### Proposal Form For Addition And Revision Of Courses

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

2. **Course Prefix and Number:** ENVD 4970  
   **Effective Term:** Fall 2013

3. **Course Title:** Special Topics in Environmental Design  
   **Abbreviated Title:** Spec. Top. in Env. Design

4. **Requested Action:**  
   - Renumber a Course
   - Add a Course
   - Revise a Course
   - Current Course Number: ENVD 4970
   - Proposed Course Number: ENVD 4970
   - Type of Revision: (Blank)

5. **Course Credit:**  
   **Contact/Group Hours:** 3  
   **Scheduled Type:** Lecture/Seminar  
   **Weekly or Per Term:** Weekly  
   **Credit Hours:** 3  
   **Anticipated Enrollment:** 24

6. **Maximum Hours (Repeatability):** 3

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

8. **Prerequisites/Corequisites:**  
   none

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)  
    Builds design communication skills through a series of projects that utilize both hand-rendering and digital media

11. **May Count Either:**  
    Program Type:  
    Program Title:  
    Requirement or Elective?  
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. **Affected Program(s):**  
    Major
    BS in Environmental Design
    Elective

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:
The Environmental Design program currently lacks a Special Topics course, with which to pilot courses for potential permanent offering.

(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:
Existing library materials are adequate; as is IT infrastructure in the CADC. This course will be taught in the fall semester in the room Dudley 109.

(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:
Ability to understand inter-connected nature of design decisions;
ability to think, and respond creatively, at a range of scales;
ability to think in a cross-disciplinary manner;
ability to use design methods to understand the issue in question, and to propose appropriate solutions;
ability to create a convincing visual argument (communication skills)
mastery of Adobe Suite and SketchUp programs;
understanding of the most important environmental issues that affect both global and local contexts.

Evidence of the project outcomes will be collected in the required portfolio.

(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:
Week 1 and 2.
Sustainable Community
Sustainable Community project
Topic: design/planning of a small town community with understanding of sustainable systems involved in the process (water, energy, food, green spaces/buildings, traffic routes). Skill: Photoshop and InDesign.
Week 3 and 4.
Water Conservation
Water Conservation Project
Week 4 and 5.
Alternative Energies
Alternative Energies Project
Topic: solar energy application in an existing building – analysis of existing and proposed scheme. Skill: Photoshop; SketchUp, and Ecotect.
Week 6 and 7.
Sustainable Food
Sustainable Food Project
Week 8 and 9.
Green Spaces
Green Spaces Project
Week 10 and 11.
Green Buildings
Green Buildings Project
Topic: LEED buildings; analysis and design of a green elementary school principles (a pamphlet design). Skills: Photoshop, InDesign.
Week 12 and 13.
Re-cycle and Re-use
Re-cycle and Re-use Project
Transformation of an existing object (or objects – otherwise destined for a landfill) into object with a new purpose – development of actual proto-type. Skills: SketchUp, Revit, laser cutter.

Week 14 and 15.
Digital Portfolio documentation for final project
Compilation of all previous projects in a clear and succinct graphic format; short written summary of each project included. Skills: InDesign, Illustrator, Photoshop.

Week 16
Digital Portfolio final project

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

18. Assignments / Projects:
Eight (8) projects - each project deals with a specific issue (green buildings/green spaces, sustainable food, sustainable community, water conservation, re-cycling and re-use; alternative energy). Each project has research and analysis component and design solution accompanied by a written statement. Due to the emphasis on visual communication and design skills, the format is either digital or physical design artefact.
Final project - Digital Portfolio

(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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10% (2 absences =5% final grade deduction)</td>
</tr>
<tr>
<td>Eight design projects</td>
<td>80%</td>
</tr>
<tr>
<td>Digital portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>0-59-0</td>
</tr>
</tbody>
</table>

(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: N/A

(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 Student Policy eHandbook, 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, suspensions 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 consult the Student Policy eHandbook 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 Student Policy eHandbook 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 accommodations are asked to electronically submit their approved accommodations through AU Access and 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 have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2086 (V/T/T).