Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Agriculture
   Department: Horticulture

2. Course Prefix and Number: HORT 5280/6280
   3. Effective Term: Fall 2013

4. Course Title: Advanced Landscape Design

   Abbreviated Title (30 characters or less):

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

6. Course Credit:
   Contact/Group Hours
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment

   Maximum Hours (Repeatability): 3
   5 Lab/Studio weekly 3 15

   Total Credit Hours: 3

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

8. Prerequisites/Corequisites:
   HORT 4270 Intermediate Landscape Design or instructor approval

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

10. Course Description:
    Continuation of HORT 4270 with an emphasis on design projects.

11. May Count Either:
    Program Type: or Program Title:
    (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)
    N/A

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:

A frequent comment on student evaluations is the demands (time, workload, expectations) of HORT4280 relative to the prerequisite, HORT4270. Advanced Landscape Design has always been a demanding course because it requires the integration of knowledge, experience, and creativity hopefully gained through three or more years of undergraduate education. Projects are scheduled to simulate the rigors of practicing professionals (overlap of projects and tight deadlines with lateness unacceptable, frequent oral communication with actual clients who have very real expectations of the students).

(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:

No additional resources necessary.

(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:

1. An understanding and working knowledge of the design process.
2. Organizational skill to address the functional characteristics of landscape design.
3. An appreciation of design qualities associated with living and non-living components of the landscape environment.
4. A rudimentary ability to apply these qualities to a landscape setting through the use of design principles.
5. Moderate graphic skills in penmanship, inking and rendering.

(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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio 1</td>
<td>Class policy, overview, presentations, property layouts, begin Project 1</td>
</tr>
<tr>
<td>Studio 2</td>
<td>Examine program, site analysis, and functionals, drawing time, walking tour. Sign up for presentations.</td>
</tr>
<tr>
<td><em><strong>DUE:</strong></em></td>
<td>Your selection of a campus landscape area to critique***</td>
</tr>
<tr>
<td>Studio 3</td>
<td>Survey lecture and lab (assignment due; test in 2 weeks)</td>
</tr>
<tr>
<td><em><strong>Read handouts before class</strong></em></td>
<td></td>
</tr>
<tr>
<td>Studio 4</td>
<td>Survey test; begin Project 2 (presentations in 2 weeks); critique landscapes</td>
</tr>
<tr>
<td>Studio 5</td>
<td>Campus landscape assignment and walking critique; sign up for presentations</td>
</tr>
<tr>
<td>Studio 6</td>
<td>Project 2 presentations; Assignment: literature review of Asian garden design (Due 1 week)</td>
</tr>
<tr>
<td>Studio 7</td>
<td>On-site design #3 (Due 1 week)</td>
</tr>
<tr>
<td>Studio 8</td>
<td>Lecture or present on-site designs; begin Project 4; sign up for presentations</td>
</tr>
<tr>
<td>Studio 9</td>
<td>Landscape Design presentations (30 minutes each; graduate students only); outdoor lighting</td>
</tr>
<tr>
<td>Studio 10</td>
<td>Project 4 final presentations</td>
</tr>
<tr>
<td>Studio 11</td>
<td>Lecture or finish Landscape Design presentations; begin Project 5</td>
</tr>
<tr>
<td>Studio 12</td>
<td>Conceptuals, drawing time; sign up for presentations</td>
</tr>
<tr>
<td>Studio 13</td>
<td>Project 5 presentations</td>
</tr>
</tbody>
</table>

(provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>5 residential or public designs</td>
</tr>
<tr>
<td>Project #1</td>
<td>(15)</td>
</tr>
<tr>
<td>Project #2</td>
<td>(16)</td>
</tr>
<tr>
<td>On-site design #3</td>
<td>(6)</td>
</tr>
<tr>
<td>Project #4</td>
<td>(20)</td>
</tr>
</tbody>
</table>
Project #5 (25)
Survey test (6)
Surveying assignment (4)
Campus critiques (8)
Graduate Students:
5 residential or public designs
Project #1 (13)
Project #2 (13)
On-site design #3 (6)
Project #4 (18)
Project #5 (25)
Survey test (6)
Surveying assignment (3)
Campus critiques (6)
Landscape topic (10)
(Percentages of total grade)

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

90-100% - A
80-89% - B
70-79% - C
60-69% - D
<60% - F

(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 additional requirements of the graduate students beyond the undergraduate level require that the students thoroughly understand the information and can teach certain landscape concepts to undergraduate students. The level of design skills at the graduate level is also expected to be greater than their undergraduate counterparts and designs will be graded with this in mind. This course is needed at the graduate level for those master's level students who plan to teach design in the future as well as for those students who plan to focus on public horticulture.

(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 Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated 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 initiates 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 Cub will 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, 1286 Haley Center, 644-2096 (V/TT).
HORT 5280
Advanced Landscape Design
Spring 2012

Instructor: G. J. Keever
Office: 124 Funchess
Phone: 844-3037
Email: keevegi@auburn.edu

Advanced Landscape Design is a continuation of HORT 4270. Emphasis in HORT 5280 will be on applying the skills and knowledge of the design process previously learned through the preparation of landscape plans for residential, public and/or small commercial sites.

**Course Organization**

**Lectures**

M 1:00-1:50

Lectures will cover specific topics related to the design process. One test covering a surveying lecture and laboratory materials will be given during the semester. It will count 6% of your final grade. Laboratories will complement lectures and involve preparation of landscape design proposals. This part of the course will be 94% of your grade. **Plans submitted after the due time will not be accepted without a written medical excuse or clearance with me at least one day prior to the due date.** No formal exam will be given during the final exam period. Instead, a final project will be presented during the last week of class.

**Laboratories**

M 2:00-5:50

**Attendance**

Success in this class is dependent upon strong interaction between you and both the instructor and clients; hence attendance is required for the duration of all lectures and labs. You are given two unexcused absences (lectures and labs are considered separately) after which your final grade will be lowered one point for each unexcused absence. Medical excuses must be presented within one week of returning to class. Students are responsible for all presented material and assignments. Handouts will be distributed in class to those in attendance; those absent without an approved excuse should make copies from a classmate’s handouts. For a list of all approved absences, please visit the online student handbook at http://www.auburn.edu/student_info/student_policies/.

**Grading scale:** A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: below 60. Graphic, design and communicative skills will be considered in evaluating projects as well as participation in class.

Auburn University expects students to pursue their academic work with honesty and integrity. Violations of this principle are listed in the online student handbook at http://www.auburn.edu/student_info/student_policies/.

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
HORT 5280 Advanced Landscape Design

Goal: Enhance your functional, creative and communicative (written, graphic, and verbal) abilities in landscape design through a study of varied landscape situations.

Initial expectations:

1. An understanding and working knowledge of the design process.
2. Organizational skill to address the functional characteristics of landscape design.
3. An appreciation of design qualities associated with living and non-living components of the landscape environment.
4. A rudimentary ability to apply these qualities to a landscape setting through the use of design principles.
5. Moderate graphic skills in penmanship, inking and rendering. Correct spelling in design is a necessity (-1 point for each misspelling).

Common problems:

1. Passivity. Not contributing during site inventory or client interview.
2. Missing or incorrectly locating important elements on site. Consider carrying a digital camera on site to record critical details.
3. Not listening or reading your clients well. Misinterpreting what they says (order, structure, color, attractive, comfortable, likes/dislikes).
4. Insufficient design detail. After presentations, clients may not have access to rendered drawings or remember much of what you said during your presentation. Drawings should stand alone.
5. Details before concepts in presentations.
6. Not explaining from a design perspective why you did what you did.
7. Not remembering who you are designing for.
HORT 5280  
Tentative Subject Outline

Class policy  
Overview of the design process  
Surveying  
AU Landscape Services  
AU Landscape Water Management  
AU Tree Preservation  
AU Landscape Practices

Projects:  5 residential or public designs:  
   Project #1 (15)  
   Project #2 (16)  
   On-site design #3 (6)  
   Project #4 (20)  
   Project #5 (25)

   Survey test (6)  
   Surveying assignment (4)  
   Campus critiques (8)

Percentages are approximate.

HORT 5280 Advanced Landscape Design
Tentative Schedule

Class 1  - Class policy, overview, presentations, property layouts, begin Project 1

Class 2  - Examine program, site analysis, and functionals, drawing time, walking tour. Sign up for presentations.
           ***DUE: Your selection of a campus landscape area to critique***

Class 3  - Survey lecture and lab (assignment due; test in 2 weeks)
           ***Read handouts before class***

Class 4  - Survey test; begin Project 2 (presentations in 2 weeks); critique landscapes

Class 5  - Campus landscape assignment and walking critique; sign up for presentations

Class 6  - Project 2 presentations; Assignment: literature review of Asian garden design (Due 1 week)

Class 7  - On-site design #3 (Due 1 week)

Class 8  - Lecture or present on-site designs; begin Project 4; sign up for presentations

Class 9  - Landscape Design presentations (from graduate students in 6280); outdoor lighting

Class 10 - Project 4 final presentations

Class 11 - Lecture or finish Landscape Design presentations; begin Project 5

Class 12 - Conceptuals, drawing time; sign up for presentations

Class 13 - Project 5 presentations
HORT 6280
Advanced Landscape Design
Spring 2012

Instructor: G. J. Keever
Office: 124 Funchess
Phone: 844-3037
Email: keeveyj@auburn.edu

HORT 4270 Intermediate Landscape Design or instructor approval is a prerequisite for Advanced Landscape Design. Emphasis in HORT 6280 will be on applying the skills and knowledge of the design process previously learned through the preparation of landscape plans for residential, public and/or small commercial sites. Independent research on a landscape design related topic, approved by the instructor, and a presentation to the class based on this research are a course requirement.

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Class 9 - Landscape Design presentations (30 minutes each); outdoor lighting

Class 10 - Project 4 final presentations

Class 11 - Lecture or finish Landscape Design presentations; begin Project 5

Class 12 - Conceptuals, drawing time; sign up for presentations

Class 13 - Project 5 presentations