Proposal Form For Addition And Revision Of Courses

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

2. Course Prefix and Number: LAND 5370 / 6370
   3. Effective Term: spring 2013

4. Course Title: Plant Ephemerality
   Abbreviated Title (30 characters or less): Plant Ephemerality

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision:
   Abbrev. Title

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):
   2
   Lecture
   weekly
   2
   12
   Total Credit Hours: 2

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.
   P: Landscape Architecture Major (BSEV-EVDL, HORT, LAND); or departmental approval.
   Restriction: 5230, Jr or sr standing

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

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Studies of innovative design with plants, exploring issues of plant phenology and dynamic lifecycle conditions.

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)
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    (required or optional?)
    major
    Master of Landscape Architecture
    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:
This Abbreviated Title change is to correct an existing systems error.

15. Resources:
Not Applicable

16. Student Learning Outcomes:
When Level 5000 and 6000 students have completed this course, they will be able to:
1.) Research and select effective plant palettes in order to achieve particular ephemeral qualities and experiences.
2.) Create a maintenance regime that will effectively allow plants to reach the desired ephemeral qualities.
   Additionally, Level 6000 students will be able to:
3.) Synthesize the relationship between plant selection, ephemeral and temporal qualities, and design intent.

17. Course Content Outline:
Week 01
Course introduction and syllabus review
Introduction of Plant Growth and Reproduction
Week 02
Evolving Linear Spatiality of Plant Growth
Discussion of representational techniques | Representing Time
Week 03
FIELD STUDY
Week 04
PROJECT #1 Due: Review and Discuss
Week 05
Introduction of Phenology | Seasonality
Week 06
Evolving Cyclical Spatiality of the Seasons
Ephemerality of Bloom Sequencing | Gertrude Jekyll + Others
Week 07
Perennials | Annuals | Woody Shrubs | Trees | Vines
Week 08
Relating Phenophases, Plants, Animals, and otherwise
Week 09
FIELD STUDY
Week 10
PROJECT #2 Due: Review and Discuss
Week 11
Introduction to Succession
Early-Successional Plant Palette and Characteristics
Week 12
Mid-Successional Plant Palette and Characteristics
Week 13
Late-Successional Plant Palette and Characteristics
Week 14
FIELD STUDY
Week 15
PROJECT #3 Due: Review and Discuss

18. Assignments / Projects:
PROJECT #1: design of an ephemeral garden
PROJECT #2: design of a phenological garden
PROJECT #3: design of a successional garden
FOR LEVEL 6000 STUDENTS ONLY: A 1000 word paper synthesizing the relationship between plant selection, ephemeral and temporal qualities, and design intent.

(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:

For 5000 level students:
20% | project #1
30% | project #2
40% | project #3
10% | class participation

For 6000 level students:
15% | project #1
25% | project #2
30% | project #3
20% | 1000 word paper
10% | class participation

Grading Scale:
A = 90% and up
B = 80 to 89%
C = 70 to 79%
D = 63 to 69%
F = 62 % and below

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:

Feedback and evaluation will incorporate rigorous professional standards and will be provided by faculty holding graduate faculty status. Graduate students will be expected to be able to synthesize and apply knowledge in a more comprehensive manner than undergraduates, measured through an additional graduate assignment [see paper assignment].

(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, 128B Haley Center, 844-2096 (V/TT).