literacy

In week 10 of this course, students will be introduced to a variety of information sources in the field of forestry. We will cover what is included and not included in each of these information sources, examine the limitations of each type of information source, and discuss the utility of each for various purposes. Students will be assigned a paper (2-3 pages in length) in which they will examine at least three literature sources and report the following for each source: the audience it serves, whether or not it serves an advocacy role, what sources of information are used in the publication and how they were (or can be) verified, and the limitations and utility of the publication. Students must identify and locate sources on their own.

Research Project

A research project will be required from each student. In this project, you will test a hypothesis about forest growth using basic scientific methods and growth predictions from U.S. Forest Service research data. You will run a simulation using a program called GROAK. This software models that growth of a forest under differing conditions of age, thinning amount (i.e. the amount of trees removed from the forest) and Site Index (a measure of forest productivity). The relationship of these variables will be covered in the lecture.

In the hands-on exercise, you will be allowed to pick two of the above variables to hold constant, and run the simulation to see what effect the third variable has on growth. You will complete a worksheet/report in which you will describe what you did and why, what you observed, and what its implications are for the practice of forestry. You will then be asked to provide an avenue for further inquiry. Potential aspects of this might include whether or not your observed results apply to forests with different productivity levels, ages, or tree densities.

The data will be available to each student on the U.K. Forestry department's server and each student will submit a worksheet that will be provided. On this worksheet you will outline your hypothesis, your reasons for arriving at the hypothesis, your testing of the hypothesis, your conclusions based on the testing and your recommendations for future studies.

The numerical grade for each assignment will be the number of points correctly answered, expressed as a percentage of the total number of points possible for that assignment. The scores for each assignment will be used to determine the final grade according to the following weighting:

Exam 1	20%
Exam 2	20%
Final Exam	40%
Information literacy paper	10%
Research project	10%

Final numerical grades will be converted to letter grades as follows:

- A:  $\geq 89.46\%$
- B:  $\geq 79.46\%$  and  $< 89.45\%$
- C:  $\geq 69.46\%$  and  $< 79.45\%$
- D:  $\geq 59.46\%$  and  $< 69.45\%$
- E:  $< 59.45\%$

Final Exam Information:

The final exam will be held as per the Schedule of Classes for this semester. Its location will be the course classroom.

Mid-term Grades:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>). Students are encouraged to come see me at any point during the semester if they have questions concerning their course grade.

## Course Policies:

### 1. General:

The only stupid question is the one you don't ask and later wish you did.

### 2. Attendance:

Attendance in this course is mandatory and is a criteria for grading. Every unexcused absence will result in the reduction of your final course grade by one percent.

Plan to be on time for exams. After one student has turned in their exam and left the room, no further admittance will be granted. All cell phones must be stored – and may not be taken out – during exams.

Make-up exams will be given only to those students who miss an exam as a result of an excused absence. In all other circumstances, a grade of 0 (zero) will result for the missed exam. I reserve the right to give any or all make-up exams during the last week of classes.

Punctuality is a hallmark of a professional. Professionals show up on time every time.

### 3. Excused Absences and Verification of Absences:

#### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

#### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

#### **4. Academic Integrity:**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an

instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### 5. Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

#### 6. Emergency Procedures:

If an emergency arises in this classroom, building, or vicinity, I will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e. during a severe weather event) the nearest shelter location is the basement of this building (T.P. Cooper Forestry). If a building evacuation occurs (i.e. fire alarm), follow posted evacuation routes and assemble on the front lawn of this building so I can help ensure that all students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during the emergency, notify me at the beginning of the semester. In order to prepare for emergencies while on campus, please continue to the below links for detailed emergency response guidelines: the UK Division of Crisis Management & Preparedness website (<http://www.uky.edu/EM/emergency-response-guide.html>) and the College of Agriculture, Food and Environment (<http://www.ca.uky.edu/>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.

#### 7. Other Policies:

While forestry has its basis in biological and physical science, its application is both an art and a science and takes place in a very diverse, dynamic, human world where



issues and answers tend to be very complex. These applications have been, are, and will be the subject of much emotionally charged debate. Such discussions, however, are healthy for a democratic society and should not be excluded from this class. **Therefore, you are encouraged to raise philosophical issues that relate to forestry.** For such discussions to be civil, meaningful, and productive, we must pay close attention to the following:

- a). There is a difference between fact and opinion. You will be tested on facts in this course, not on your opinions. Example: By the end of this course, you should know what a clearcut is, why they have been used, and how they have been used (testable facts). Whether or not you think they should be used is an opinion you have a right to form for yourself and that I have no right to use as a basis for your grade.
- b). We must agree to disagree – Disagreements can be healthy and intellectually stimulating. Forest science does not have all the answers – that’s why I have a job. On many of the issues covered in this course, there is a lot of room for debate.
- c). We must strive to disagree without being disagreeable.
- d). We must make sure we do not take disagreements personally.

# FOR 100 – Forests and Forestry

## Schedule of Topics

<u>Topic</u>	<u>Textbook Chapter</u>
<u>Week 1</u>	
Introduction and Forest Policy <i>Why we deal with forests the way we do</i> <i>How has this changed over time</i>	1
Forest Regions <i>Geographic, climatic and physical factors that control what trees grow where</i>	2
<u>Week 2</u>	
Tree Growth <i>A tree's life cycle from germination to death</i> <i>How they leaf, grow in height and girth, form flowers and reproduce.</i> <i>Factors necessary for growth</i>	3
<u>Week 3</u>	
Forest Soils <i>The physical and chemical constituents of soil</i> <i>Why forest soils are unique</i> <i>Soil properties that control tree growth</i> <i>Environmental concerns due to human activity</i>	4
<u>Week 4</u>	
Ecosystems <i>What ecology is and why it is the underlying science of forest management</i> <i>Shade tolerance and life history</i> <i>Primary and secondary succession</i> <i>The concept of the ecological niche</i> <i>Allelopathy</i>	6

Week 5

Entomology	7
<i>Life cycles of insects</i>	
<i>Beneficial and destructive action of insects</i>	
<i>Ecological factors affecting insect populations</i>	
<i>Insect outbreak control and management</i>	

**EXAM I**

Week 6

Pathology	8
<i>Abiotic and biotic disease agents</i>	
<i>Impact of pathogens on forests</i>	
<i>Impact of pathogens on forest products</i>	
<i>Disease management</i>	

Week 7

Silviculture	14
<i>Classifications by tree size and canopy position</i>	
<i>Types of forest stands</i>	
<i>Regulation of composition and growth</i>	
<i>Regeneration of forest stands</i>	
<i>Silvicultural systems</i>	

Week 8

Watershed Management	19
<i>Definition of a watershed</i>	
<i>Land use effects on water quantity</i>	
<i>Land use effects on water quality</i>	
<i>Trade-offs involved</i>	

Week 9

Fire Control and Use	21
<i>Natural fire regimens</i>	
<i>Influence of fire on the landscape</i>	
<i>Human uses of fire</i>	
<i>Fire behavior</i>	
<i>Fire prevention, control, and use</i>	

**EXAM II**

Week 10

Information for a Lifetime of Learning

- Distinguishing good information sources from suspect ones*
- Popular press forestry publications*
- Extension publications*
- U.S. Government publications*
- The world of refereed scientific literature*

Week 11

Wildlife Management 17

- The concept of a niche*
- Ecological principles affecting wildlife*
- Carrying capacity*
- Types of wildlife management*

Information literacy assignment due by 4:30 p.m. on Friday of this week

Week 12

Forest Genetics 5

- Natural variation in tree populations*
- Phenotype vs. genotype*
- Use of the scientific method to discern genetic traits*
- Genetic tree improvement*
- Plantation forestry – pros and cons*

Week 13

Recreation Management 20

- Defining the recreation experience*
- Recreation in a multiple use framework*
- Area master planning and management by objective*
- Social succession and its management implications*

Research project worksheet due by 4:30 p.m. on Friday of this week

Week 14

Forest Measurements 12

- Sampling and measurement concepts*
- The measurement of land*
- The measurement of trees*
- Uses of inventory data in forest management*

Week 15

Wood Properties and Products

22

*Function related wood properties*

*Advantageous properties of wood*

*Disadvantageous properties of wood*

*Solid wood products*

*Laminated wood products*

*Composite wood products*

*Fiber products*

**FINAL EXAM** – The final exam will be held as per the Schedule of Classes for this semester. Its location will be the course classroom.