

RECEIVED

Course Information

APR 8 2016

Date Submitted: 11/16/2015

Current Prefix and Number: FOR - Forestry , FOR 310 INTRO TO FOREST HEALTH AND PROTECTION

OFFICE OF THE
SENATE COUNCIL

Other Course:

Proposed Prefix and Number: FOR 310

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

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: Terrell Baker

Email: terrellbaker@uky.edu

Phone: 859-257-7596

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 FOREST HEALTH AND PROTECTION

Proposed Title: Introduction to Forest Health and Protection

c. Current Transcript Title: INTRO TO FOREST HEALTH AND PROTECTION

Proposed Transcript Title: Intro to Forest Health and Protection

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

PRACTICUM: 40

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: 1

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: Modular course with one-third devoted to forest entomology, one-third to forest pathology, and one-third to other topics such as abiotic agents and invasive species. Identify various agents that affect forest health, assess the impacts of these agents on forest health, and learn different methods for addressing these impacts.

Proposed Course Description for Bulletin: Introduction to common forest health challenges in the central Appalachians. Identify symptoms associated with common biotic agents (e.g., hemlock woolly adelgid, emerald ash borer, chestnut blight, etc.) and abiotic stressors that affect the health of forested ecosystems. Understand and assess the effects these problems have on ecosystem processes and different methods for conserving forest resources while addressing the impacts. Course incorporates components of forest entomology, forest pathology, abiotic stressors, and invasive species.

2j. Current Prerequisites, if any: Prereq: BIO 103 or BIO 150

Proposed Prerequisites, if any: FOR 219, FOR 250, FOR 330, FOR 340, FOR 350, FOR 370, and PLS 366, or consent of the field semester coordinator.

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: FOR 310 is being moved to the junior year Spring Field Semester. As part of the Spring Field Semester, the course will be taught in a week-long, field based format. The credit hours for FOR 310 is being reduced from 3 credit hours to 1 credit hour. The breadth of content covered in the course will be reduced to reflect the change in credit hours.

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? No

If YES, list the program(s) here:

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 310 CHANGE Dept Review|20150302

SIGNATURE|LGRABAU|Larry J Grabau|FOR 310 CHANGE College Review|20150716

SIGNATURE|JMETT2|Joanie Ett-Mims|FOR 310 CHANGE Undergrad Council Review|20160408

Course Change Form

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

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

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	5236	FOR 310 UGC Review Checklist.docx
Delete	5762	FOR310Syllabus111615_revised.pdf

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

Current Prefix and Number:	FOR - Forestry FOR 310 INTRO TO FOREST HEALTH AND PROTECTION	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	FOR 310
* 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 type="radio"/> Yes <input checked="" 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 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			
1. General Information			
a.	Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT	Submission Date: 11/16/2015	
b.	Department/Division: Forestry		
c.*	Is there a change in "ownership" of the course? <input checked="" type="radio"/> Yes <input 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): Terrell Baker	Email: terrellbaker@uky.edu	Phone: 859-257-7596
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR Specific Term: ²
2. Designation and Description of Proposed Course.			
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 FOREST HEALTH AND PROTECTION	Proposed Title: * Introduction to Forest Health and Protection
c.	Current Transcript Title (if full title is more than 40 characters):	INTRO TO FOREST HEALTH AND PROTECTION	
c.	Proposed Transcript Title (if full title is more than 40 characters):	Intro to Forest Health and Protection	
d.	Current Cross-listing:	OR	

	<input checked="" type="checkbox"/> N/A		Currently ² Cross-listed with (Prefix & Number):	none	
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern					
Current:	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Stu
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture	Laboratory ²	Recitation	Discussion	Indep. Stu
	Clinical	Colloquium	Practicum 40	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<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			
g. Current number of credit hours:	3	Proposed number of credit hours:*		1	
h.* Currently, is this course repeatable for additional credit?				<input checked="" type="radio"/> Yes <input type="radio"/>	
* Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/>	
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/>	
i. Current Course Description for Bulletin:					
Modular course with one-third devoted to forest entomology, one-third to forest pathology, and one-third to other topics such as abiotic agents and invasive species. Identify various agents that affect forest health, assess the impacts of these agents on forest health, and learn different methods for addressing these impacts.					
* Proposed Course Description for Bulletin:					
Introduction to common forest health challenges in the central Appalachians. Identify symptoms associated with common biotic agents (e.g., hemlock woolly adelgid, emerald ash borer, chestnut blight, etc.) and abiotic stressors that affect the health of forested ecosystems. Understand and assess the effects these problems have on ecosystem process and different methods for conserving forest resources while addressing the impacts. Course incorporates components of forest entomology, forest pathology, abiotic stressors, and invasive species.					
j. Current Prerequisites, if any:					
Prereq: BIO 103 or BIO 150					
* Proposed Prerequisites, if any:					
FOR 219, FOR 250, FOR 330, FOR 340, FOR 350, FOR 370, and PLS 366, or consent of the field semester coordinator.					
k. Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experience	

	<input type="radio"/> Service Learning <input checked="" type="radio"/> Both	
Proposed Supplementary Teaching Component:	<input 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:		
FOR 310 is being moved to the junior year Spring Field Semester. As part of the Spring Field Semester, the course will be taught in a week-long, field based format. The credit hours for FOR 310 is being reduced from 3 credit hours to 1 credit hour. The breadth of content covered in the course will be reduced to reflect the change in credit hours		
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 ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/>	
If YES ² , list the program(s) here:		
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.)

¹See 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 appropriate academic Council for normal processing and contact person is informed.*

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

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

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

⁵Generally, 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.)

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

⁷In order to change a program, a program change form must also be submitted.

FOR 310
Introduction to Forest Health and Protection (1 hr)

Instructor: Dr. Terrell T. "Red" Baker
Office Address: 105 TP Cooper Bldg.
Email: terrellbaker@uky.edu
Office Phone: 859-257-7596
Office hours: schedule appt. with Leslie Queary (leslie.queary@uky.edu)

Class Period

Practicum (Spring Field Semester): 40 hours per week for 1 week of Spring Field Semester.

Course Description from the Course Bulletin: Introduction to common forest health challenges in the central Appalachians. Identify symptoms associated with common biotic agents (e.g., hemlock woolly adelgid, emerald ash borer, chestnut blight, etc.) and abiotic stressors that affect the health of forested ecosystems. Understand and assess the effects these problems have on ecosystem processes and different methods for conserving forest resources while addressing the impacts. Course incorporates components of forest entomology, forest pathology, abiotic stressors, and invasive species.

Course Overview: Course designed to introduce students to common forest health challenges in the central Appalachians. Students will learn to identify symptoms associated with common biotic agents (e.g., hemlock woolly adelgid, emerald ash borer, chestnut blight, etc.) and abiotic stressors that affect the health of forested ecosystems. Students will also learn to understand and assess the effects these problems have on ecosystem processes and different methods for conserving forest resources while addressing the impacts. Course incorporates components of forest entomology, forest pathology, abiotic stressors, and invasive species.

Prerequisites: FOR 219, FOR 250, FOR 330, FOR 340, FOR 350, FOR 370, and PLS 366, or consent of the field semester coordinator.

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Identify the major biotic stressors on central Appalachian hardwood forests
2. Assess the risk to forest health and landowner objectives resulting from infection by a variety of forest/tree pests
3. Explain the management alternatives available for eliminating/reducing the source of stress and the impacts of the stress on forested ecosystems
4. Give reasons to landowners on the severity of forest health threat to their property and explain the most effective methods for dealing with those threats

Course goals or objectives: Students will gain a working knowledge of common forest health challenges, their effects on forested ecosystems, the options available for treating those problems, and counseling landowners/land managers on how to manage resources in the face of ever-increasing threats to forested landscapes.

Required Materials: Students are expected to bring foresters field gear issued to each student at the beginning of semester, notebook, and field clothing.

Course Activities:

This is a problem-solving course. You will be rapidly and thoroughly immersed in the professional practice of landscape evaluation using intensive field exercises. Logic, reasoning, and client objectives and relationships are core components of the course. During field exercises and assignments, you will be treated as a professional receiving on-the-job training.

Act professionally.

During site assessments, simulated land manager interactions, and classroom discussions, students are expected to demonstrate respect and professionalism commensurate with a full-time career position.

Speak up.

Problem solving requires your participation. When no one is asking questions, you should be. When no one is offering an opinion, you should be. Your grade also depends on your participation.

Welcome other points of view.

Participate in a respectful exchange of ideas and opinions during discussions. This will speed up problem solving, result in a better analysis, and improve your grade in the class.

Defend your conclusions with evidence.

An opinion without evidence or facts won't last long.

Course Assignments:

Participation

Each individual will be evaluated on their preparedness for and participation in discussions each day: 3 days @ 100 points each. Participation must be professional and respectful.

Group assessment and writing assignment

Each individual will be graded on the written group assignment (50 points) and oral presentation to the entire class (50 points).

Written assignment

1-page paper (100 points) prepared individually

Grading:Assignment Points

Participation (3 days @ 100 points each)	300 points
Written group assignment	50 points
Oral presentation to the entire class	50 points
<u>1-page paper prepared individually</u>	<u>100 points</u>
Total	500 points

Grading Scale

- A: $\geq 90.0\%$ (≥ 450 points)
- B: $\geq 80.0\%$ and $< 89.9\%$ (≥ 400 points and < 450 points)
- C: $\geq 70.0\%$ and $< 79.9\%$ (≥ 350 points and < 400 points)
- D: $\geq 60.0\%$ and $< 69.9\%$ (≥ 300 points and < 350 points)
- E: $< 60.0\%$ (< 300 points)

There will be no final exam for this course.

Mid-term grades for undergraduates will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:**Submission of Assignments:**

All written assignments must be emailed to the instructor by 5 pm on the day it is due. For each day an assignment is late, a letter grade will be lost on the final grade for the assignment. If you cannot make an assignment deadline, talk to the instructor well in advance to work out an alternative arrangement.

Attendance Policy.

All absences must be excused. Each unexcused absence will result in the loss of a letter grade on the final grade.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 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.

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.

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).

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

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.

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.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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 the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

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

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. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Classroom Behavior Policies:

Students will not be allowed to use cell phones during class, field trips, or during assignments.

Emergency Situations

If an emergency arises in this classroom, building or vicinity, your instructor 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. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble on the sidewalk outside the front of the building so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor 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/>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). 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.

Spring Field Semester - Students will be given an emergency procedures packet at the beginning of the Spring Field Semester. This packet covers the general procedures and emergencies procedures for both on and off campus during the Spring Field Semester.

Course Guest Presenters

Jody Thompson, *Ecological Planning and Design Manager with Eco-Tech Consultants*. Former employee with the Kentucky Division of Forestry on forest health issues. Mr. Thompson will provide students with hands-on, field based assessment and diagnosis for forest health issues.

Dr. Tyler Dreaden, *Research Plant Pathologist with the USDA Forest Service, Southern Research Station*. Dr. Dreaden will provide some lecture, directed readings and discussion.

Dr. Dana Nelson, *Project Leader/Research Geneticist with the USDA Forest Service, Southern Research Station*. Dr. Nelson will provide some lecture and interactive class discussions.

Tentative Course Schedule (subject to change in the event of inclement weather or if unique opportunities to view and assess pressing forest health issues in the region)

Day 1

7:30 AM Course Introduction & Overview of Objectives

8:00 Lectures: Major biotic stressors on central Appalachian hardwood forests and approaches to dealing with them.

11:30 AM Lunch

12:30 PM Urban Forest Health Issues

Tour campus and community with local arborist and relevant campus experts to discuss most pressing urban tree and forest health issues.

5:00 PM Adjourn

Assignment: Students will complete reading assignments (2-3 articles TBD) related to forest health, entomology, pathology, and/or invasive species.

Day 2

8:00 AM Depart for Frankfort, KY (destination may change without notice due to site conditions or to improve field experience)

8:50 PM Site Evaluation (East Frankfort Park)

Determine forest conditions in urban-woodland interface environment and discuss conditions, challenges, and future management with land manager.

11:30 PM Lunch

12:30 PM Site Evaluation – Cove Spring Park (destination may change without notice due to site conditions or to improve field experience)

Determine forest conditions in urban-woodland interface environment and discuss conditions, challenges, and future management with land manager.

3:30 PM Return to UK

4:30 PM Classroom Q&A

5:00 PM Adjourn

Day 3

7:00 AM Depart for London, KY (destination may change without notice due to site conditions or to improve field experience)

8:30 AM Site Evaluation (Levi Jackson State Park)

Determine forest conditions in heavily wooded state park and discuss management options with park manager.

11:30 AM Lunch

12:30 PM Continue Site Evaluation

3:30 PM Return to UK

5:00 PM Adjourn

Day 4

8:00 AM Classroom discussion to review field exercises

9:00 AM Group assessment exercise

Students will be assigned to groups for preparing written and oral assessments of each site visit and evaluation of management options.

11:30 AM Lunch

1:00 PM Group presentations

Groups will present their evaluation of selected site visit to entire class, answer questions, and lead discussions about management approaches for dealing with forest health issues from tours. Groups must be able to professionally respond to critiques and reviews of their management scenario and options by other class members and instructors.

4:00 PM Review reading/writing assignments to be turned in following day. Students select writing topic from list to be distributed at this time and will depend on combination of field exercise and reading assignments.

4:30 PM Adjourn

Day 5

8:00 AM Independent working time for completing reading and writing assignments (instructor will have office hours all day)

4:30 PM All written assignments to be turned in at this time

Required reading:

To be assigned on first day of class