

**Brothers, Sheila C**

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**From:** Hippisley, Andrew R  
**Sent:** Friday, March 21, 2014 2:10 PM  
**To:** Brothers, Sheila C  
**Subject:** RE: Advanced Horticulture

### **Graduate certificate in Advanced Horticulture**

This is a recommendation that the University Senate approve the establishment of a new graduate certificate: Advanced Horticulture, in the Department of Horticulture within the College of Agriculture, Food and Environment.

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Dr Andrew Hippisley  
Professor and Director of Linguistics  
Department of English  
1377 Patterson Office Tower  
University of Kentucky  
Lexington, Kentucky 40506-0027 USA  
1-859 2576989

<http://linguistics.as.uky.edu/user/751>

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**UNIVERSITY OF KENTUCKY**

**College of Agriculture**

**Robert L. Geneve, Professor**

*Department of Horticulture  
401b Plant Science Building  
Lexington, Kentucky 40546-0091  
Phone: (859)257-8610  
FAX: (859)257-2859  
E-mail Rgeneve@uky.edu*

June 19, 2012

Graduate Curriculum Committee,

Included are the documents to initiate a Graduate Certificate in Advance Horticulture. All coursework in the Certificate will be offered via distance learning. The concept of an Advanced Horticulture Certificate was developed by faculty from five Universities participating in AG\*IDEA, an affiliate of the Great Plains IDEA consortium. Great Plains AG\*IDEA is a national consortium of universities offering programs and courses in agriculture disciplines. The University of Kentucky is a member of this Consortium. Additional information about the Consortium can be found at <http://www.gpidea.org/>

The Consortium requires the participating faculty to prepare a business plan for the proposed Certificate that includes identification of the target audience, learning objectives, syllabi for the selected coursework and a program evaluation plan. This plan has been accepted by the Great Plains IDEA consortium and was initiated in Spring 2012. In Spring 2012, UK finalized the administrative agreements with the Great Plains IDEA consortium that has allowed for the current submission to initiate an Advance Horticulture Graduate Certificate.

In order to make this process seamless for participating UK students, each course available in the Certificate program will be assigned a UK course name and number regardless of the University affiliation of the instructor for that course. Each proposed course will be evaluated for approval through the usual University of Kentucky system for new graduate courses. Students will register for classes under the UK course number and pay tuition to the UK registrar at the Consortium rate. The Consortium Common Price for the 2012-2013 academic year is \$485 per graduate credit hour. Course fees will be shared between the resident University (12.5%), the instructor's University (75%), and the Great Plains IDEA consortium (12.5%).

It is envisioned that there will be interest in the Advanced Horticulture Certificate in three targeted audiences. First, there is a population of County Extension personnel with a need and interest in attaining a M.S. degree. The Certificate program can act as the first step in this process by offering distance learning coursework in their discipline that they can complete off-campus. The Advanced Horticulture Certificate coursework is compatible with the newly initiated Integrated Plant and Soil Science graduate program, which could be completed with additional on-campus courses and research activities.

A second population of students that might be attracted to the Certificate program are industry professionals interested in advanced Horticulture training or a mechanism to stay current in their field.

The third group might include a population of students that would not normally participate in graduate education. An example of this group might be the large population of Master Gardener graduates that have the time, interest and enthusiasm for attaining advanced training in Horticulture.

Sincerely,

A handwritten signature in cursive script that reads "R Geneve". The letters are fluid and connected, with a prominent capital "R" and "G".

Robert Geneve, Professor

# University of Kentucky Graduate Certificate Program Application Form

*Please use this application form as a guide for your Certificate Program proposal.*

**Name of Proposed Certificate Program:** Advanced Horticulture

**Sponsoring Academic Unit:** Department of Horticulture

**Administering Unit, if different:** \_\_\_\_

**Primary Contact Name:** Robert Geneve

**Campus Address :** 401b Plant Science Building

**Phone Number:** 257-8610    **Email:** rgeneve@uky.edu

**First Term the Certificate Would be Offered:** Spring 2013

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**1. Describe the Certificate Program and provide a statement of educational objectives and learning outcomes.**

The Certificate in Advanced Horticulture provides students with the basic knowledge and skills required to master advanced practices and principles in horticulture. The program provides courses that cover a broad overview of horticultural production including nursery, greenhouse, edible food crop production as well as coursework in horticultural business management. Production courses are balanced with basic coursework in plant physiology, nutrition, and irrigation science to provide students with an excellent foundation for a horticultural management position, teaching, or graduate school. Specific learning outcomes include: a) A proficiency in advanced principles and practices in horticultural production. b) A fundamental understanding of the basic plant physiology associated with horticultural production. c) A proficiency in the principles of horticultural business management.

**2. Include a statement about the need for such a Certificate Program, and specifically why there is a need to offer this certificate at the University of Kentucky.**

The Advanced Horticulture Certificate is opportunity for Master Gardeners, Vocational teachers, Extension agents and commercial growers to broaden their knowledge base in horticulture and advance their employment opportunities. It would also provide the initial step toward pursuing a graduate degree in the Integrated Plant and Soil Science program offered at the University of Kentucky collaboratively by the Department of Horticulture and the Department Plant and Soil Sciences.

**3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.**

- Graduate Students
- Professional Students: \_\_\_\_
- Degree-seeking, Matriculated Students
- Non-Degree-Seeking Students

*Completed and approved applications should be submitted to:  
Dean of the Graduate School, University of Kentucky*



**4. Provide specific courses and other requirements for the Certificate Program. Separate listings of courses may be included with the proposal.**

The Advanced Horticulture Certificate requires 15 credit hours from the following list of courses:

- PLS 630 Environmental Nursery Production (3 cr.) Spring
- PLS 631 Advanced Arboriculture (3 cr.) Fall
- PLS 632 Floral Crops Production (2 cr.) Spring
- PLS 633 Viticulture (3cr.) Spring
- PLS 634 Interior Plantscaping (3 cr.) Spring
- PLS 635 Herbaceous Perennials and Grasses (3 cr.) Fall
- PLS 636 Business Management of Horticulture Enterprises (3 cr.) Spring and Fall
- PLS 637 Plant Nutrition and Nutrient Management (3 cr.) Spring and Fall
- PLS 638 Plant Physiology (3 cr.) Fall
- PLS 639 Water Issues in Land and Landscape (3 cr.) Spring
- PLS 640 Advanced Topics in Plant Propagation (3 cr.) Fall
- PLS 641 Plant Water Relations (3 cr.) Spring
- PLS 643 Advanced Greenhouse Crop Production (4 cr.) Spring

**5. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s), if any.**

Students completing the Advanced Horticulture Certificate could use a portion of these credits towards completion of a M.S. degree in the Integrated Plant and Soil Science program offered at the University of Kentucky collaboratively by the Department of Horticulture and the Department Plant and Soil Sciences.

**6. Will the Certificate Program be offered jointly with another university? If yes, describe the relationship with the joint unit.**

The Advanced Horticulture Certificate is an approved program through AG\*IDEA, which is the agricultural section of the Great Plains IDEA Interactive Distance Education Alliance. The University of Kentucky is a participating member institution of this organization. The institutions participating in the Horticulture section of AG\*IDEA include Kansas State University, North Carolina State University, Texas Tech University, University of Nebraska-Lincoln, and the University of Kentucky.

**7. Will the Certificate Program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.**

The Advanced Horticulture Certificate includes only distance education courses that have been approved at each of the originating Universities.

**8. Describe the admissions criteria and process in detail. Differentiate between processes for degree-seeking students and non-degree-seeking students, where applicable.**

Potential student apply through the normal UK Graduate School admission process pertaining to certificate programs. The Advanced Horticulture Certificate does not require a GRE score for admission. It is recommended that students have a minimum of a 3.0 undergraduate GPA, but students may be admitted on a provisional basis after evaluation by the program Director.

**9. Provide a projection of the Certificate Program's financial plan. Include the impact on campus resources, such as classrooms and instructional faculty/personnel. Also include plans for tuition and billing, if separate from standard rates across schools.**

Students apply and are admitted at one university (UK); enroll in all courses at that university; and graduate or receive a certificate from that university. The online courses are taught by the best faculty in the discipline from several universities within the consortium. Students in the Advanced Horticulture Certificate pay tuition through the regular UK tuition process at a common credit hour price set by the Great Plains IDEA Interactive Distance Education Alliance. The tuition revenue is split between UK, the course offering institution, and Great Plains IDEA Interactive Distance Education Alliance as stipulated in the agreement between UK and the Alliance. The common price for the 2012-2013 academic year (fall, spring and summer) is \$485 per graduate credit hour.

Campus resources would include a Great Plains IDEA Interactive Distance Education Alliance Campus Coordinator responsible for interaction between UK and the Alliance. A faculty member from the Department of Horticulture will serve as the advisor for admitted students. It is expected that the majority of students participating in the Certificate program would not be on campus and therefore, not requiring additional campus resources.

**10. List all faculty members who will be responsible for planning and participating in the Certificate Program. Programs are encouraged to provide advising for students through the identification of one faculty member as the Director of the Certificate.**

There is a Horticulture Coordinating Committee with members from the participating Universities that meets on a regular basis (monthly) via conference call. This committee was responsible for submission of the business plan for Certificate approval by Great Plains IDEA Interactive Distance Education Alliance. The Horticulture Coordinating Committee functions under the Faculty Rules for the Horticulture Inter-Institutional Graduate Certificate's Program that has been accepted by the participating institutions. The Director of the Advanced Horticulture Certificate will be a faculty member from the Department of Horticulture. The initial Director will be Robert Geneve who has been the representative from UK on the coordinating committee.

**11. Describe the evaluation plans for the Certificate Program.**

A detailed evaluation process was required as part of the business plan provided in the Certificate proposal to the Great Plains IDEA Interactive Distance Education Alliance. The Alliance will be responsible for conducting a pre and post evaluation to participating students and the Horticulture Coordinating Committee is responsible for modification of the evaluation forms and implementation of any changes to the Certificate based on the student evaluations.

Program Personnel for the Horticulture Faculty excerpted from our Faculty Handbook for AGIDEA

*Alliance Program Liaison to a Program Initiative or Academic Program.* The Alliance Board appoints at least one Administrative Liaison from among the board to advise and support the Horticulture faculty and to ensure that the faculty adheres to the policies and procedures established by the Great Plains IDEA. The Administrative Liaison supports the program faculty in curriculum construction, course development, teaching assignments and rotations, and any other applicable Great Plains IDEA policies and procedures and bylaws.

*Faculty Program Chair.* The program faculty selects a Faculty Program Chair from the horticulture faculty across the participating institutions, and organizes a leadership succession plan.

The Faculty Program Chair serves for a one-year term. This will rotate among the faculty whose institutions offer the certificates. The Faculty Program Chair is responsible for leading the faculty in the development of the Program Initiative Business Plan, the curriculum development, course titles and schedule of offerings. The Program Initiative/Academic Faculty Program Chair shall work in conjunction with the Administrative Liaison to the Board of Directors of the Alliance.

The specific responsibilities of the Faculty Program Chair includes the following:

- Act as point of first contact for the Administrative Liaison to the Horticulture program
- Lead meetings of the horticulture faculty
- Facilitate curriculum development
- Manage course rotation
- Address issues of program administration
- Update faculty handbook as appropriate
- Schedule faculty meetings as determined in this manual
- Prepare agendas for faculty meetings and meetings of the Institutional Representatives.
- Coordinate student learning outcomes and assessments of student satisfaction.

*Institutional Representative.* Each participating institution has one faculty member designated as the coordinator of the program for that institution. Each institution determines how that person is selected to fulfill these responsibilities.

Responsibilities of the Institutional Representative may include the following:

- Coordinate the program at the institution.
- Represent the faculty at that institution at meetings not requiring faculty attendance.
- Oversee student admissions.
- Other responsibilities as defined by the institution.
- Serve as advisors to the students enrolled at their home institution and evaluate student transcripts for equivalencies.

*Program Faculty.* Program faculty are those teaching any of the required Horticulture courses. Faculty must be approved as graduate faculty appropriate to their home institution.

Responsibilities of program faculty may include the following:

- Monitor the quality of course delivery and recommend changes when and where needed.
- Adhere to the professional integrity expected at their home institution in teaching and serving students
- Teach program coursework.
- Provide students with opportunities to evaluate courses using Student Learning Outcomes and commonly accepted assessment practices.
- Advise students.

### Meetings

*Annual Faculty Meeting:* The Faculty Program Chair will schedule and organize, in consultation with the Administrative Liaison, a periodic faculty meeting. This meeting could be held at the same location as and at the same time as the American Society for Horticultural Science annual, or the meeting of the Great Plains IDEA, or on-line via a teleconferencing program.

*Conference Calls:* The Great Plains IDEA Lead Institution will support conference calls to conduct affairs between the annual face-to-face meetings.

*Special Meetings:* The Faculty Program Chair, in consultation with the Administrative Liaison and/or other Horticulture faculty, shall determine when special meetings are to be called. Special meetings of Institutional Representatives or of the Horticulture faculty may be held. The Faculty Program Chair will give notice in writing or via e-mail to each Institutional Representative at least 30 days in advance of the meeting. In no cases should a special meeting be held in which decisions will be made that affect the content, structure, or general administration of the program without a proper notice of the meeting being given to all institutions participating in the Horticulture program. Special meetings may be held in person or through telecommunications.

Chair letter of support



*Robert L. Houtz, Professor*  
*Chair, Department of Horticulture*  
*Plant Physiology/Biochemistry/*  
*Molecular Biology Program*  
*N-318 Agricultural Science Building-North*  
*Lexington, Kentucky 40546-0091*  
*Business: (859) 257-1982 Fax: (859) 257-2859*  
*e-mail: rhoutz@uky.edu*

April 1, 2013

Dr. Robert L. Geneve, Professor  
Department of Horticulture  
University of Kentucky  
401B Plant Science Building  
Lexington KY 40546-0312

Dear Dr. Geneve:

This letter is to communicate to you and others the official outcome of the recent discussion at our faculty meeting on Friday, March 29<sup>th</sup> at 2:00 PM in S-301 Ag. Sci. North in regard to your efforts on the Horticulture Graduate Certificate Program. All official faculty were either physically present or connected by Skype. The vote was recorded by the Chair at ~2:15 PM and was unanimous in support of you moving the program forward.

Sincerely,

A handwritten signature in black ink that reads 'Robert L. Houtz'. There is a small red mark below the signature.

Digitally signed by Robert L. Houtz  
DN: cn=Robert L. Houtz,  
o=University of Kentucky,  
ou=Horticulture,  
email=rhoutz@uky.edu, c=US  
Date: 2013.04.01 15:04:20 -0400

Robert L. Houtz,  
Professor and Chair

## **AG\*IDEA Horticulture Business Plan**

### **Assessment Plan**

Assessment strategies for the Horticulture Graduate Certificate programs.

The Horticulture Graduate Certificate program will be assessed based on the program's ability to recruit and retain students, the time required to complete a Certificate program and the level to which students meet the program's learning outcomes.

Data to assess the Certificate program will be collected from a number of sources including:

1. Student demographics. These will include student numbers, retention, and time to complete a Certificate.
2. Student achievement in key coursework related to student learning outcomes. See attached curriculum map for the courses that address each learning objective.
3. Periodic student surveys. Students will be asked to complete two surveys that will help evaluate program effectiveness and perceived learning. One survey will be conducted as they enter the Certificate program and a second after they complete the Certificate. Draft surveys are attached.

Student learning outcomes for the Horticulture Graduate Certificate program include the student's ability to attain:

1. A proficiency in advanced principles and practices in horticultural production.
2. A fundamental understanding of the basic plant physiology associated with horticultural production.
3. A proficiency in the principles and practices of horticultural pest management.

Program assessment targets for the first five years of the program:

1. Student numbers should increase by 15% each year.
2. Student retention rate should be >85%.
3. Average time to complete a Certificate should be < three years.
4. At least 75% of students will achieve a B grade or better in key coursework related to student learning outcomes.
5. At least 85% of students will agree that their coursework has made them better able to communicate horticultural principles with others in their field.
6. At least 85% of students will agree that their coursework has made them better prepared to solve problems they might encounter in the work place.

# AG\*IDEA Horticulture Business Plan

## Initial Survey for Students completing a Horticulture Certificate program

1. Check those areas that apply.

a. Why have you chosen to pursue a Horticulture Certificate?		To prepare for graduate school.
		To be more knowledgeable and competitive in my current job.
		To provide a background to change professions.
		To attain professional continuing education credits.
		To increase my horticultural education for my own personal learning.
		Other –

2. Select the degree to which you agree or disagree with the following statements:

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
a. You feel that you have the basic scientific and technical skills in horticulture you need for your career.				
b. You feel that you are able to communicate horticultural principles with others in your field.				
c. You feel comfortable making horticultural recommendations to others related to plant pest management.				
d. You feel prepared to solve horticultural problems you might encounter in the work place.				
e. You feel comfortable making horticultural recommendations to others related to plant pest management.				

# AG\*IDEA Horticulture Business Plan

## Exit Survey for Students completing a Horticulture Certificate program

1. Select the degree to which you agree or disagree with the following statements:

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
a. Your coursework has provided you with the basic scientific and technical horticultural skills you will need in your career.				
b. Your coursework has made you better able to communicate horticultural principles with others in your field.				
c. You feel comfortable making horticultural recommendations to others related to plant pest management.				
d. Your coursework has made you better prepared to solve problems you might encounter in the work place.				
e. Your learning experience with the distance learning format used for this Horticulture Certificate program was comparable to a traditional in-classroom experience.				
f. You would recommend the Horticulture Certificate program to other students.				

2. Please let us know how you feel about the following questions.

- a. Are there any new courses we should offer to expand your knowledge of horticulture and help prepare you for your career?
- b. Provide any suggestions for improvement for the Horticulture Certificate program.



Demonstrate proficiencies and advanced practices and principles in horticultural production.  
Demonstrate an understanding of the basic plant physiology associated with horticultural production.  
Demonstrate a proficiency in the practices and principles of pest management.

Core courses

Plant Nutrition  
Business Management of Hort Enterprises  
Plant Physiology  
Plant Water Relations  
Floral Crops production  
Environmental Nursery Production  
Arboriculture

Elective courses

Environmental Stress Physiology  
Seed Science  
Advanced Greenhouse Crop Production  
Advanced Nursery Management  
Fruit Quality  
General Viticulture  
Advanced Interiorscaping  
Herbaceous Perennials and Grasses  
Turf Disease Management  
Herbicides / Weed Management Systems  
Turf and Landscape Weed Management  
Management of Horticulture Insects  
Insect Toxicology  
Biological Control of Pests  
Pesticide Resistance Management  
Plant Pathology  
Modified Rootzones  
Soil Physics  
Soil Chemistry

## Horticultural Certificates Curriculum Map

Courses	Learning Outcomes		
	Demonstrate proficiencies and advanced practices and principles in horticultural production.	Demonstrate an understanding of the basic plant physiology associated with horticultural production.	Demonstrate a proficiency in the practices and principles of pest management.
<b>Core courses</b>			
Business Management of Hort Enterprises	X		
Plant Physiology		X	
Plant Nutrition		X	
Plant Water Relations		X	
Floral Crops production	X		
Environmental Nursery Production	X		
Arboriculture	X		
<b>Electives</b>			
Environmental Stress Physiology		X	
Seed Science		X	
Fruit Quality		X	
Modified Rootzones		X	
Advanced Greenhouse Crop Production	X		
Advanced Nursery Management	X		

General Viticulture	X		
Advanced Interiorscaping	X		
Herbaceous Perennials and Grasses	X		
Plant Pathology			X
Turf Disease			X
Management of Horticulture Insects			X
Insect Toxicology			X
Biological Control of Pests			X
Pesticide Resistance Management			X
Herbicides / Weed Management Systems			X
Turf and Landscape Weed Management			X
Soil Physics		X	
Soil Chemistry		X	

Assessment activity

Learning outcome 1 :

Demonstrate proficiencies and advanced practices and principles in horticultural production.

Assessment methods

1. Identify course(s), activities, exams, etc. where data were collected:

Courses

Floral Crops production

Environmental Nursery Production

Exams

Final exit exam

2. Term/Year of collection:

3. Describe the data and the criteria used for evaluating student work:

Percentage of students meeting the proficiency standards of performance on exams.

4. List results from the assessment process:

5. Recommendations and plans for curricular improvement:

Learning outcome 2 :

Demonstrate an understanding of the basic plant physiology associated with horticultural production.

Assessment methods

1. Identify course(s), activities, exams, etc. where data were collected:

2. Term/Year of collection:

3. Describe the data and the criteria used for evaluating student work:

4. List results from the assessment process:

5. Recommendations and plans for curricular improvement:

Learning outcome 3 :

Demonstrate a proficiency in the practices and principles of pest management.

Assessment methods

1. Identify course(s), activities, exams, etc. where data were collected:

2. Term/Year of collection:

3. Describe the data and the criteria used for evaluating student work:

4. List results from the assessment process:

5. Recommendations and plans for curricular improvement:

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 630

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# NEW COURSE FORM

<b>1. General Information.</b>					
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012		
b.	Department/Division: Horticulture				
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Prefix and Number:	PLS 630			
b.	Full Title:	Environmental Nursery Production			
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3 credits			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	During this course, we will explore the major challenges facing nursery industry that drive decision making during production. Asynchronous, on-line lectures, discussions, research paper exploration, and sampling procedures and interpretation will be utilized as primary teaching methods. This is an asynchronous distance education (DE) course. Students are not required to be on-campus.			
j.	Prerequisites, if any:	_____			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.



## NEW COURSE FORM

<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain:	_____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	Certificate in Advanced Horticulture		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 630

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

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Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 630	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

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11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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**PLS 630**  
**Environmental Nursery Production**

**Instructor:** Dr. Helen Kraus and Dr. Anthony LaBude  
**Office Address:** Department of Horticulture, North Carolina State University  
**Email:** [Helen\\_Kraus@ncsu.edu](mailto:Helen_Kraus@ncsu.edu) and [Anthony\\_Lebude@ncsu.edu](mailto:Anthony_Lebude@ncsu.edu)  
**Office Phone:** 919-515-1208 and 828-684-3562  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

During this course, we will explore the major challenges facing nursery industry that drive decision making during production. Asynchronous, on-line lectures, discussions, research paper exploration, and sampling procedures and interpretation will be utilized as primary teaching methods. This is an asynchronous distance education (DE) course. Students are not required to be on-campus. **Course web page:** <https://wolfware.ncsu.edu/>

**Student Learning Outcomes:**

By the end of this course, the student will be able to:

1. Develop comprehensive knowledge of the history and present day challenges of the nursery industry, and apply that understanding to the industry's future progress.
2. Evaluate the current body of knowledge and the history of development regarding best management practices (BMP) for nursery production and discuss the future direction of BMPs.
3. Partner with a nursery near the students location to learn different sampling procedures to collect data and interpret results with particular focus on management of water and nutrients applied during production.
4. Consider the challenges facing the nursery industry in today's society and the body of knowledge gained that can be used to direct the industry's future

**Required Materials:**

Textbook: There is no required textbook. All required materials will be supplied on the webpage above. However, *Nursery Management* by Harold Davidson, Curtis Peterson, and Roy Mecklenburg (4th edition) (ISBN 0-13-617572-4) is recommended as a supplement for background information.

## Course Assignments

### Grades:

- Discussions (5% each) 30%
- Hands-on / nursery partnering assignments (10% each) 50%
- Application assignment 20%

### Point Distribution:

A	89.5 – 100%
B	89.0 – 79.5
C	79.0 – 61.0
E	< 60.5

## Summary Description of Course Assignments

- Discussions: For each topic covered in the course, students will be required to post responses to instructor guided discussions based on the on-line “lectures” and supportive readings. There will be a total of 6 discussions with 1 to 4 topics per each discussion. Students must have meaningfully contributed to discussions by 12:00 PM EST, Sunday of the week the discussion assignments are made.
- Hands-on / nursery partnering assignments: Students are required to find a production nursery in their community with whom they can partner to apply the principles learned during the on-line “lectures” and supportive readings to complete 5 hands-on activities described below. A brief summary of these hands-on activities will be required. Students must have submitted the summary of their hands-on nursery partnering assignment by 12:00 PM EST, Sunday of the week the hands-on assignment is made.
  1. Substrate sampling:
    - a. Measure total porosity, air space, and container capacity of your cooperating nursery’s substrate using the plastic bag lined pot and milk carton methods
  2. Irrigation sampling:
    - a. Collect a sample of irrigation water using proper procedures
    - b. Collect and measure a leaching fraction from three different irrigation zones
    - c. Using the measurement and examination methods, evaluate irrigation efficiency from 3 different irrigation zones
  3. Nutrient sampling:
    - a. Collect leachate from container plants using the VTEM pour through method
  4. Environmental nursery production practices survey
    - a. Administer the Checklist for Assessing and Mitigating Runoff in Greenhouses and Nurseries survey and summarize your findings.

5. IPM scouting
  - a. Scout your partnering nursery and report three pest complexes active by determining pests, hosts, and natural enemies present.
- Application assignment: Students will complete one application assignment by applying their constructed knowledge from the course. This assignment is due during the last week of class and should be selected from the following list of ideas. Students should consult with the instructors to discuss this assignment prior to working on it.
  - o Discussion paper which examines in more depth the current understanding of one of the topics covered in the course. This paper should include competing theories about the topic and any supporting evidence.
  - o Project proposal which reviews the body of literature on a topic and proposes a research project (or series of research projects) that will further the body of knowledge.
  - o Grant application, which briefly reviews the body of literature on a topic, defines a research objective, and outlines a research project with a proposed budget. This project can be in the form of a request for funding from either Horticulture Research Initiative (HRI), Sustainable Agriculture Research and Education (SARE), University extension and engagement grant (or some similar internal grant at your university), Southern Integrated Pest Management Center (SIPM) (or a similar IPM granting agency in your region), a large nursery (J. Frank Schmidt in Oregon), substrate supplier, municipality, chemical company, or a fictitious agency.
  - o Comprehensive literature review that covers one of the topics discussed in the course.
  - o Extension (outreach) bulletin for industry personnel that illustrates one of the hands-on techniques used in the course.
  - o Nutrient management plan for the student's partnering nursery based on the guidelines provided and survey information collected.



**Tentative Course Schedule**

Every attempt will be made to adhere to this schedule; however, as life frequently gets crazy and out-of-control, any alterations in the schedule will be discussed with all students.

**Week of (completed by 12:00 PM eastern time on Sunday of the week):**

**Jan. 10th** Introduction and Shared photo tour of the layout and design and product mix of your partner nursery

**Jan. 17th** Issues in substrate (media) management (Helen Kraus)

**Jan. 24th** Discussions and Hands-on assignment for substrates (Helen Kraus)

**Jan. 31st** Issues in irrigation management for field and containerized production (Helen Kraus)

**Feb. 7th** Discussions and Hands-on assignment for irrigation (Helen Kraus)

**Feb. 14th** Issues in nutrient (fertilizer) management field and containerized production (Helen Kraus)

**Feb. 21st:** Discussions and Hands-on assignment for fertilizers (Helen Kraus)

**Feb. 28th:** Issues in environmental production practices (Anthony LeBude)

**March 7th:** **Spring Break – no class**

**March 14th:** Discussions for environmental production practices (Anthony LeBude)

**March 21st:** Issues in business management (Anthony LeBude)

**March 28th:** Discussions and Hands-on assignment for business management (Anthony LeBude)

**April 4th:** Issues in pest management (Anthony LeBude)

**April 11th:** Discussions and Hands-on assignment for pests (Anthony LeBude)

**April 18th:** Shared photo tour of your partner nursery – conclusions

**Course Policies:****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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>					
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012		
b.	Department/Division: Horticulture				
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Prefix and Number:	PLS 631			
b.	Full Title:	Advanced Arboriculture			
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3 credits			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	The focus of this course is the physiological principles and industry practices in the production, moving, care, and maintenance of ornamental trees, shrubs, and ground covers. The purpose of this course is to provide students the career tools to install and maintain woody plants. This goal will be accomplished through the review of the pertinent literature and through class exercises designed to improve the students' skills and knowledge of woody plant physiology, care and maintenance. This course is designed for students without previous experience in arboriculture.			
j.	Prerequisites, if any:	_____			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both				

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program: Certificate in Advanced Horticulture			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: _____			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 631

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

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	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs



## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
-----	--

## PLS 631 Advanced Arboriculture

**Instructor:** Dr. Cynthia McKenney  
**Office Address:** Department of Plant and Soil Science, Texas Tech. University  
**Email:** Cynthia.McKenney@ttu.edu  
**Office Phone:** (806)742-2854  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

The focus of this course is the physiological principles and industry practices in the production, moving, care, and maintenance of ornamental trees, shrubs, and ground covers. The purpose of this course is to provide students the career tools to install and maintain woody plants. This goal will be accomplished through the review of the pertinent literature and through class exercises designed to improve the students' skills and knowledge of woody plant physiology, care and maintenance. This course is designed for students without previous experience in arboriculture.

**Student Learning Outcomes:** The overarching purpose of this course is to introduce students to the tree care industry and to develop an appreciation and understanding of tree physiology and growth.

During this course, you will:

- A. Demonstrate their knowledge of the impact of environmental conditions on the growth and maintenance of trees and shrubs
- B. Demonstrate knowledge of tree physiology and maintenance
- C. Evaluate tree health and complete tree appraisals
- D. Demonstrate knowledge of plant classification and binomial nomenclature
- E. Diagnose common tree problems
- F. Select appropriate, healthy trees for planting

### Required Materials:

Text required: *Arboriculture: Integrated Management of Landscape Trees, Shrubs, and Vines (4th Edition)* - Harris, Clark, and Matheny.

### References Used for This Class:

- A. *Tree Maintenance* - P. P. Pirone
- B. *Diseases of Trees and Shrubs* - Sinclair, Lyon & Johnson
- C. *Insects That Feed on Trees and Shrubs* - Johnson & Lyon

## Course Evaluation

### Grades:

Tests:	4 @ 100 pts	400
Term Paper	1 @ 100 pts	100
Teaching Module	1 @ 30 pts	30
Assignments	2 @ 20 pts	40
Article Critiques	4@ 20 pts	80
Review Quizzes	4 @ 10 pts	40
Student Homepage	1 @ 10 pts	<u>10</u>
	TOTAL	700

### Point Distribution:

A = 700-630

B = 629-560

C = 559-490

E = 490 and below

## Summary Description of Course Assignments

- A. **Hourly Exams:** There will be four hourly exams worth 100 points each. Each exam will include a variety of question types such as multiple choice, matching, short answer and essay. Exam dates are listed in the Course Schedule. The final exam will not be comprehensive. It will be the same format as the 3 prior exams.

If you are within 50 miles of the TTU campus, you are expected to come in and take your exams at the scheduled time. If you are further away than 50 miles, you may take your exams with an approved proctor.

The day of your exam, report to your proctor with a photo ID and your proctor will supply your password to access the exam. Please take the time to secure your proctor within the first two weeks of the course.

On the day of the exam, if there are any problems accessing your exam, please call! Take my contact information with you to the exam.

- B. **Review Quizzes:** There will be four review quizzes during the semester that will each be worth 10 points. These quizzes are intended to determine the students' comprehension of presented material and encourage the students to keep up with their reading assignments. These quizzes must be completed within the time allotted. There will be no makeup quizzes offered as this is part of your participation and attendance points.

- C. **Assignments:** There will be two assignments during the semester in which the

students will apply their understanding of the course materials and complete exercises such as estimating tree value, determining fertility needs or other common tree care practices. Each assignment will be worth 20 points. By the end of the first week of class each student will submit a document that contains their picture that introduces themselves to the class. This assignment will be worth 10 points.

**D. Article Critiques:** There will be 4 article critiques that will be worth 20 points each. These articles should be from popular publications, trade journals or magazines that cover woody plants such as *American Horticulturist*, *Arbor Age* or *American Nurseryman* or from referee journals such as *The Journal of Arboriculture* or *The Journ of Amer Soc of Hort Sci*. Please make sure that you have a mixture of sources and include at least two referee journals in your selections. The following format should be followed:

1. Type the citation at the top of the paper.
2. In the body of the critique, give a brief summary of the article.
3. For each article, identify what you found thought provoking.
4. Discuss whether you agree or disagree with the position of the author and explain why.
5. State the value of this article to the discipline and whether you would recommend that your classmates should read it.
6. Submit your critique to turnitin.com prior to submitting it through the course platform. Please fax, e-mail or surface mail a copy of the article that you are critiquing. All articles must be by the date provided in the course calendar.

**E. Term Paper:** The course project for this class will be a term paper on a subject that is approved by the instructor. This paper will be worth 100 points and due on the date listed in the course outline. The following guidelines must be followed:

1. Typewritten and double-spaced
2. 10 or more references, no more than 2 of these may be from the Internet
3. 6-10 pages in length excluding references and illustrations.  
Please be concise.
4. Submit your paper to Turnitin.com so it can be checked for plagiarism. You might want to do this at least 10 days before the paper is due in the event that you need to make changes.
5. Citations. Follow the ASHS citation methodology.

**In Text:**

(Jones & Baker, 1999)

**In Literature Cited Section:**

Doe, J. 2001. Tree culture and management. HortScience,3, (2):1-10.

Tubb, J. 1999. Arboriculture. New York, NY: Oxford Press, 31-60.

Zoo, E. 1980. Tree Culture. TX Ag. Ext. Serv. Bull. 36:4-8. Smith, J. (Aug.)

2001. Growth Retardants. Available at:  
[www.plantstuff.com/html](http://www.plantstuff.com/html)

6. Suggested References (These are just a few):

*HortScience*

*Journal of Forestry*

Gov and State Extension Bulletins

*Journal of Amer Soc of Hort Sci*

*American Forestry*

Text books

*Journal of Arboriculture*

7. Suggested Potential Topics (These are just a few):

Injury

Saving Trees on Construction Sites

Diagnostic Techniques

Compaction

Growth Regulators

Tree Ordinances

F. **Teaching Module:** This project will be worth 30 points. Each student is to select an article that will be provided and prepare a PowerPoint presentation, plain text document, a hybrid of the two or whatever means they wish to use to present the content of the article to the class. Students must select the article they want to use by the end of the second week of class and clear it with the instructor so that a due date can be assigned for the class topic that they chose. Students will also be required to submit 4 questions for inclusion on the appropriate exam.

**Course Policies:**

All late work will have **10 points** deducted for **each day or part of a day** it is late.

If you miss an exam for any reason, you must make appropriate arrangements within 3 days or a score of "0" will be recorded.

There will be no extra credit offered in this course.

**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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>					
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012		
b.	Department/Division: Horticulture				
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Prefix and Number:	PLS 632			
b.	Full Title:	Floral Crops Production and Handling			
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
	2 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	2 credits			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	The principles and commercial practices for producing floral potted crops and cut flowers emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology will be covered.			
j.	Prerequisites, if any:	_____			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4. Frequency of Course Offering.</b>					
a.	Course will be offered (check all that apply):				
	<input type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer		

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.



## NEW COURSE FORM

<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10	
<b>7.</b>	<b>Anticipated Student Demand.</b>		
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain: _____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>		
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
<b>9.</b>	<b>Course Relationship to Program(s).</b>		
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, name the proposed new program: _____		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>5</sup> , list affected programs: _____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>		
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )		
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.		

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 632

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 632	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b><i>Curriculum and Instruction</i></b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

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	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
-----	--

**PLS 632**  
**Floral Crops Production and Handling**

**Instructor:** Dr. Kim Williams  
**Office Address:** Horticulture Forestry and Recreation Resources, Kansas State University  
**Email:** [kwilliam@ksu.edu](mailto:kwilliam@ksu.edu)  
**Office Phone:** 785/532-1434  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 2 credit distance education course.

The principles and commercial practices for producing floral potted crops and cut flowers emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology will be covered.

**Student Learning Outcomes:** The overarching purpose of this course is to introduce students to the floral crop production industry and to develop an appreciation and understanding of floral crop physiology, growth and post harvest handling.

During this course, you will be able to:

- a. define the environment required for forcing specific crops
- b. understand the various production systems available for producing floral potted crops and cut
- c. crops
- d. anticipate how a specific crop will respond to changes in the greenhouse environment based on
- e. knowledge of its morphology and physiology
- f. understand the cultural practices that influence post-harvest handling and use
- g. understand the plant's physiological response to post-harvest handling practices
- h. make management decisions about crop production with consideration of economics
- i. appreciate the diversity of the workforce and customers of the international floriculture industry
- j. develop skills to grow any crop in any geographical region

**Required Materials:**

Text required: Orchid Fever. 2000. Eric Hansen. Popular literature that will be used in a class assignment.

### References Used for This Class:

- a. **Floriculture: Principles and Species, 2nd ed.** 2005. John Dole and Harold Wilkins. This text is the ultimate resource for any floriculture producer, and will be necessary if you seek
- b. clarification or further information about crop-specific information.
- c. **Ball RedBook, Crop Production**, 17th ed, vol. 2. 2003. Debbie Hamrick, editor. As a “bible”

*K-State Online:* This web resource will be used to maintain course information such as course assignment due dates, partial notes from lectures, and the course gradebook.

### Course Assignments

**Tests (3 at 16.7% each = 50% of grade):** Three tests will be given; the final has a comprehensive component. Dates of the tests 1 and 2 TBA; Final exam May 14, 11:50-1:40.

**Assignments (6 assignments = 35% of grade):** Topics include geophytic crop scheduling, postharvest assessment, using PGRs on floral crops, and the *Orchid Fever* assignment. Each requires in-depth, multi-faceted reports.

**Class preparation, participation, & quizzes (5% of grade):** About 7 very short in-class quizzes or other evaluations will be made on preparation for an assignment or class participation.

*Grading scale:* If your average is...

- 90 to 100 = A
- 80 to 89 = B
- 70 to 79 = C
- Below 70 = E

### Summary of Lecture Topics

Plant Growth and Development – 2 lectures

Gesneriad Production – 2.5 lectures

- Allows coverage of basic production cycle, includes crops for a variety of market niches
- African violet, gloxinia, streptocarpus, achimines, episcia

Geophyte Production – 4.5 lectures + 1 homework

- Allows coverage of pot and cut geophytes, including an understanding of their physiology in the landscape
- Group II bulbs (require dormancy-breaking cold treatment) tulip, hyacinth, narcissus, and specialty bulbs; Group I bulbs (require cold treatment for

vernalization) Easter lily, hybrid lilies; and non-rooting room bulbs of amaryllis, caladium; cut flowers freesia, calla lily, and alstroemeria

- Easter lily leaf counting and bulb scheduling homework; force potted bulbs in lab

Post-harvest Physiology – 4 lectures + 1 homework

- Physiology of senescence, means of ethylene inhibition
- How production factors and post-harvest handling influence post-harvest quality
- Post-harvest experiment

Orchid Production – 2 lectures + homework

- Overview of Orchidaceae production, market niches, conservation
- *Orchid Fever* homework allows for consideration of plant movement across international boundaries, plant conservation, and different market niches

Cut Flowers – 4 lectures

- Field-grown cuts (zinnias, specialty cut flowers)
- Snapdragons

Photoperiodic Crops Production – 4 lectures + 1 homework

- Physiology of photoperiodism
- Chrysanthemum, poinsettia, kalanchoe, begonia
- Scheduling photoperiodic crops homework

Woody Flowering Potted Crops Production – 3 lectures

- Hydrangea (nutrition to control sepal coloration), azalea (interesting forcing)

### **Course Policies:**

All late work will have **10 points** deducted for **each day or part of a day** it is late. If you miss an exam for any reason, you must make appropriate arrangements within 3 days or a score of "0" will be recorded. There will be no extra credit offered in this course.

### **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.

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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 (Room 2, Alumni Gym, 257-

2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Agriculture	Today's Date: 5/15/2012		
b.	Department/Division: Horticulture			
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone: 7-8610	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: PLS 633			
b.	Full Title: General Viticulture			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: 3 credits			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	An understanding of the commercial importance, distribution, anatomy, physiology, and production of Genus Vitis (grapes) including cultivars, propagation, canopy management, diseases, weed control, physiology, anatomy, irrigation, wine production, climates and soils.		
j.	Prerequisites, if any: _____			
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4. Frequency of Course Offering.</b>				

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program: Certificate in Advanced Horticulture			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: _____			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number:    PLS 633

Proposal Contact Person Name:    Robert Geneve                      Phone: 7-8610                      Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/      /	
		/      /	
		/      /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 633	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	entitled to full access to student services.
<b><i>Library and Learning Resources</i></b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b><i>Student Services</i></b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

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11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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**PLS 633**  
**Viticulture**

**Instructor:** Dr. Sara E. Spayd  
**Office Address:** 258 Kilgore Hall, North Carolina State University  
**Email:** [sara\\_spayd@ncsu.edu](mailto:sara_spayd@ncsu.edu)  
**Office Phone:** 919-514-0772  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

An understanding of the commercial importance, distribution, anatomy, physiology, and production of Genus *Vitis* (grapes) including cultivars, propagation, canopy management, diseases, weed control, physiology, anatomy, irrigation, wine production, climates and soils.

**Student Learning Outcomes:** The purpose of this course is to provide students with the fundamental and practical aspects of commercial grape production.

During this course, you will:

1. Develop an appreciation for the history and evolution of the modern grape and wine industry
2. List and know traits of the species and important cultivars of the commercially important species.
3. Understand how to select an appropriate site and establish and manage a commercial vineyard
4. Integrate anatomical and physiological responses of grapevines to environmental conditions in order to optimize viticultural practices
5. Develop a familiarization with the scientific literature of viticulture

**Required Materials:**

Required Textbook: *Wine Science, 3rd Edition*. ISBN-13: 978-0-12-373646-8

Recommended Textbooks: *The North Carolina Winegrape Grower's Guide*, (Free online at [http://www.cals.ncsu.edu/hort\\_sci/fruit/winegrapes.html](http://www.cals.ncsu.edu/hort_sci/fruit/winegrapes.html)).

*Muscadine Grapes*, ISBN 0-9797546-0-4

## Course evaluation

### Grading

Quizzes 10 quizzes	40%
Project	15%
Participation in on-line discussions	5%
Review/present journal articles on-line (2)	25%
Cumulative Final Exam	15%

### Point Distribution

Letter Grade	Points	Percentage
A	1100-990	90-100%
B	989-880	80-89%
C	979-800	70-79%
E	<800	< 70%

*Quizzes:* Written, short answer quizzes covering material taught from the pervious quiz through the current quiz. Quizzes will be completed on-line in the class' website.

*Project:* Student paper (5-10 pages) covering some aspect of viticulture using scientific literature.

*Participation in on-line discussions:* A bi-weekly question will be posed on-line at the course website for question, answer and threaded discussions.

*Review/present journal articles on-line:* Students will select two journal articles from a provided list to read and review on-line using Elluminate. All students are expected to read all papers. Students will provide a short PowerPoint presentation prior to the review to be uploaded.

*Cumulative Final Exam:* A written, short answer and discussion cumulative final exam. The final will also include information from the scientific papers reviewed.

## Tentative Lecture Schedule (2 – 100 minute lectures/week)

Lecture	Topic	Lecturer	Assignment
1	Introduction/Importance	Spayd	Chapter 1z
2	History	Spayd	Chapter 1
3	Grape Species & Varieties	Spayd	Chapter 2 pp. 1-30
4	Grape Species & Varieties	Spayd	Chapter 2 pp. 1-30
5	Reproductive Structures & Development	Spayd	Chapter 3 pp. 67-97
6	Plant Improvement	Ballington	Chapter 2 pp. 31-44
7	Vegetative Structures & Development	Spayd	Chapter 3 pp. 50-66
8	Finish Structures & Development	Spayd	Chapters 1-3
9	Management of Vine Growth	Spayd	Chapter 4 pp. 108-139
10	Management of Vine Growth	Spayd	Chapter 4 pp. 108-139
11	Management of Vine Growth	Spayd	Chapter 4 pp. 108-139
12	Rootstocks	Spayd	Chapter 4 pp. 140-143
13	Propagation & Grafting	Spayd	Chapter 4 pp. 144-146
14	Fertility & Fertilization	Havlin	Chapter 4 pp. 160-174 & Chapter 5 pp. 240-245
15	Diseases	Sutton	Chapter 4 pp. 150-159
16	Irrigation	Spayd	Chapter 4 pp. 175-211
17	Insects	Burrack	Chapter 4 pp. 175-211
18	Site Selection – Topography & Atmospheric Influences	Poling	Chapter 5 pp. 246-264 Poling, <i>HortScience</i>
19	Introduction to Muscadines, Growth and Development	Poling	Chapter 1 pp. 1-15 Chapter 6 pp. 117-132
Field trip 20-22	Saturday all day field trip	Spayd	
23	Muscadine Production: Site Selection and Management	Poling	Chapter 7 pp. 133-152 Chapter 9 pp. 169-188
24	Muscadine Production: Trellising, Training, and Pruning	Poling	Chapter 8 pp. 169-188 Plus instructor handout
25	Fruit Composition	Spayd	Chapter 6
26	Fruit Composition	Spayd	Chapter 6
27	Fruit Composition	Spayd	Chapter 6
28	Harvesting Grapes	Spayd	Chapter 4 pp. 212-220
29	Wine Production	Spayd	Chapter 7 pp. 333-406
30	All Grapes Fresh Market	Fisk	
	Final Exam		

## Course Policies

### **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:**

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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.

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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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>					
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012		
b.	Department/Division: Horticulture				
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Prefix and Number:	PLS 634			
b.	Full Title:	Interior Plantscaping			
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3 credits			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	The focus of this course is the physiological principles and industry practices in the production, moving, care, and maintenance of interior plants. This course will provide students the career tools to design, install and maintain interior plantscapes. This goal will be accomplished through the review of the pertinent literature and through class exercises designed to improve your skills and knowledge of interior plant physiology, care and maintenance.			
j.	Prerequisites, if any:	_____			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>			YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain:	_____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	Certificate in Advanced Horticulture		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 634

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 634	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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**PLS 634**  
**Interior Plantscaping**

**Instructor:** Dr. Cynthia McKenney  
**Office Address:** Department of Plant and Soil Science, Texas Tech. University  
**Email:** Cynthia.McKenney@ttu.edu  
**Office Phone:** (806)742-2854

**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

The focus of this course is the physiological principles and industry practices in the production, moving, care, and maintenance of interior plants. This course will provide students the career tools to design, install and maintain interior plantscapes. This goal will be accomplished through the review of the pertinent literature and through class exercises designed to improve your skills and knowledge of interior plant physiology, care and maintenance.

**Student Learning Outcomes:** The overarching purpose of this course is to introduce you the student to the interior plant industry and to develop an appreciation and understanding of foliage plant physiology and growth.

During this course, you will:

- A. Demonstrate knowledge of the impact of environmental conditions on the growth and maintenance of interior plants.
- B. Demonstrate knowledge of foliage plant physiology and maintenance.
- C. Analyze current issues in the industry and supply plausible solutions.
- D. Learn the growth and culture of over 150 foliage plants. E.  
Become familiarized with the tropical plant families.
- F. Evaluate existing interior installations and pose plausible solutions.

**Required Materials:**

Text required: *No lecture text; content is from lecture modules*  
Laboratory Resource: *Tropical Foliage Plants - Griffith*

**References Used for This Class:**

- A. *Interior Plantscapes* – Manaker
- B. *Flowering and Foliage Plant Book* - J. Henry
- C. *Interior Landscaping* - Furuta
- D. *Interior Plantscaping* - Gaines
- E. *Garden Plants and Flowers* - Hays

## Course Assignments

### Grades:

Syllabus and Review Quizzes	4@ 10 pts.	40
Student Homepage	1@ 20 pts.	20
Hourly Exams	4@ 100 pts.	400
Plant I.D. Quizzes	8@ 30 pts.	240
Plant I.D. Exams	2@ 100 pts	200
Article Critiques	4@ 25 pts	100
Term Paper	1@ 100 pts	100
Discussion Posting Sets	5@ 20 pts	100

TOTAL 1,200

### Point Distribution:

*A* = 1200 - 1080

*B* = 1079 - 960

*C* = 959 - 840

*E* = 840 and below

### Summary Description of Course Assignments

A. **Hourly Exams:** There will be four hourly exams worth 100 points each. Each exam will include a variety of question types such as multiple choice, matching, short answer and essay. Exam dates are listed in the Course Schedule and calendar. The fourth exam will be your final exam and it will not be comprehensive.

1. Grading on the listing questions will be as follows:

2 pts for each plant

1 pt for scientific name

1 pt for spelling

2. Essay and short answer questions will be graded on the following:

70% content

30% grammar and spelling

B. **Syllabus and Review Quizzes:** There will be a syllabus quiz given during the first week of class to encourage you to review the course content carefully and schedule your time for this course accordingly. This quiz will be worth 10 points and may be repeated a maximum of 3 times with the highest score being recorded. The questions will be multiple choice and automatically graded.

C. **Module Self-Checks:** There will be three review quizzes during the semester that will each be worth 10 points. These quizzes are intended to determine your

comprehension of presented material and encourage you to keep up with their reading assignments in preparation for the hourly exams. These quizzes will be available one week prior to the exam and must be completed within the time allotted. Each quiz may be taken a maximum of 3 times each with the highest score being recorded.

- D. Discussion Assignments:** There will be 5 discussion assignments during the semester in which you will read and discuss a question focused on a topic from either lecture or lab. Alternately, you may have the opportunity to complete design critiques by reviewing and evaluating an image of an existing facility. In each critique, discuss the physical accommodations, plant selection, lighting and plant maintenance level. Identify the highlights of the design and also include suggestions for improvement. Post your discussion for either of these types of assignments in the "MAIN" section of the Discussion Board. In addition, respond to one of your classmates postings. You will be graded on the number and quality of posting you provide. Each posting is worth 10 points with the "set" of postings for each assignment worth 20 points. You will be expected to post a minimum of 5 personal critiques and 5 critiques of your peer's responses. In order to count as a posting, the discussion must be a minimum of 4 sentences and at least 25 words each. The posting must be on topic, professional, and insightful. The grading will be based on:

Originality	4 pts
Content	4 pts
Length criteria	<u>2 pts</u>
Total	10 pts

- E. Plant Identification Exams:** There will be 8 weekly plant identification quizzes completed within the laboratory section for this course with each quiz being worth 30 points. You will demonstrate your knowledge of the plant family, scientific name and common name for a series of plants each week. Plants will be cumulative throughout the semester. Likewise, there will be a midterm and final plant ID exam. These will be similar to the weekly quizzes but will be worth 100 points each. Scheduled dates to complete the plant id quizzes and exams will be on Thursday afternoons from 1-5 p.m. CST. For those of you who are not located within 50 miles of the Texas Tech main campus, you will take your ID quizzes and exams via the internet by scheduling a time with your proctor.

Grading for each plant identification question will be as follows:

- 3 pts for each plant
- 1 pt for scientific name
- 1 pt for common name
- 1 pt for family
- ½ pt will be deducted from any of the above for errors in spelling

**F. Article Critiques:** There will be 4 article critiques that will be worth 25 points each. These articles should be from popular publications, trade journals or magazines that cover interior plants such as *Interior Landscape Industry*, *The Journal of Amer Soc of Hort Sci.*, *Hort Science*, *Horticulture Magazine* or other industry publications. Please make sure that you have a mixture of sources and include at least two referee journals in your selections. The following format should be followed:

1. Type the citation at the top of the paper.
2. In the body of the critique, give a brief summary of the article.
3. For each article, identify what you found thought provoking.
4. Discuss whether you agree or disagree with the position of the author and explain why.
5. State the value of this article to the discipline and whether you would recommend that your classmates should read it.
6. Submit your critique to turnitin.com prior to submitting it through the course platform. Please fax, e-mail or surface mail a copy of the article that you are critiquing. All articles must be by the date provided in the course calendar.

**G. Term Paper:** The course project for this class will be a term paper on a subject that is approved by the instructor. This paper will be worth 100 points and due on the date listed in the course outline. The following guidelines must be followed:

1. Typewritten and double-spaced
2. 10 or more references, no more than 2 of these may be from the Internet
3. 6-10 pages in length excluding references and illustrations. Please be concise.
4. Citations. Follow the ASHS citation methodology.

**In Text:**

(Jones & Baker, 1999)

**In Literature Cited Section:**

Doe, J. 2001. Tree culture and management. HortScience,3, (2):1-10.

Tubb, J. 1999. Arboriculture. New York, NY: Oxford Press, 31-60.

Zoo, E. 1980. Tree Culture. TX Ag. Ext. Serv. Bull. 36:4-8. Smith, J. (Aug.)

2001. Growth Retardants. Available at:www.plantstuff.com/html

5. Suggested Potential Topics (These are just a few): Chemical application in the interiorscape  
New foliage plant releases Current

design trends Employee management  
issues

**H. Student Homepage:** You will complete the student homepage by providing a picture, a few lines about yourself including your location during the class (this is not an address), career, and future career aspirations. The course is password protected so only class members will have access to the site. The homepages will allow you to get to know each of your virtual peers a bit more easily and will allow you to practice your skills at uploading materials and complete online assignments. Your homepage is due the seventh day after the course officially begins and is noted on the course calendar. It will be worth 20 points.

Grading will be as follows:

Image	5 pts	Name,
classification	5 pts	Major, hometown
5 pts	Fun fact about themselves	5 pts

**Course Policies:**

All late work will have **10 points** deducted for **each day or part of a day** it is late.

If you miss an exam for any reason, you must make appropriate arrangements within 3 days or a score of "0" will be recorded.

There will be no extra credit offered in this course.

You will have about 15 to 20 plants a week to learn. It is important to keep up daily as the number of plants builds up quickly.

Due to the nature of this course, it includes both audio and visual components. The images of the interior designs and laboratory plant materials will not be accessible to those who are visually impaired. The scripts for the audio portion of the presentations are available in the course modules.

**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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>					
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012		
b.	Department/Division: Horticulture				
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Prefix and Number:	PLS 635			
b.	Full Title:	Herbaceous Perennials and Grasses			
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3 credits			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	We will identify native and adapted herbaceous perennials and grasses that can be used to create interesting, sustainable landscapes. It is impossible to learn them all, but I hope this course will whet your appetite for more. Typical ecological associations, environmental and cultural requirements, design characteristics and management practices will be discussed.			
j.	Prerequisites, if any:	_____			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4. Frequency of Course Offering.</b>					

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program: Certificate in Advanced Horticulture			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: _____			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

### General Information:

Course Prefix and Number: PLS 635

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 635	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>N/A</p>
<b>Student Services</b>	
8.	<p>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 Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>From the syllabus and AGIDEA technical support.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If no, explain how students 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.</p> <p>Students accesses resources and lectures from the instructor with technical support from AGIDEA.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations:             <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)             <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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**PLS 635**  
**Herbaceous Perennials and Grasses**

**Instructor:** Dr. Kim Todd  
**Office Address:** Department of Horticulture, University of Nebraska  
**Email:** [ktodd2@unl.edu](mailto:ktodd2@unl.edu)  
**Office Phone:** 402-472-8618  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

We will identify native and adapted herbaceous perennials and grasses that can be used to create interesting, sustainable landscapes. It is impossible to learn them all, but I hope this course will whet your appetite for more. Typical ecological associations, environmental and cultural requirements, design characteristics and management practices will be discussed.

**Student Learning Outcomes:**

Whether you are a stranger to the herbaceous plant world or an explorer seeking unknown frontiers (and species or cultivars), the goal of this course will be to enhance your understanding and knowledge of herbaceous landscape plants available for use in designed landscapes. While the course was created for USDA zones 3 -7, the basic principles and processes apply in all zones.

By the end of this course, the student will be able to:

1. Use the basic parts of herbaceous landscape plants that distinguish one from another to identify selected perennials and grasses in the field and from digital images
2. Choose and group perennials and grasses to meet functional needs, enhance landscape aesthetics, and solve management problems
3. Assess environmental factors that will influence the performance of plants in various locations
4. Choose best management strategies to efficiently and economically produce a quality landscape

**Textbooks and other resources:**

There are huge numbers of scholarly and popular books on herbaceous plants, some of them focused entirely on a single genus, others on a 'type,'—grasses, for example; still others on color or texture or landscape use. References also vary from one part of the country to another.

I like to use Alan Armitage's books for readability and good descriptions. **Herbaceous Perennial**



**Plants** is his standard, recently revised. He has also written a reference for half-hardy plants and annuals. Steven Still's book, **Manual of Herbaceous Ornamental Plants**, is also good. I use Taylor Guides to Gardening series for pictures and 'thumbnails,' and visual relief from words. A true list of wonderful resources would be pages long. I will post articles or links as appropriate, and will expect you to do the same.

## Course Assignments

### Grades:

A	91 – 100%
B	81 – 90
C	71 – 60
E	< 60

## Summary Description of Course Assignments

### Discussion Board

Each week, I will post a question or a series of questions. Using your own experience and research materials ranging from journal articles to textbooks to experts in the field in your location, you will post a response to the questions and a response to one of your classmates. For this, you will receive 2 points for each posted response to an original question, and 1 point for a response to a classmate. A total of **45 points** will be given for this exercise—3 points per week for 15 weeks. If you are taking the course for 1 or 2 credits instead of 3, your discussion board participation will vary accordingly—5 weeks for 1 credit, 10 weeks for 2.

### Plant of the Week Research

Working from your own experience and research materials, you will identify a plant or series of plants (these may be taken from a single family or many different families). The specific requirements will vary with the week and the topic. At times, I will select the families, genera, specific plants or situations; other exercises will allow you to choose them. A digital camera will come in handy.

For each plant, you will write a one-page summary that will include some combination of the following:

- The thought processes and clues that led you to its correct identification
- The environment in which it either IS growing or SHOULD grow
- A statement about its condition

- A comment on its design contribution to the plants around it
  - Other companions you might expect it to find “friendly”
  - The management techniques that will keep it healthy or will eradicate it
  - A final opinion and recommendation for using this plant in this situation again.
- Obviously, you will not know the answers to all of these summary items until the course is complete; therefore, each week until the concluding workshop the summary requirements will be worded slightly differently, and posted for you along with the discussion board question. You will need to let me know if anything becomes confusing—since I am the author, everything I say usually makes perfect sense to me...This exercise will be worth **5 points each week for a total of 75 points.**
- 1 point--1 text reference and one article from current scientific or popular literature  
2 points—process, environment, contributions, companions, management  
2 points—substantiated recommendations for or against these particular plants

### **Final Assignment**

This will be a combination of questions and case studies that will allow you to make decisions pertaining to all the topics covered during the course. It will be sent to me either by e-mail as a Word or PowerPoint attachment, or as a hard copy. The final assessment will be worth **25 points.**

### **Tentative Course Schedule**

The course is structured in a “lesson” format, with each lesson spanning approximately two weeks. For each lesson, you will participate in a discussion based on the lesson topic, and will research plants or the answers to specific questions. Your assignments for each lesson may include researching a plant unfamiliar to you, finding more information about a particular plant, sharing your findings with the class, and extolling its virtues (assuming there are some).

Our interactions with each other will be asynchronous for those of you joining us from different locations, using e-mail and discussion boards to keep you connected. You will be expected to log on and actively participate at least twice a week.

Because there will be an assigned lesson topic each week, you will want to keep up by establishing a schedule for yourself. I will be flexible on due dates for responses. The final evaluation will be a broad-based ‘project.’

### **Course Schedule**

The date given is the Monday of the week in which we will concentrate on the topic.

Jan 21	Introduction and mechanics Family Matters
Feb 4	Diversity—Brown Eyed Susan or Blue Eyed Grass

	Families living together form communities
Feb 18	A Place to Call Home Meeting the needs of perennial plants
Mar 3	Playing Well with Others--Picking Your Friends Design choices
Mar 17	Stable Communities—Management Practices Deliberate designs for specific management
Mar 31	More of a Good Thing and Moving On Propagation and planning for change
Apr 14	Special Cases
Apr 28	Special Cases Course Wrap-up
May 2	Final Evaluation

**Course Policies:****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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012	
b.	Department/Division: Horticulture			
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number:	PLS 636		
b.	Full Title:	Business Management for Horticulture Enterprises		
c.	Transcript Title (if full title is more than 40 characters):	Horticulture Business Management		
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3 credits		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course focuses on the principles of management, marketing, structures, and distribution for commercial horticulture establishments. At the completion of this course, the students will be expected to complete a business startup proposal.		
j.	Prerequisites, if any:	_____		
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4. Frequency of Course Offering.</b>				

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program: Certificate in Advanced Horticulture			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: _____			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number:    PLS 636

Proposal Contact Person Name:    Robert Geneve                      Phone: 7-8610                      Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/      /	
		/      /	
		/      /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 636	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

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11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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**PLS 636**  
**Business Management for Horticulture Enterprises**

**Instructor:** Dr. Cynthia McKenney  
**Office Address:** PSS Room 105, Texas Tech. University  
**Email:** Cynthia.McKenney@ttu.edu  
**Office Phone:** (806)742-2854

**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

This course focuses on the principles of management, marketing, structures, and distribution for commercial horticulture establishments. At the completion of this course, the students will be expected to complete a business startup proposal.

**Student Learning Outcomes:** The overarching purpose of this graduate horticulture class is to introduce the students to current nursery industry theories and practices and to facilitate the application of this knowledge to complete a nursery startup proposal.

During this course, you will:

- A. Complete financial statements
- B. Analyze current industry problems /issues while posing practical solutions
- C. Critique and modify any problems within an existing garden center's layout
- D. Prepare a proposal to start up a private nursery operation
- E. Design functional and appropriate displays
- F. Interview and train personnel
- G. Demonstrate their ability to handle daily business decisions such as pricing merchandise and selecting product mix and services

**Required Materials:**

Text:

- A. The Complete Guide to Garden Center Mgmt - Stanley
- B. The Business Planning Guide - Bangs

References:

- A. Nursery Management Administration and Culture - Davidson and Mecklenburg
- B. Garden Center Management- Barton
- C. Profitable Garden Center Management – Berninger

**Course Assignments:**

**A. Field Trip Reports:** Two independent field trips will be taken during this course. Reports summarizing the trips will be completed following the excursion and the due dates will be outlined on the course website. These reports should have a title page and include an introduction, critique of the business being visited and a conclusion. The reports should be about one page in length per location and submitted through the WebCT platform. Each report is worth 20 points.

**B. Hourly Exams:** There will be four hourly exams worth 100 points each. Each exam will include a variety of question types such as multiple choice, matching, short answer and essay. Exam dates are listed on the course website. The final exam will not be comprehensive. It will be the same format as the 3 prior exams. Students that are on a participating campus must report to the designated testing facility indicated. Those students in excess of 50 miles from a campus must secure a proctor and provide information to the instructor of the course prior to the exam.

**C. Content Quizzes:** There will be four content quizzes during the semester that will each be worth 10 points. These quizzes are intended to determine the students' comprehension of presented material and encourage the students to keep up with their reading assignments. These quizzes must be completed at the assigned time.

**D. Calculation Assignment:** During this course you will complete an assignment in which you will calculate the balance sheets, income statements and profit and loss forms for a nursery business. All calculations will be entered into the WebCT platform and will be automatically graded. This assignment is worth 20 points.

**E. Business Startup Project:** The term project for this course is to create a business plan/proposal suitable to submit to a bank for financing. Your primary resource for this task should be your business planning guide available at the bookstore. This project in and of itself is not difficult; however, it is **very** time consuming. Given this, it is imperative that you begin work immediately and work steadily on it throughout the semester. It is not possible to complete this plan the weekend before it is due. Please complete a document for each of the sample pages provided in the guide. This project is worth 150 points. The due date may be located on the course site.

**F. Article Critiques:** The purpose of completing journal critiques is to familiarize you with the literature in the field of nursery production. Specifically, you will search through recent copies of common journals and find articles that discuss current issues that are relevant to the industry and critique them. You will complete 2 critiques, each worth 25 points.

## Course Assessment

The expected learning outcomes for the course will be assessed through several of the following methods: exams, content application exercises, daily quizzes, class discussion, writing assignments and projects.

### Grades:

Tests:	4 @ 100 pts.	400
Term Project	1 @ 150 pts	150
Calculations	1 @ 20 pts.	20
Field Trip Reports	2 @ 20 pts	40
Term Paper	1 @ 100 pts	100
Article Critiques	2 @ 25 pts	50
Pre-Test Quizzes	4 @ 10 pts	<u>40</u>
TOTAL		800

### Point Distribution

Letter Grade	Points	Percentage
A	800-720	90-100%
B	719-640	80-89%
C	639-560	70-79%
E	<560	< 70%

### Tentative Course Lecture Schedule (Subject to Change):

#### I. Going into Business:

- Introduction, History of the Industry
- Location & Market Site Selections and Layout
- Organizational Structure
- Product Mix and Services / Image
- Energy Conservation and Safety

#### II. Merchandizing and Marketing:

- Seasonal Variations in Trade
- Public Relations and Advertising
- Signs, Promotions, and Selling Aids
- Pricing
- Sales Areas, Flow and Displays

#### III. Financial Planning and Management:

- Balance Sheets and Income Statements
- Profit and Loss / Record Keeping
- Cash Flow
- Payroll

Inventory  
 Financial Ratios, Break Even Analysis  
 Buying and Selling a Business  
 Credit, Loans and Financing  
 Labor and Production Costs

#### **IV. Daily Operations and Management**

Communications  
 Management Styles  
 Family Conflicts  
 Interviews  
 Hiring and Training  
 Laws and Codes / Grades & Standards / Shipping and Receiving  
 Plant Maintenance and Water Quality

#### **Course Policies:**

##### **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).

**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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).



# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012	
b.	Department/Division: Horticulture			
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number:	PLS 637		
b.	Full Title:	Plant Nutrition and Nutrient Management		
c.	Transcript Title (if full title is more than 40 characters):	Plant Nutrition		
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3 credits		
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____	
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course will focus on the macro- and micronutrient elements and their function in the growth and development of plants. Emphasis will be placed on the uptake and transport of mineral elements from the soil into and throughout the plant, the role of single elements, interactions/balances between elements, and nutrient deficiency/toxicity symptoms as they affect the physiology of the whole plant.		
j.	Prerequisites, if any:	_____		
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/> NO <input type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>4.</b>	<b>Frequency of Course Offering.</b>		
<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain:	_____	
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>		
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain:	_____	
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10	
<b>7.</b>	<b>Anticipated Student Demand.</b>		
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain:	_____	
<b>8.</b>	<b>Check the category most applicable to this course:</b>		
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
<b>9.</b>	<b>Course Relationship to Program(s).</b>		
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, name the proposed new program:	Certificate in Advanced Horticulture	
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>5</sup> , list affected programs:	_____	
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>		
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )		
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.		

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number:    PLS 637

Proposal Contact Person Name:    Robert Geneve                      Phone: 7-8610                      Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/      /	
		/      /	
		/      /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
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Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
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<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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## PLS 637

### Plant Nutrition and Nutrient Management

**Instructor:** Dr. Ellen T. Paparozzi  
**Office Address:** Department of Agronomy and Horticulture, University of Nebraska  
**Email:** [etp1@unl.edu](mailto:etp1@unl.edu)  
**Office Phone:** 402-472-1129  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

This course will focus on the macro- and micronutrient elements and their function in the growth and development of plants. Emphasis will be placed on the uptake and transport of mineral elements from the soil into and throughout the plant, the role of single elements, interactions/balances between elements, and nutrient deficiency/toxicity symptoms as they affect the physiology of the whole plant.

#### Student Learning Outcomes:

By the end of this course, the student will be able to:

1. Identify deficiency and toxicity symptomology of essential plant nutrients.
2. Evaluate, solve, and recommend corrective procedures for plant growth and production problems (through the extensive use of case studies).
3. Solve complex fertilizer problems (mm and ppm) in order to design complete fertilizer solutions as a part of experimental protocol.
4. Relate nutrient movement within soils and soilless mixes to uptake and transport in plants.
5. Understand the biochemical and physiological pathways affected by the presence, absence and excess of mineral elements.

#### Textbooks and other resources:

Required textbook - Taiz and Zeiger. Plant Physiology. 4th Edition. 2006. Sinauer Press.

Supplementary: Mineral Nutrition of Plants: Principles and Perspectives by Emanuel Epstein and Arnold Bloom, 2005 Sinauer Press. This does not need to be purchased, but is the most recent plant nutrition text available. You may wish to read it so it is included on our list of reserved books. These resources will help you with the case studies.

**Grades:**Grade distribution:

- Exams (3 @ 22%) 66%
- Fertilizer calculations 5%
- Team case study project and presentation 10%
- 2 all-class case studies - @ 9.5% 19%

Grading scale:

A	91 – 100%
B	81 – 90
C	71 – 60
E	< 60

**Summary Description of Course Assignments**

Class format: There will be two lecture sessions each week; lecture (75 min).

Lectures and discussions are recorded and posted on Blackboard for our distance students to view (using Quick time). Lectures will be posted by the end of each week. Discussion between students and faculty will be via the Blackboard discussion board.

As this is an interactive, discussion-format type class students should have read the assignments before class (or before viewing lectures) and be prepared to participate.

There will be 3 exams which will cover lecture topics. Exams for graduate students will be more in depth and may possibly cover topics found only in the reading assignments.

Case studies: Students will work on two case studies that all class members will solve (individually) and then as a team to complete one nutrient management case study project. The final of the 3 projects will be the largest and each student team will make a formal presentation to the entire class using distance technologies. Students taking this class asynchronously will be paired with UNL students to complete the project and then the local students will make the presentation.



**Course Policies:****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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Agriculture	Today's Date: 5/15/2012		
b.	Department/Division: Horticulture			
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone: 7-8610	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: PLS 638			
b.	Full Title: Plant Physiology			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: 3 credits			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	Fundamental plant tissues and functions, energetics of a plant cell and enzyme mechanisms, components of water potential, factors affecting water potential, and their interactions within plant tissues in different situations will be explored. Additionally solute transport mechanisms; photosynthesis; respiration; lipid metabolism; N, S, P, and cation assimilation; plant secondary metabolites; phytochrome; hormones; circadian rhythms; photoperiodism; vernalization; and plant stressors and their importance in plant structure, physiology, and defense will be evaluated.		
j.	Prerequisites, if any: _____			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/> NO <input type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both			

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4.</b>	<b>Frequency of Course Offering.</b>		
<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10	
<b>7.</b>	<b>Anticipated Student Demand.</b>		
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain: _____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>		
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
<b>9.</b>	<b>Course Relationship to Program(s).</b>		
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, name the proposed new program: Certificate in Advanced Horticulture		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>5</sup> , list affected programs: _____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>		
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)		
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.		

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 638

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 638	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
-----	--



## PLS 638

### Plant Physiology

**Instructor:** Dr. Paul G. Twigg  
**Office Address:** Department of Biology, University of Nebraska  
**Email:** twiggp@unk.edu  
**Office Phone:** 402- 865-8315  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

Fundamental plant tissues and functions, energetics of a plant cell and enzyme mechanisms, components of water potential, factors affecting water potential, and their interactions within plant tissues in different situations will be explored. Additionally solute transport mechanisms; photosynthesis; respiration; lipid metabolism; N, S, P, and cation assimilation; plant secondary metabolites; phytochrome; hormones; circadian rhythms; photoperiodism; vernalization; and plant stressors and their importance in plant structure, physiology, and defense will be evaluated.

#### **Student Learning Outcomes:**

By the end of this course, the student will be able to:

1. List the fundamental plant tissues and name their functions.
2. Know and understand the energetics of a plant cell and enzyme mechanisms.
3. Define and list the components of water potential, its component parts, the many factors affecting it, and how these apply to plant tissues in different situations.
4. List the minerals critical for plant growth and be able to define their functions and importance in the plant cell.
5. Know and understand the basic physiological mechanisms of plant growth and development.

#### **Textbooks and other resources:**

Required textbook - Taiz and Zeiger. Plant Physiology. 4th Edition. 2006. Sinauer Press.

**Grades:**Grade distribution:

- 2 Regular Exams - 42%
- 1 Final Exam - 28%
- 12 Online quizzes (10 pts each) - 16%
- 5 Paper Reviews or Assignments (20 pts each) - 14%

Grading scale:

A	91 – 100%
B	81 – 90
C	71 – 60
E	< 60

**Course outline:**

- Week 1** – 8/25-29 – Intro and Chapter 3 – Timed online quiz available 8/29  
Independent study assignment – Chapter 1 (responsible for material for first test)
- Week 2** – 9/2-9/5 – Chapter 4 – Timed online quiz available 9/5
- Week 3** – 9/8-12 – Chapter 5 – Timed online quiz available 9/12  
Paper review or assignment assigned 9/12 due 9/19 by Midnight Central Time
- Week 4** – 9/15-19 – Chapter 6 – Timed online quiz available 9/19
- Week 5** – 9/22-26 – Chapter 7 – Test 1 timed online portion available 9/26  
“Take Home” part of Test 1 available for download 9/26 due 10/3 by Midnight Central Time
- Week 6** – 9/29-10/3 - Chapter 8 – Timed online quiz available 10/3  
Paper review or assignment assigned 10/3 due 10/10 by Midnight Central Time
- Week 7** – 10/6-10 – Chapter 9 – Timed online quiz available 10/10
- Week 8** – 10/13-17 – Chapter 10 – Timed online quiz available 10/13  
Paper review or assignment assigned 10/13 due 10/20 by Midnight Central Time
- Week 9** – 10/22-24 – Chapter 15 – No online quiz---Yay!
- Week 10** – 10/27-31 – Chapter 16 – Test 2 timed online portion available 10/31, Take Home portion of Test 2 available for download 10/31 due 11/7 by Midnight Central Time

**Week 11** – 11/3-11/7 – Chapter 19 – Timed online quiz available 11/7  
Paper review or assignment assigned 11/7 due 11/14 by Midnight Central Time

**Week 12** – 11/10-14 – Chapter 20 & 21– Timed online quiz available 11/14

**Week 13** – 11/17-21 – Chapter 22 & 23 – Timed online quiz available 11/21  
Paper review or assignment assigned 11/21 due 12/5 by Midnight Central Time

**Week 14** – 12/1-5 – Chapter 25 – Timed online quiz available 12/5

**Week 15** – 12/8-12 – Chapters 26 – Timed online quiz available 12/12

**Final week** – 12/15-18 – Timed online portion available 12/15-19  
Take Home portion available for download 12/12 due 12/19 by Midnight Central Time

**Course Policies:****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.

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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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012	
b.	Department/Division: Horticulture			
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number:	PLS 639		
b.	Full Title:	Water Issues in the Lawn and Landscape		
c.	Transcript Title (if full title is more than 40 characters):	Water issues in the landscape		
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3 credits		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course will examine critical water issues related to irrigation in urbanizing watersheds, with an emphasis on water quality and quantity. Factors impacting water scarcity and quality will be discussed. Successful completion of this course will help students understand the interrelatedness of correct irrigation practices and water quality/quantity, and will equip them to help protect water resources through application of science-based irrigation practices.		
j.	Prerequisites, if any:	_____		
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain:	_____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	Certificate in Advanced Horticulture		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 639

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 639	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

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	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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**PLS 639**  
**Water Issues in the Lawn and Landscape**

**Instructor:** Dr. Dale Bremer  
**Office Address:** Horticulture Forestry and Recreation Resources, Kansas State University  
**Email:** [bremer@ksu.edu](mailto:bremer@ksu.edu)  
**Office Phone:** (785)532-1429  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

This course will examine critical water issues related to irrigation in urbanizing watersheds, with an emphasis on water quality and quantity. Factors impacting water scarcity and quality will be discussed. Successful completion of this course will help students understand the interrelatedness of correct irrigation practices and water quality/quantity, and will equip them to help protect water resources through application of science-based irrigation practices.

**Student Learning Outcomes:**

During this course, you will be able to:

Understand the impact of both residential and commercial landscape irrigation practices on water quality and quantity.

Describe irrigation practices homeowners use to get their lawns to their level of expectation.

Stimulate an interest in water conservation as well as the need to convey the importance of water conservation to the general public.

Recommend alternative irrigation practices and plant selections to minimize water use in the landscape.

**Required Materials:****Required Text**

Order your textbooks and other required course materials immediately.

**Certified Landscape Irrigation Auditor (CLIA) manual**

You will need to order the manual through the Irrigation Association (IA) and state that you are taking this on-line course in order to get the manual for a reduced price of \$18.00 + shipping. To order the manual, you will need to contact Cory Harlow (office coordinator for the Irrigation Association) by phone (703-536-7080) or email ([cory@irrigation.org](mailto:cory@irrigation.org)) and let Cory know you are enrolled in this course.

***Water Quality and Quantity Issues for Turfgrass in Urban Landscapes***

A publication from the Council for Agriculture Science and Technology (CAST) group can be ordered online at the following link: <http://www.cast-science.org/publications.asp>

You can either order a hardcopy for \$75.00 (+ shipping), a CD for \$50.00 (includes shipping), or download the book electronically from the website for \$25.00.

Below is a list of suggested items you will need to perform the irrigation audit (Module 6):

1. Pressure Gauge to determine static water pressure
2. Anemometer to determine wind speed or the determination of wind speed from local weather station/internet.
3. 100-foot measuring tape
4. Set of uniform catch can devices, a minimum of 24 devices—examples—uniform plastic containers with a wide mouth to collect water or food cans of the same size or uniform wide mouth jars.
5. A graduated cylinder or some type of measuring device that determines in milliliters the quantity of water caught in each device. A cooking measuring cup may be used.
6. Assorted audit documents found in the IAEF audit manual (one of the textbooks required for the course)

**Grades:****Grade distribution:**

Qizzes and exams - 80%

Term paper - 20%

**Grading scale:**

A	91 – 100%
B	81 – 90
C	71 – 60
E	< 60

## Course Outline

- **Module 1 – Perceptions: What kind of lawn do homeowners expect?**
  - o History of the American Lawn
  - o Homeowner Survey
  - o Turf quality and expectations
- **Module 2 – Water sources: Availability and quality**
  - o Water shortages
  - o Where does your water come from and where does it go?
  - o Las Vegas case study
- **Module 3 – How irrigation practices affect water quality**
  - o Fate of nutrients and pesticides applied to lawns and impervious surfaces
  - Leaching
  - Runoff
- **Module 4 – Irrigation decision making**
  - o Effects of weather on plant water use
  - o Effects of vegetation, soil properties, and cultural practices on water use
  - o Estimating ET from weather data
  - o Irrigation timing and frequency
  - o Effects of lawn and landscape microclimates on ET
  - o Current technology involving ET or soil-moisture-sensor – controlled irrigation systems
- **Module 5 – Low-water use lawns and landscapes**
  - o Alternate lawn grasses and ornamentals
  - o Deficit irrigation
  - o Drought dormancy and recovery
  - o New technologies in irrigation applications
- **Module 6 – Irrigation system auditing: Evaluating water delivery amounts and efficiency**
  - o Definition of an audit
  - o How to perform an audit
- **Module 7 – Changing irrigation water users’ behaviors**
  - o Water waste – imparting a broad, long-term perspective

## Term paper assignment

Select one topic from the list below, or propose an idea of your own to the instructor, on which to do a comprehensive review of literature.

### Possible topics:

From module 1: environmental benefits of turf

From module 2: water treatment and its effect on growth of landscape plants; water desalinization for irrigation; effects of effluent water on growth of ornamentals and/or turf;

From module 3: nutrient or pesticide runoff or leaching; effects of buffer strips on runoff; public perception vs. reality regarding nutrient and pesticide runoff

From module 4: an overview of ET rates of ornamentals and/or turf; effects of cultural practices on turf ET; ET estimators and their effectiveness in landscape management; irrigation frequency and timing and their effects on turf growth; a review of current

technology or estimating ET or for measuring soil water content; water savings potential by using ET estimators or soil water sensors; rain gardens – water savers or a feel-good exercise?; use of gray water in the landscape; green roofs and their potential to reduce storm drain volumes

From module 5: Turf or landscape ornamentals for use on droughty sites; water savings through deficit irrigation; plant responses to drought; recovery of turf or ornamentals after a prolonged drought

From module 6: a review of irrigation auditing and its effectiveness in water conservation

From module 7: a review of water waste; effective strategies of changing water use behaviors

Depending upon the topic selected, you may have to expand or narrow your focus. For example, a review of “drought resistance in cool-season grasses” may be too broad, whereas “drought resistance in Kentucky bluegrass” is more manageable. If information on a topic limited, you may want to broaden the area of review. Once you decide on your topic, share it with Dr. Bremer by e-mail ([bremer@ksu.edu](mailto:bremer@ksu.edu)). He may be able to offer suggestions on the topic and resources you may want to use.

### **Preparation of the manuscript:**

Use MS Word, 12 point font, double space, and standard margins. As always, the paper should be long enough to thoroughly review the subject – a ball park figure for length is 6 to 10 pages, not including the title, abstract, or literature cited.

#### Title page:

1. Provide a title of about 12 to 14 words.
2. Author byline below the title, including your name and affiliation.
3. Provide a list of key words relevant to your paper. Key words are used by search engines to access your paper when a user searches for scientific articles using certain words, so be thoughtful in your selection. Search engines will generally search manuscript titles, so try to use different words than are found in your title to expand the potential dissemination of your manuscript.
4. Include a list of abbreviations if you used any in your paper (for example: ET, evapotranspiration).

#### Abstract page:

Summarize your findings in an abstract of no more than 1500 characters – including word spaces - at the beginning of your manuscript (after your title page). The abstract should contain a brief rationale, the main findings from your review, and any insights or concepts that you learned from your review, as explained below under the description of the summary.

#### Main body:

Include an introduction to the topic, including a rationale as to why this topic is important enough to warrant your review article.

Organize the remainder of the main body logically by topic, idea, etc. as you see fit in order to obtain a good flow or storyline.

Summary, prior to the “references” section:

Include a brief summary (one or two paragraphs) at the end of your paper to synthesize your review. For example, what new insights or concepts did you derive from your review that may not have been explicitly stated in the papers you cited? Are there any general trends in the literature that can be drawn from your review?

Include literature citations in the body of the paper, and a complete list of references at the end. Use the same format for literature citations as used in the online journal *Applied Turfgrass Science*. You can view archived articles from that journal here:

<http://www.plantmanagementnetwork.org/ats/public.asp>

Grading: Grades will be based upon content (subject thoroughly addressed), organization (logical arrangement and good flow); and use of impeccable grammar and spelling.

### **Course policies:**

#### **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.

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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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

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# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Agriculture	Today's Date: 5/15/2012		
b.	Department/Division: Horticulture			
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone: 7-8610	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: PLS 640			
b.	Full Title: Advance Plant Propagation			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	2 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3 credits		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course will address advanced topics related to plant propagation. Topics will include a variety of propagation concepts including both sexual and asexual propagation. The focus of this course is the review and interpretation of current literature.		
j.	Prerequisites, if any:	_____		
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4. Frequency of Course Offering.</b>				

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program: Certificate in Advanced Horticulture			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: _____			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 640

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 640	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	entitled to full access to student services.
<b><i>Library and Learning Resources</i></b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b><i>Student Services</i></b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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**PLS 640**  
**Advanced Topics in Plant Propagation**

**Instructor:** Dr. Robert Geneve  
**Office Address:** 401b Plant Science Bldg. University of Kentucky  
**Email:** Rgeneve@uky.edu  
**Office Phone:** (859)257-8610

**Office Hours:** Via e-mail

**Course Description:** This is a 3 credit distance education course.

This course will address advanced topics related to plant propagation. Topics will include a variety of propagation concepts including both sexual and asexual propagation. The focus of this course is the review and interpretation of current literature.

**Student Learning Outcomes:**

During this course, the student will:

- Demonstrate the ability to understand current theories and practices associated with plant propagation research.
- Critically review current literature
- Be able to integrate new knowledge and communicate the synthesized knowledge in both written and oral form.

**Required Materials:**

There is no text book for the class. All class materials will be made available on-line.

**Course Assessment**

Grade distribution:

2 Regular Exams - 40%  
1 Final Exam - 20%  
3 Paper reviews and discussion - 20%  
1 Group writing assignment - 20%

Grading scale:

A 91 - 100%  
B 81 - 90  
C 71 - 60  
E < 60



**Lecture Topics (delivered as on-line lectures)**

## Sexual propagation:

- Evolution of the seed habit
- Fertilization and incompatibility systems
- Apomixis
- Hormones and seed development
- Orthodox vs. recalcitrant seeds
- Seed germination models
- Seed priming
- Control of physiological seed dormancy
- Physical dormancy and the water gap
- Control of seed germination by smoke

## Asexual propagation:

- Adventitious organ formation
- Development of haploid plants
- Embryo rescue
- Plant transformation technology
- Somatic embryogenesis
- Somaclonal variation
- Graft compatibility
- Geophytes

**Summary Description of Course Assignments****Examinations:**

Assessment in this course will consist of two hourly exams and one final exam. The exams will require evaluation of a data set, development of a hypothesis and critical explanation of the data. Exams will be open book exam.

**Paper Review and Discussions**

There will be three papers selected for review and discussions from the current plant propagation literature. Each student will provide a critical review of the paper in written format to be shared with the entire class. This will be followed by an internet (Skype) scheduled discussion.

**Group Writing Assignment**

A review topic will be selected based on the interest of each student team. Each student team member will accept responsibility for a section of the paper and post a draft of that section to GoogleDocs. The team members will then interact to up-grade each section by adding new information and editing existing posts. A final draft will be presented by the group. The grade will be based on the quality of the initial draft section, the final report and participation by each individual in the developing the final review paper.

**Course Policies:****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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Agriculture	Today's Date:	5/15/2012	
b.	Department/Division: Horticulture			
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone:	7-8610
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number:	PLS 641		
b.	Full Title:	Plant Water Relations		
c.	Transcript Title (if full title is more than 40 characters):	_____		
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	3 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3 credits		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES:	Maximum number of credit hours:	_____	
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Course Description for Bulletin:	<p>The purpose of this course is to develop a comprehensive understanding of the role and function of water in plant growth and development. The lack of an adequate water supply throughout the life cycle is the single greatest limitation to realization of genetic yield potential of crop plants. By understanding the interaction of the soil-plant-atmosphere continuum as it affects water supply and demand, we can begin to develop both genetic and management strategies to increase productivity within the constraints of the water supply. By understanding the relative sensitivities of developmental and physiological systems to water stress, we can search for variation in stress tolerance mechanisms and genetically increase drought tolerance, resulting in more stable productivity in water limiting environments.</p>		
j.	Prerequisites, if any:	_____		
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

## NEW COURSE FORM

<b>I.</b>	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain:	_____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	Certificate in Advanced Horticulture		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: PLS 641

Proposal Contact Person Name: Robert Geneve Phone: 7-8610 Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum, Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 641	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

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	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs



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11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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## **PLS 641**

### **Plant Water Relations**

**Instructor:** Dr. Craig Bednarz  
**Office Address:** Department of Plant and Soil Science, Texas Tech. University  
**E-mail:** craig.bednarz@ttu.edu  
**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 3 credit distance education course.

The purpose of this course is to develop a comprehensive understanding of the role and function of water in plant growth and development. The lack of an adequate water supply throughout the life cycle is the single greatest limitation to realization of genetic yield potential of crop plants. By understanding the interaction of the soil-plant-atmosphere continuum as it affects water supply and demand, we can begin to develop both genetic and management strategies to increase productivity within the constraints of the water supply. By understanding the relative sensitivities of developmental and physiological systems to water stress, we can search for variation in stress tolerance mechanisms and genetically increase drought tolerance, resulting in more stable productivity in water limiting environments.

**Student Learning Outcomes:** This course will integrate the soil factors determining water supply available to the plant, the plant factors responsible for extracting the water from the soil and moving liquid water to the leaf where the atmosphere interacts with the leaf to evaporate water causing a water deficit in leaf tissue.

During this course, you will:

- A. Define the physical characteristics of the soil, which determine the water holding capacity
- B. Define the physical; the plant-soil interaction which determines the size of the root system
- C. Define the atmospheric factors dictating the evaporative demand and the interaction of the leaf with these parameters to determine crop water use rates
- D. Determine the developmental and physiological systems response to tissue water status

**Course Evaluation****Grades:**

Exams:	2	80%
Term Paper	1	20%

**Point Distribution:**

A = 700-630  
 B = 629-560  
 C = 559-490  
 E = 490 and below

**COURSE OUTLINE**

- I. PHYSICAL AND CHEMICAL PROPERTIES OF WATER
- II. CELL AND TISSUE WATER RELATIONS
- III. SOIL WATER RELATIONS
- IV. ATMOSPHERIC DEMAND
- V. WATER TRANSPORT
- VI. PLANT RESPONSE TO TISSUE WATER DEFICITS
- VII. WATER USE EFFICIENCY - EFFICIENT USE OF WATER
- VIII. DROUGHT RESISTANCE MECHANISMS

**References Used for This Class:**

## Books:

1. Water Relations of Plants and Soils. Paul J. Kramer and John Boyer. Academic Press, 1995, 1989, 1983
2. Crop Water Relations. I.D. Teare and M.M. Peet (eds). Wiley Interscience, 1983.
3. Water Deficits and Plant Growth. I-VII. T. T. Kozlowski (ed). Academic Press.
4. Plant Physiology IX. Water and Solutes in Plants. F.C. Steward (ed). Academic Press, 1986.
5. Stomatal Physiology. P.G. Jarvis and T.A. Mansfield (ed). Cambridge University Press, 1981.

6. Stress Physiology in Crop Plants. H. Mussell and R.C. Staples (ed). Wiley Interscience, 1979.
7. The Physiology and Biochemistry of Drought Resistance in Plants. L.G. Paleg and D. Aspinall (eds). Academic Press, 1981.
8. Methods of Studying Plant Water Relations. B. Slavik. Springer-Verlag, 1974.
9. Responses of Plants to Environmental Stresses. J. Levitt. Academic Press, 1980.
10. Biophysical Plant Physiology. P.S. Nobel. W.H. Freeman and Co., 1983.
11. Microclimate, The Biological Environment. N.J. Rosenberg, B.L. Blad and S.B. Verma. 1983.
12. An Introduction to Environmental Biophysics G.S. Cambel. 1973.
13. Stress Responses in Plants: Adaptation and Acclimation Mechanisms. R.G. Alscher and J.R. Cumming 1990.
14. Water Deficits: Plant Responses From Cell to Community. J.A.C. Smith and H. Griffiths. 1993.
15. Cellular and Molecular Biology of Plant Stress. J.L. Key and T Kosuge. A.R. Liss, Inc 1985

Review Articles:

1. Phloem Transport: Physical, Chemical or Impossible. T.F. Wardlaw. *Ann. Rev. Plant Physiology*. 25:515-539.
2. Stomatal Action. K. Raschke. *Ann. Rev. Plant Physiology*. 26:309-340.
3. Osmoregulation. J.A. Hellebrest. *Ann. Rev. Plant Physiology*. 27:485-505.
4. Ion Transport into the Xylem. M.G. Pitman. *Ann. Rev. Plant Physiology*. 28:71-88.
5. Physics of Turgor and Osmoregulation. U. Zimmerman. *Ann. Rev. Plant Physiology*. 29:121-148.
6. Plant Productivity in Arid and Semi-Arid Zones. R.A. Fischer and N.C. Turner. *Ann. Rev. Plant Physiology*. 29:277-317.
7. Physiological Aspects of Dessication Tolerance. J.D. Beevley. *Ann. Rev. Plant Physiulogy*. 30:195-238.
8. Photosynthetic Response and Adaptation to Temperature in Higher Plants. J. Berry and O. Bjorkman. *Ann. Rev. Plant Physiology*. 31:491-453.
9. Mechanisms of Control of Leaf Movements. R.L. Satter and A.W. Galston. *Ann Rev. Plant Physiology*. 32:83-110.
10. Metabolic Responses of Mesophytes to Plant Water Deficites. A.D. Hanson and W.D. Hitz. *Ann. Rev. Plant Physiology*
11. Stomatal Conductance and Photosynthesis. G.P. Fargukar and T.D. Sharkey. *Ann. Rev. Plant Physiology*. 33:317-345.
12. The Biology of Stomatal Guard Cells. E. Zieger. *Ann. Rev. Plant Physiology*. 34:441-475.
13. Regulation of Root Deveopment. L.J. Feldman. *Ann. Rev. Plant Physiology*. 35:223-242.
14. Osmoregulation and Water Stress in Higher Plants. J.M. Morgan. *Ann. Rev. Plant Physiology*. 35:229-319.
15. Water Transport. J. Boyer. *Ann. Rev. Plant Physiology* 36:473-576.

16. Carbon Dioxide and Water Vapor Exchange in Response to Drought in the Atmosphere and in the Soil. E.D. Schulze. *Ann. Rev. Plant Physiology*. 37:247-274.
17. Biophysical Control of Plant Cell Growth. D. Cosgrove. *Ann. Rev. Plant Physiology*. 37:377-405.
18. Water Transport in and to Roots Passioura. *Ann. Rev. Plant Physiology*. 39:245-265.
19. Some Current Aspects of Stomatal Physiology. T.A. Mansfield, A.M. Hetherington, and C.J. Atrinson. *Ann. Rev. Plant Physiology*. 41:55-75.
20. Root Signals and the Regulations of Growth and Development of Plants in Drying Soil. W.J. Davis and J.Zhang. 42:55-76.
21. Apoplastic Water and Solute Movement New Rules for an Old Space. M.J. Canny. *Ann. Rev. Plant Physiology*. 46:215-236.
22. Aquaporins and Water Permeability of Plant Membranes. C. Maurel. *Ann. Rev. Plant Physiology*. 48: 399-430
23. Abscissic Acid Signal Transduction. J. Giraudat. *Ann Rev of Plant Physiology*. 49:199-222.
24. Roots in Soil: Unearthing the Complexities of Roots and their Rhizospheres. M.E. McCully. *Ann Rev of Plant Physiology*. 50: 695-718
25. The Cohesion:Tension Mechanism and the Acquisition

**Course Policies:****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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).



# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Agriculture	Today's Date: 5/15/2012		
b.	Department/Division: Horticulture			
c.	Contact person name: Robert Geneve	Email: rgeneve@uky.edu	Phone: 7-8610	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: PLS 643			
b.	Full Title: Advanced Greenhouse Crop Production			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	4 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: 4 credits			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	Greenhouse Crop Production is designed to introduce you to the concepts of greenhouse construction, operation and management for a variety of horticultural crops, but with an emphasis on ornamental crops. Course content includes Greenhouse construction, heating, cooling, growing media, pest management, nutrition, fertility, growth regulation, irrigation, post-harvest handling, and marketing of greenhouse crops. The competent greenhouse grower should understand how greenhouse construction affects the greenhouse environment, have clear understanding of the necessary inputs and costs necessary for greenhouse growing, as well as plan, manage and market a crop.		
j.	Prerequisites, if any: _____			
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>I.</b>	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	5 - 10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain:	_____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	Certificate in Advanced Horticulture		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number:    PLS 642

Proposal Contact Person Name:    Robert Geneve                      Phone: 7-8610                      Email: rgeneve@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Horticulture	06/01/2012	Robert Houtz / 7-1758 / rhoutz@uky.edu	
Graduate Curriculum Committee, College of Agriculture	11/16/2012	Larry Grabau / 7-3469 / lgrabau@uky.edu	
		/      /	
		/      /	
		/      /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PLS 643	Date: 05/15/2012
Instructor Name: Robert Geneve, coordinator	Instructor Email: rgeneve@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Students will be required to participate in weekly lectures on-line. The syllabus conforms to University Senate syllabus guidelines.</p>
2.	<p>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.</p> <p>The course materials, goals and learning outcomes are the same for DL and traditional students.</p>
3.	<p>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.</p> <p>The lectures will be delivered via a password secure on-line portal. All exams will be taken with an approved proctor. The day of your exam students will report to the proctor with a photo ID and the proctor will supply a password to access the exam.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>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?</p> <p>Students are required to be accepted into the Graduate School prior to taking this course and therefore,</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

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	entitled to full access to student services.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students have access to the UK library on-line or physically if on campus. Other learning resources will be provided on-line by the instructor.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  N/A
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  From the syllabus and AGIDEA technical support.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If no, explain how students 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.  Students accesses resources and lectures from the instructor with technical support from AGIDEA.
10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <li><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li><input type="radio"/> Carla Cantagallo, DL Librarian</li> <li><input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="radio"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="radio"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Robert Geneve, coordinator Instructor Signature:
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**PLS 643**  
**Advanced Greenhouse Crop Production**

**Instructor:** Dr. Cynthia McKenney  
**Office Address:** PSS Room 105, Texas Tech. University  
**Email:** Cynthia.McKenney@ttu.edu  
**Office Phone:** (806)742-2854

**Office Hours:** Via e-mail (e-mails will be responded to within 24 hr)

**Course Description:** This is a 4 credit distance education course.

Greenhouse Crop Production is designed to introduce you to the concepts of greenhouse construction, operation and management for a variety of horticultural crops, but with an emphasis on ornamental crops. Course content includes Greenhouse construction, heating, cooling, growing media, pest management, nutrition, fertility, growth regulation, irrigation, post-harvest handling, and marketing of greenhouse crops. The competent greenhouse grower should understand how greenhouse construction affects the greenhouse environment, have clear understanding of the necessary inputs and costs necessary for greenhouse growing, as well as plan, manage and market a crop.

**Student Learning Outcomes:** The purpose of this course is to equip horticulturalists with the knowledge and practice necessary to construct, equip, maintain and oversee a commercial greenhouse operation.

During this course, you will:

- Define greenhouse crop production and floriculture.
- Calculate materials and application rates for fertility, pesticide, growth regulators, irrigation, space, materials.
- Schedule a greenhouse crop to maximize bench space for a 12 month period
- Research specific greenhouse crops
- Review articles from peer review journals on topics in the greenhouse and floriculture industries
- Tour commercial greenhouses face to face or virtually

**Course goals or objectives:**

- Select materials for and construct a working greenhouse suitable for the region and selected crops.
- Schedule greenhouse crops from start to finish in order to maximize space, profit and time.
- Utilize standard greenhouse practices in the areas of safety, sanitation and maintenance,
- Become familiar with variety of floriculture crops and their specific cultures.
- Review the literature associated with greenhouse construction, crop production, floriculture, fertility and irrigation practices.

**Required Materials:**

Text: Greenhouse Operation & Management, Sixth Edition by Paul V. Nelson  
Prentice Hall. ISBN 0-13-010577-5

**Course Assignments**

Your performance in the course will be evaluated on completion of assignments, exams and lab activities. You must complete all coursework to receive a grade for the course. See the table below for information on assignments, point values, grading scale and total points for the course. Please note that this schedule is tentative and subject to change

<b>Title</b>	<b>Quantity</b>	<b>Points Each</b>	<b>Total Points</b>	<b>% Total Grade</b>
<b>Hourly Exams</b>	3	100	300	27%
<b>Final Exam</b>	1	100	100	9%
<b>Discussions</b>	5	10	50	5%
<b>Crop Research Project</b>	1	100	100	9%
<b>Scheduling Project</b>	1	100	100	9%
<b>Calculation Worksheets</b>	6	25	150	9%
<b>Field Trip Reports</b>	4	25	100	9%
<b>Reading Quizzes</b>	15	10	150	14%
<b>Lab Journal</b>	2	25	50	5%
<b>Total</b>				



## Point Distribution

Letter Grade	Points	Percentage
A	1100-990	90-100%
B	989-880	80-89%
C	979-800	70-79%
E	<800	< 70%

## Tentative Course Lecture Schedule (Subject to Change):

Week	Topic	Required Reading
1	Introduction	Ch. 1 & 18
2	Greenhouse Construction	Ch. 2
3	Greenhouse Heating and Cooling	Ch. 3 & 4
4	Choosing and Scheduling a Crop	Recorded Lecture
5	Environmental Controls	Ch. 5
6	Substrates and Watering	Ch. 6-8
7	Fertility and CO <sub>2</sub> Injection	Ch. 9 & 11
8	Light and Temperature	Ch. 12
9	Growth Regulation	Ch. 13
<b>10</b>	<b>Spring Break</b>	
11	Hydroponic Systems	Ch. 10
12	Insect Control and IPM	Ch. 14
13	IPM and Disease Control	Ch. 15
14	Post Production Quality	Ch. 16
15	Marketing and Business Management	Ch. 17

## Summary Description of Course Assignments

### Examinations:

Assessment in this course will consist of three hourly exams and one final exam. Each exam is worth 100 points for a total of 400 points allotted to exams. You may expect multiple-choice, fill in the blank, short answer and calculations.

If you live within 50 miles of Lubbock, you will need to take the exam on campus. If you live outside this radius, arrange the exam with Dr. McKenney.

### **Discussions**

You will participate in 5 discussions over articles on current trends and issues in floriculture. Each article will be posted both in the forum and under the Multimedia and Resources link on the Course Content Page. In each discussion you will provide an initial post and to reflective responses to two other posts during the semester. See the discussion forums for more details.

### **Crop Research Project:**

To complete the crop research project will need to select a crop for approval by your instructor. Any crop which can be grown in a greenhouse is acceptable. Once your crop is approved, you will need to write an informative research report which will include information about:

- Scientific and common names
- Common or favorite cultivars
- Description of the plant
- Culture: USDA zones, light tolerance, warm v. cool season etc.
- Greenhouse Culture: propagation method, finished sizes, irrigation, fertility, pest issues, growth regulators, pinching, pruning, timing etc.
- Market: Who buys this crop? Who do they sell it to? What is the retail price? What stage is salable? Shippable? Are there shipping constraints (time, temperature, out of state quarantine etc).

You will need to cite at least 4 resources: one book, one website and two articles from peer review journals or industry periodicals. Use ASHS format for in text citation and for works cited. Use 12 point, Times New Roman and double line spacing. Include a coversheet with your name, section, date, instructor and title.

### **Scheduling Project:**

The scheduling project is designed to let you practice cropping in a greenhouse setting. First, select a greenhouse size, construction, geographical location and market (i.e. 6" color, mums, tropical foliage crops, bedding plants...). Justify the relationship between your greenhouse

and the crop (why did you choose this operation for this crop). You will calculate your bench space, and create a cropping schedule and rotation which keeps your benches full year round. For instance, if you are growing a single crop which comes off every six weeks, illustrate when and how you will refill that bench. Consider spacing and stepping up if necessary. Your project should include a written report, bench diagram and a calendar or timeline of events for a 12 month period.

**Calculation Worksheets:**

During the semester you will be asked to figure calculations for greenhouse heating and cooling, greenhouse materials, bench spacing, pesticide and growth hormone applications. You will be given a scenario and possible labels or other information and asked to calculate the necessary materials and/or funds.

**Field Trip Reports:**

You will either attend a field trip or view a virtual field trip video online to complete each of four field trip reports. After the field trip, you will write a one page summary of your experiences and reflections.

**Lab Journals:**

You are required to keep a lab journal documenting the progress of your plants. These journals will be graded randomly twice during the semester. If your lab journals contain weekly observations at the time they are collected, you will receive full points.

**Weekly Reading Quizzes**

There are 14 weekly reading quizzes which you will need to complete. Each quiz is worth 10 points and contains 5 questions. See the calendar for more details.

**Course Policies:**

Missed exams will be recorded as "0" unless you contact me before the next class period concerning your absence. However, you must have a reasonable excuse (documented illness, death in the family, etc.) before a make-up exam will be considered.

Material turned in late will be penalized 10% for each day beyond the due date.

There will be no extra credit offered in this course.

**Course Policies:****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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Student resources:**

Students encountering technical problems accessing on-line information should contact the program coordinator to resolve the problem at [Rgeneve@uky.edu](mailto:Rgeneve@uky.edu). Additional resources can be found at TASC (<http://www.uky.edu/TASC/>; 859-257-8272).

Students needing information on library services can contact the Distance Learning Library Services at (<http://www.uky.edu/Libraries/DLLS>).