

# General Education Course Approval Cover Sheet

Date of Submission 5/6/11

## 1. Check which area(s) this course applies to

- |                                  |                                     |  |                          |
|----------------------------------|-------------------------------------|--|--------------------------|
| Inquiry - Arts & Creativity      | <input checked="" type="checkbox"/> | Composition & Communications - II      | <input type="checkbox"/> |
| Inquiry - Humanities             | <input type="checkbox"/>            | Quantitative Foundations               | <input type="checkbox"/> |
| Inquiry - Nat/Math/Phys Sci      | <input type="checkbox"/>            | Statistical Inferential Reasoning      | <input type="checkbox"/> |
| Inquiry - Social Sciences        | <input type="checkbox"/>            | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/>            | Global Dynamics                        | <input type="checkbox"/> |

## 2. Provide Course and Department Information.

Department: Hort

Course Prefix and Number: ~~PLS 240~~ PLS 240 Credit hours: 3

Course Title: Introduction to Floral design

Expected # of Students per Calendar Yr: 40-60 Course Required for Majors in your Program Yes  No   
(check one)?

Prerequisite(s) for Course? no

This request is for (check one) A New Course  An Existing Course

### Departmental Contact Information

Name: Sharon Bale/Ruth scott

Email: sbale@uky.edu/rascot0@uky.edu

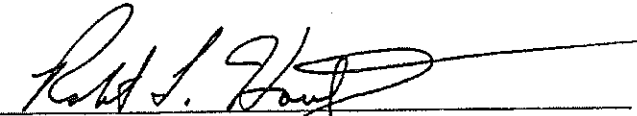
Office Address: N310 Ag. Science North

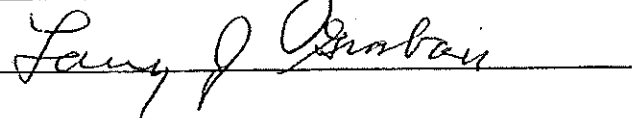
Phone: 502-545-6457/277-3391

## 3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

## 4. Signatures

Department Chair:  Date: 04/07/11

Dean:  Date: 5/6/11

All proposals are to be submitted from the College Dean's Office  
Submission is by way of the General Education website <http://www.uky.edu/gened>

## NEW COURSE FORM

|   |  |   |  |
|---|--|---|--|
| <b>1. General Information.</b>                            |  |   |  |
| a.  | Submitted by the College of: <u>Agriculture</u>  | Today's Date: _____   |  |
| b.  | Department/Division: <u>Horticulture</u>   |   |  |
| c.  | Contact person name: <u>Sharon Bale/Ruth Scott</u>   | Email: <u>sbale@uky.edu/rasco</u><br><u>t0@uky.edu</u>  | Phone: <u>502-545-6457/859-277-3391</u>                          |
| 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: <del>PLS 340</del> <u>PLS 240</u>   |   |  |
| b.  | Full Title: <u>Introduction to Floral Design</u>   |   |  |
| c.  | Transcript Title (if full title is more than 40 characters): <u>n/a</u>  |   |  |
| d.  | To be Cross-Listed <sup>2</sup> with (Prefix and Number): <u>n/a</u>   |   |  |
| 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. |   |  |
|   | <u>2</u> <del>1</del> Lecture  | <u>2</u> Laboratory <sup>1</sup>  | _____ Recitation   |
|   | _____ Clinical   | _____ Colloquium  | _____ Discussion   |
|   | _____ Seminar  | _____ Practicum   | _____ Indep. Study   |
|   | _____ Studio   | _____ Research  | _____ Residency  |
|   | 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: <u>3</u>  |   |  |
| 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 students in this class will be introduced to design theory and basic techniques of floral design. The basic mechanics necessary to follow the principles of floral design will be stressed. Students will also be exposed to the business basics that are necessary to execute a floral design, as well as the global nature of the floral design industry. |  |
| j.  | Prerequisites, if any: <u>none</u>   |   |  |
| k.  | Will this course also be offered through Distance Learning?  | YES <sup>4</sup> <input type="checkbox"/>   | NO <input checked="" 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>  | Will this course be taught off campus?   | YES <input type="checkbox"/>             | NO <input checked="" type="checkbox"/>                          |
| <b>4.</b>  | <b>Frequency of Course Offering.</b>   |  |   |
| a.         | Course will be offered (check all that apply):   | <input checked="" type="checkbox"/> Fall | <input type="checkbox"/> Spring <input type="checkbox"/> Summer |
| b.         | Will the course be offered every year?   | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>                                     |
|            | If NO, explain: _____  |  |   |
| <b>5.</b>  | Are facilities and personnel necessary for the proposed new course available?  | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>                                     |
|            | If NO, explain: _____  |  |   |
| <b>6.</b>  | What enrollment (per section per semester) may reasonably be expected?   | 20                                       |   |
| <b>7.</b>  | <b>Anticipated Student Demand.</b>   |  |   |
| a.         | Will this course serve students primarily within the degree program?   | YES <input type="checkbox"/>             | NO <input checked="" type="checkbox"/>                          |
| b.         | Will it be of interest to a significant number of students outside the degree pgm?   | YES <input checked="" type="checkbox"/>  | NO <input type="checkbox"/>                                     |
|            | If YES, explain: Floral design has potential as a support course for Interior design, Hospitality Management, Fine Arts, as well dsignificant interest for a diverse university population   |  |   |
| <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>  |  |   |
| a.         | Is this course part of a proposed new program?   | YES <input type="checkbox"/>             | NO <input checked="" type="checkbox"/>                          |
|            | If YES, name the proposed new program: _____   |  |   |
| 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>   |  |   |
| a.         | 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.         | <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 340~~ PLS 240

Proposal Contact Person Name: Sharon Bale/Ruth      Phone: 502-545-      Email:  
 Scott      6457/277-3391      sbale@uky.edu/rascot0@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          |
|-----------------|---------------|---------------------------------------|--------------------|
| Hort. Dept      | 04/07/11      | Bob Houtz / 257-1758 / rhoutz@uky.edu | <i>[Signature]</i> |
| LECC of COA     | 5/6/11        | Larry Grady 257 Larry.Grady@uky.edu   | <i>[Signature]</i> |
|                 |               | / /                                   |                    |
|                 |               | / /                                   |                    |
|                 |               | / /                                   |                    |

**External-to-College Approvals:**

| Council                      | Date Approved | Signature  | Approval of Revision <sup>6</sup> |
|------------------------------|---------------|--|-----------------------------------|
| Undergraduate Council        | 9/20/2011     | Sharon Gill<br><small><i>[Digital Signature]</i></small> |                                   |
| Graduate Council             |               |  |                                   |
| Health Care Colleges Council |               |  |                                   |
| Senate Council 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.

**Course Review Form  
Intellectual Inquiry in Arts & Creativity**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** PLS ~~340~~ 240

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

An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:  
Wedding project

Brief Description:

The students will plan the floral concepts for a wedding of their choice, using books, magazines and the Internet for ideas. They must then develop a floral order and retail pricing of the wedding.

Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:

You should be able to create your own floral design based on the principles discussed during the lectures and demonstrated during the labs.

Brief Description:

The instructor will lecture and demonstrate typical floral designs that the students will then execute.

The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g, "out of the box" thinking or application of given rules or forms).

Example(s) from syllabus:

To enhance skills in basic floral design by teaching and utilizing fundamental principles and mechanics of design.

Brief Description:

The students will use floral design principles and proper mechanics to create their own arrangements.

Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

Example(s) from syllabus:

Demonstrate a basic understanding of the principles of floral design by critiquing your own designs as well as other students' designs.

Brief Description:

After each student has completed the assigned arrangement the class will critique each other's arrangements according to the principles taught.

The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:

Students must be able to demonstrate a basic understanding of floral design by critiquing their own designs as well as other students' designs.

Brief Description:

The instructor will demonstrate the proper method of critiquing utilizing specific design principles and students will critique their own and/or other students' work. Adjustments to arrangements may be made after critiquing to refine their work. .

Describe how students demonstrate the use of information literacy resources:

Trade magazines, design books, and the Internet are used to find designs and specific flowers for the wedding project.

Reviewer's Comments:

PLS 240

~~GEN 300~~ Beginning Floral Design

**Course Information:**

Meeting Time: Mondays and Wednesdays 11:-00-12:30

Meeting Location: Greenhouse #12

**Instructor Information:**

Name: Ruth Scott

Office location: N310 A Ag. Sci. North

Phone number: 257-0599

Email address: rascot0@uky.edu

Office Hours: W 1:30-2:30 and by appointment

The students in this course will be introduced to design theory and basic techniques of floral design. The basic mechanics necessary to follow the principles of design will be stressed, in order to allow students to creatively express themselves using floral materials. Students will also be exposed to the business basics that are necessary to execute a floral design, including fiscally responsible pricing of designs and ordering of flowers and supplies, as well as the global nature of the floral design industry.

**CLASS FORMAT**

Lecture

The class will consist of lectures regarding various aspects of floral design. This will include the principles of design, flowers and flower availability, correct care and handling of flowers and some business basics.

Lab

Various designs will be demonstrated by the instructor. Students will then execute their own designs based on the demonstration. At various times the students will be asked to create their own designs based on materials they choose to use. Critiquing of designs will be done by the instructor and students.

**Course Goals**

1. To provide knowledge about the global nature of the floral design industry including the basic business chain of grower to client, flower availability and source, and a range of supplies used in the floral industry.
2. To enhance skills in basic floral design by teaching and utilizing fundamental principles and mechanics of design.
3. To promote an understanding of the application of floral design in a multitude of settings, including an understanding of floral use and interpretation in different cultures.
4. To explore the creative use of floral design by observing and discussing the design styles of current top designers as well as looking at historical trends.
5. To personally define creativity including elements and types of creativity.

## Learning Outcomes

By the end of the course, you should be able to:

1. Define and distinguish different approaches to the concept of creativity by planning and making your own floral designs, observing and discussing the design styles of current top designers as well as looking at historical trends in the use of floral design.
2. Learn the principles of floral design by showing that you can:
  - a. Identify by common name a range of flowers and foliage that are readily available.
  - b. Provide proper care and handling of floral materials.
  - c. Produce the following designs: a vase arrangement, one sided symmetrical arrangement, hand tied bouquet, corsage with a bow, one sided symmetrical arrangement, centerpiece, boutonniere, and wreath.
  - d. Develop a floral design "recipe" and wholesale order.
  - e. Establish retail pricing.
3. Apply the principles of floral design by creating your own floral designs and using those principles evaluate add revise your work.
4. Demonstrate the ability to critically analyze work produced by other students in this course by using the principles of floral design by critiquing the designs of professional designers and that of other students.

Textbook N/A

## Other Required Materials

A \$100 lab fee includes all materials and supplies needed for this course.

## Exams and Assignments

### Floral design at work: Phil Rulloda

This written assignment will include reading an excerpt from Phil Rulloda's book, *Tropical and Contemporary Floral Design*, and discussing the creative process involved "in today's world of constant change, new problems and new experiences". What does it mean to approach a problem in a creative manner, to come up with creative solutions? What can you do to stretch your imagination, as Mr. Rulloda suggests? He also refers to Aristotle's observation that it is impossible to think without a mental picture. How does mental visualization help in floral design? Write a one to two page paper, double spaced, exploring the answers to to these questions.

### Thinking outside the box:Preston Bailey

Students will explore Preston Bailey's website ([www.prestonbailey.com](http://www.prestonbailey.com)) to see the work of a master of floral creativity, to write a paper, and will critique a design using knowledge gained in class. They will also observe his creative use of materials, containers, and utilization of the unexpected in his work. Please give your own detailed definition of creativity including different types of creativity and discuss how Mr. Bailey uses these types in his work.



### Wedding Project

This project is designed to expand the students' knowledge of floral styles and the possibilities associated with floral design. The students, working in small teams, will be given free hand to explore ideas for their wedding project through books, magazines and internet searches for design ideas, colors and specific types of flowers. Students will be given a basic wedding form that must be completed. They will be free to determine the size of the wedding party and the elaborateness of the event with no monetary or style restrictions. Students should explore unfamiliar design styles and flowers and out-of-the-ordinary color schemes. **PLEASE NOTE: Make certain that more than one student per group have copies of work. You should be able to proceed during class time if any member of team is absent. (Not that anyone would miss class!)**

1. Students will develop a floral "recipe". This involves conceptualization of a design and calculating the number of flowers necessary to complete the design. It will also require an estimate of the amount of foliage and other supplies necessary to complete the designs. This must be done for everything listed on the wedding form. Recipe form must be filled out and turned in to instructor at least two weeks prior to presentation.
2. Students will create a floral order for the flowers, foliage and supplies necessary. This will require knowledge of the way flowers are sold to a retail outlet. Floral order form must be turned in to instructor at least one week before presentation.
3. Students will calculate the wholesale cost and reasonable retail cost to the client based on wholesale prices provided by the instructor. Wholesale cost and retail cost form to be turned in at least one week before presentation.
4. Final project to be turned in on the day of presentation. Hard copy should include a copy of Power Points slides, if used, as well as a description of the wedding, all required forms and other pictures or sketches if not included in PowerPoint or no PowerPoint is used.

This project will be graded based on the creativity of the project, thoroughness of information on the wedding form and accuracy of the flower order and cost estimates. Your completed forms and a hard copy of your final project will count for 20 points. Your team evaluation will count for 10 points and your class evaluation of your presentation will count for 10 points.

Exams: Short unannounced quizzes will test students' knowledge throughout the course. Missed quizzes for excused absences may be made-up within one week. Missed quizzes when absence is unexcused may not be made-up. **Late assignments will be penalized 20%.**

## COURSE GRADE

Students will not be graded on the designs they create in class. It is expected that design skills will improve based on critiques by the instructor and class mates. The final grade will be based on the following:

|                           |           |
|---------------------------|-----------|
| The wedding project       | 40 points |
| Phil Rulloda assignment   | 20 points |
| Preston Bailey assignment | 20 points |
| Quizzes                   | 20 points |

One unexcused absence will be allowed. 5 point deduction for each additional unexcused absence.

### Grading Scale

|               |   |
|---------------|---|
| 90-100 points | A |
| 80-89 points  | B |
| 70-79 points  | C |
| 60-69 points  | D |
| 59 and under  | E |

### Mid-term grades

There will not be a mid-term exam but undergraduate students will be provided with a mid-term evaluation of course performance based on criteria in the syllabus, by the University mid-term date.

### Attendance

Class attendance is mandatory. Attendance will be taken during each class. Any excused absence other than those in accordance with U.K.'s policy is at the discretion of the instructor. Each unexcused absence, above the one allowed, will result in a 5 point reduction in the final grade.

### Excused Absences and Verification

Student Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for U.K.'s policy on excused absences. You can request verification for excused absences.

Excused absences include (as defined at the web site above):

- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

### Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. 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, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

### Academic Integrity and Cheating

Copying and pasting words from internet or print sources into your papers without a citation is cheating, and will result in a zero for the assignment and/or failure of the course. Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. The first offense will result in a grade of 0 for that particular assignment. A second offense will result failure of the course and reporting to the Dean. If previous evidence of academic dishonesty exists, then the first offense may result directly in failure of the course. For more information, see Part II Section 6.3 of "The Code of Student Conduct". Also see "What is Plagiarism?" at: <http://www.uky.edu/Ombud/Plagiarism.pdf> and "Understanding Plagiarism" at: [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html).

### Classroom Behavior

Respectful and non-disruptive behavior is expected. Please minimize distractions by not reading newspapers or carrying on conversations. Turn mobile phones off during class. No texting during class. Please be patient as the nature of this class requires some students to receive individual attention at various times.

will be split into two sessions each

| Class          | Topic  | Class work and assignments   |
|----------------|--|--|
| 1<br>9/1/11    | Syllabus review<br>Tools and supplies                              | Use of three flowers   |
| 2<br>9/8/11    | Brief history of floral design<br>Care and handling of cut flowers | Basic centerpiece  |
| 3<br>9/15/11   | Basic mechanics<br>Balance, proportion and scale                   | One sided symmetrical design   |
| 4<br>9/22/11   | Focal point and rhythm   | One sided asymmetrical design<br>Phil Rulloda assignment due               |
| 5<br>9/29/11   | Basic flowers and foliages<br>Global availability of flowers       | Hand tied bouquet  |
| 6<br>10/6/11   | Floral design business<br>(business chain)                         | Field trip to wholesale house  |
| 7<br>10/13/11  | Introduction to the wedding project<br>Color theory                | Corsages and other body flowers<br>Thinking outside the box assignment due |
| 8<br>10/20/11  | Developing "floral recipes"  | Basic vase design  |
| 9<br>10/27/11  | Flower orders and cost of goods                                    | Designs on your own-centerpiece  |
| 10<br>11/3/11  | Retail pricing   | Designs on your own- symmetrical design                                    |
| 11<br>11/10/11 | Review of wedding project  | Designs on your own an asymmetrical design                                 |
| 12<br>11/17/11 | Holiday design   | Designs on your own-bouquet and corsage                                    |
| 13<br>12/1/11  | Presentation of projects   | Design of your choice  |