Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Architecture, Design and Construction/School of Architecture
   Department: Landscape Architecture

2. Course Prefix and Number: LAND 7180
   3. Effective Term: summer 201

4. Course Title: Dynamic Systems II
   Abbreviated Title (30 characters or less): Regenerative Design Technology

5. Requested Action:
   - □ Renumber a Course
   - □ Add a Course
   - □ Revise a Course

6. Course Credit:
   Contact/Group Hours: 2
   Scheduled Type: lab + lecture
   Weekly or Per Term?: weekly
   Credit Hours: 2
   Anticipated Enrollment: 16

7. Grading Type:
   □ Regular (ABCDF) □ Satisfactory/Unsatisfactory (S/U) □ Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   Dynamic Systems I

9. Restrictions: List specific restriction in space above.
   □ College □ Major □ Standing □ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    This course introduces issues of land contamination and explores remediative and regenerative technologies as design strategies towards new productive futures.

11. May Count Either □ or □ □ □ □ (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    □ Applicable
    □ Not Applicable
14. Justification:
Recent accreditation report recommends curriculum revisions.

Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable.

15. Resources:
Not applicable

Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision. If additional resources are required, indicate how such needs will be met. Referencing the appropriate level of authorization—i.e., Dean—where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable.”

16. Student Learning Outcomes:
Students will be able to:
1. Discuss basics of industrial operations from mining to manufacturing to landfills and the impacts of industrial by-products, wastes and contaminants on soil, water and community health.
2. Identify soil and water toxicities, engage the federal decision support tools, and identify which treatment trains are typically used in the most common cases of soil and water decontamination.
3. Demonstrate familiarity with conventional methods used by scientists and engineers.
4. Demonstrate familiarity with the emerging international approaches to the design potential of remediation and regenerative technologies toward revitalizing land and communities.
5. Contribute to the emerging body of local or international research on regenerative system design.

(State in measurable terms [reflective of course level] what students should be able to do when they have completed this course)

17. Course Content Outline:

Wk 1. Course Intro, establishing course expectations, including class participation

Part One addresses learning outcomes 1 + 2

Wk 2. Industrial Paradigms and Landscape Architecture, lecture + lab

Wk 3. Industrial Waste Streams and Decision Support Tools, lecture + lab

First Assignment: Read Cradle to Cradle, choose one industrial loop to investigate beginning with lifecycle study.

Part Two Builds Learning Object 3

Wk 4. Conventional Treatment Trains: Soil Test 1

Wk 5. Conventional Treatment Trains: Water

Wk 6. Site- “Clean-Up” and Redevelopment Considerations

Assignment Two: Follow-up with a rigorous study of the waste stream, environmental and community consequences of this industrial process.

Part Three advances learning objective 4 + 5

Wk 7. Remediation towards End-Use Design Test 2
18. Assignments / Projects:
- Test 1: Reviews basics of industrial processes, environmental contaminants
- Test 2: Reviews the federal remediation technologies decision support matrix and conventional approaches to soil and water clean-up. The final project asks students to delve deeper into their selected subject, confer with experts when applicable and seek out specific case studies. Throughout the class students are expected to read assigned materials and participate in class discussion.

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Two Tests @ 15% and 30%</td>
<td></td>
</tr>
<tr>
<td>Homework Assignments 20%</td>
<td></td>
</tr>
<tr>
<td>Participation 10%</td>
<td></td>
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<tr>
<td>Comprehensive Project 20%</td>
<td></td>
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<tr>
<td>Final Examination 20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Final Course Evaluations will be given in whole letter grades according to the following scale:

- A: 90-100
- B: 80-89.99
- C: 70-79.99
- D: 60-69.99
- F: < 60

List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade.

20. Justification for Graduate Credit:

The graduate students in this class undertake written and presentation assignments, which require advanced analytical skills. These reports facilitate independent, original research and thinking. The course is fundamental in the field of landscape architecture, but requires complex analysis, persuasive argumentation and writing skills. This course is needed for professional accreditation.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.).)

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)
POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Club for more information on excused absences.

Make-Up Policy: Arrangements to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initialed by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks of the date that the student informs arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Club apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/T).