

1/10/14

60-UNC

OCT 17 2014

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Agriculture and Horticulture	College/School	SNRE
Prepared by	Patricia S. Holloway	Phone	907-474-6686
Email Contact	psholloway@alaska.edu	Faculty Contact	Patricia S. Holloway

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept **NRM** Course # **153** No. of Credits **1**

Justify upper/lower division status & number of credits: **This is an introductory level course elective for undergraduate students in any major and for non-degree seeking students throughout the state.**

3. PROPOSED COURSE TITLE: **Wild and Cultivated Berries for Alaska**

4. To be CROSS LISTED? YES/NO **No** If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO **No** If yes, Dept: Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING: **Spring annually on campus, fall distance delivery**
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15) **Fall 2015**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **Course will be offered as an asynchronous distance delivery class using Blackboard platform and a variety of tech tools.**

9. CONTACT HOURS PER WEEK: **1** LECTURE hours/weeks LAB hours/week PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a **complete** description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

NRM 153 Wild and Cultivated Berries for Alaska

1 credit Fall (distance) Spring (on campus)

Introduction of cultivated fruit crops and Alaska wild berries that have value in sustainable landscapes. Course includes management of wild berry stands, field cultivation of wild berries and other native edible plants, and the propagation and cultivation of commercially useful fruits including strawberries, blueberries, currants, gooseberries, cloudbberries, raspberries and more. Discussions will include plant biology, pollination biology, propagation, cultivation and harvest of cultivated and wild plants in Alaska. *Prerequisites: none, basic high school biology or completion of Master Gardener Program is recommended.*

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.** YES: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6** W = Writing Intensive, **Format 7** X = Baccalaureate Core

11.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES NO

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? **TIMES**

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? **CREDITS**

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? **CREDITS**

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

None, recommended high school biology class

These will be *required* before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

no

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Spring on campus classroom, one faculty as part of full time commitment or adjunct status, fall- access to distance delivery technology particularly Blackboard, YouTube, Video/audio conferencing.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

The faculty member has been conducting research in this area for more than 30 years. She has all the resources.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

It will be a lower division elective available to all undergraduates but will be especially useful for students in NRM, biology, AAS Renewable Resources.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

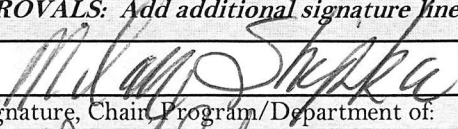
It will provide science-based information broadly across the state and was requested by non-degree seeking students and Horticulture businesses. It will provide an introduction to our upper division classes in plant science where more in depth, physiological topics are covered. No negative impacts.

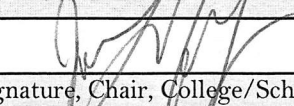
JUSTIFICATION FOR ACTION REQUESTED

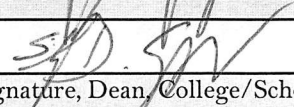
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

We conducted a survey of horticulture businesses in spring 2013: (40 surveys sent statewide, 345 survey respondents). The response was overwhelmingly positive for science-based training in a wide array of horticulture/agronomy/soils topics. Information on Alaska native plant management and cultivation was third of the top ten requests by Alaskans for horticultural information. The addition of this course will provide solid, science-based education to a statewide audience and will allow our program to share results of 30 years of research with Alaskans. Our school is also working with CRCO on a re-vamping of the Renewable Resources Associates Degree. We will offer this class as an elective in that degree. We are also developing blended programs where high school students can take these one credit classes and earn credits toward an advanced degree. Our audience will expand to high school students, non-degree seeking students statewide, AAS degree students and NRM 4 year degree students.

APPROVALS: Add additional signature lines as needed.

 Date 10-7-14
Signature, Chair, Program/Department of: _____

 Date 10/13/14
Signature, Chair, College/School Curriculum Council for: SNRE

 Date 16 October 2014
Signature, Dean, College/School of: SNRE

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs) Date _____

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Date _____

Signature, Chair
Faculty Senate Review Committee: ___Curriculum Review ___GAAC
___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Date _____
Signature, Chair, Program/Department of: _____

Date _____
Signature, Chair, College/School Curriculum Council for: _____

Date _____
Signature, Dean, College/School of: _____

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

NRM 153
Fruit Crops and Wild Berries for Alaska

1 credit (1+0)

Prerequisites: none; recommended basic high school biology or completion of Master Gardener course

Location: 183 Arctic Health Bldg (AHRB) or online

Time: TBA (1 hr per week, 14 weeks)

Text: None. Regular readings will be shared by Blackboard links.

Example of reading sources:

Rieger, M. 2006. Introduction to Fruit Crops. Food Products Press, NY

Barney, D. and K. Hummer. 2005. Currants, Gooseberries and Jostaberries. CRC Press, NY

Childers, N.F. 1995. Modern Fruit Science. Horticultural Publications, Inc. IL

Instructor: Dr. Patricia S. Holloway

Office: 104AH Arctic Health Building; Georgeson Botanical Garden (Fairbanks Experiment Farm)

Office hours: TBA

Telephone: (907)474-6686

Email: psholloway@alaska.edu

Course Description:

Introduction of cultivated fruit crops and Alaska wild berries that have value in sustainable landscapes. Course includes management of wild berry stands, field cultivation of wild berries and other native edible plants, and the propagation and cultivation of commercially useful fruits including strawberries, blueberries, currants, gooseberries, cloudberries, raspberries and more. Discussions will include plant biology, pollination biology, propagation, cultivation and harvest of cultivated and wild plants in Alaska.

Goals and Objectives:

Alaska native berries and cultivated fruit crops play a major role in sustainable living. Whether wild-harvested or cultivated, they provide food and vital nutrients to Alaskans. The goal of this course is to explore methods of ethically and sustainably managing wild stands of berries for horticultural purposes as well as methods used to cultivate fruit crops on farms, in gardens and commercial fields.

Student Learning Outcomes:

It is expected that you will become familiar with the biology, growth and identification of major Alaska native berries and cultivated fruit crops. You will learn how to analyze wild habitats and ethically and legally manage wild stands for improved productivity. You will learn cultivation techniques and nutritional benefits for the major groups of useful fruit

crops. You will learn the biology, flowering behavior, pollination biology and environmental conditions required for optimum yield/productivity of wild and cultivated fruit crops.

Instructional Methods: The basic course will use Blackboard as the main interface for exams, presentation of videos, YouTube and more.

- 1) Online or classroom powerpoint lecture
- 2) Audio/video demonstrations using Powerpoint, Camtasia, Youtube
- 3) Native plant identification games/quizzes- a combination of puzzles, quizzes, matching, short answer
- 4) In-class or distance discussions about the biology and/or business of native and cultivated berries

Text: None. Regular readings will be shared by Blackboard links.

Example of reading sources:

Rieger, M. 2006. Introduction to Fruit Crops. Food Products Press, NY

Barney, D. and K. Hummer. 2005. Currants, Gooseberries and Jostaberries. CRC Press, NY

Childers, N.F. 1995. Modern Fruit Science. Horticultural Publications, Inc. IL

Technology Requirements:

One section of this course will be online and will use several multimedia technologies accessible through Blackboard. Lectures will be recorded using Powerpoint/Camtasia/Youtube and will require audio and video capabilities. There are no requirements to purchase additional software. Students will be expected to have the most current versions of several applications that will be used in this course, including QuickTime, Flash (Mac|Windows), iTunes and Java. Before the first online class meeting, please visit the OIT website to make sure all of your systems are up to date.

Evaluations:

1.	Weekly quiz/game. (12)	120 points	A=90-100%
2.	Fruit crop essays-2 (100)	100	B=80-89%
3.	Final exam	100	
		<hr/>	D=60-69%
		320	F= below 60%

Weekly vocabulary quizzes: (10 points each, 120 points) A weekly quiz (open book) will be given using a variety of tools such as crossword puzzles, short answer, fill in the blank, etc. that give students opportunities to learn plant identification, management processes, propagation procedures, etc. There will be 12 quizzes in a semester and must be completed on Blackboard within one week of the class time.

Essays: (50 points each) Two essays will be required (minimum 5 pages plus references) that explore some aspect of native plant management or cultivated crop production: ethics, legal issues, biology, pollination, etc. Students will submit a topic to the instructor for approval, then write a paper on their chosen area. A required citation style will be provided.

Exams: A final exam will be given. Using a mixture of short answer, fill in the blank, and essay, the exams will cover a review of materials for one half of the course.

Course Policies:

Plagiarism and Academic Honesty

Plagiarism is using what another person has developed as your own words or thoughts. Plagiarism is never acceptable. UAF requires students to conduct themselves honestly and responsibly and to respect the rights of others. Cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action and sanctions. The UAF Student Code of Conduct is adhered to in this course.

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disability Services (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCD) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the Office of Disability Services on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu.

Make up quizzes and exams will be given only in emergency situations (Note from Dean, Physician, Employer).

Incomplete grades: Incompletes will be given only in the case of family or medical emergencies or circumstances beyond your control. You must have a C- or better average in the class, have attended all of the classes and labs, and shown good progress toward completing the course BEFORE the emergency in order to receive an incomplete grade.

Audits: Auditing the class is accepted but not recommended. You must complete all work, including the exams, readings and lab reports. They simply won't be graded. If exams, etc. are not completed, the instructor will initiate a withdrawal from the class.

Spelling and Grammar: On all written papers including lab reports and exams, you will lose points for poor spelling and grammar.

Tentative Schedule (by week)

1. Introduction to management and cultivation of fruit crops: classes of plants, identification, ethical and legal issues with harvesting (wild berries), cultivation.
2. Wild berries and fruit crops: factors affecting fruit production, management strategies for wild stand management and field cultivation (quiz 1; essay 1 handed out)
3. Continue discussion- wild berries and fruit crops (quiz 2)
4. Species Introduction: Reproductive strategies for fruit production: how they reproduce by seed, vegetative means. Role of pollinators in fruit production: wind, water, animals/insects, selfing. Propagation. Uses, processing and nutritional value of wild berries and fruit crops in the circumpolar North. General overview. (quiz 3)
5. Continue No 4 on specific fruits: Fruits in the Rose family: wild and domesticated raspberries (quiz 4)
6. Rose family: saskatoons, rose hips, cloudberry, nagoonberry (quiz 5, essay 2 handed out)
7. Rose family continued: apples, crabapples (quiz 6)
8. Rose family continued: cherries, plums, apricots, pears (quiz 7)
9. Rose family: strawberries (quiz 8)
10. Heath Family: blueberries, lingonberries, bog cranberries (quiz 9)
11. Gooseberry family: black, red and white currants, gooseberries both wild and domesticated (quiz 10)
12. Honeysuckle family: Honeyberry (quiz 11)
13. Minor fruits: bearberry, highbush cranberry, mountain ash, crowberry, juniper (quiz 12)
14. Final Exam