



Program Revision Proposal: Changes to an Existing Program

Form 3A
Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,¹ a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 240500
	Institution's Name: SUNY College of Environmental Science and Forestry
	Address: <i>1 Forestry Drive, Syracuse, NY 13210</i>
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [<input checked="" type="checkbox"/>] if not applicable :
c) Registered Program to be Changed	Program Title: Bachelor of Landscape Architecture
	SED Program Code : 04030
	Award(s) (e.g., A.A., B.S.): B.L.A.
	Number of Required Credits: Minimum [150] If tracks or options, largest minimum []
	HEGIS Code : 0204.00
	CIP 2010 Code : 04.0601
	Effective Date of Change: 8-15-2024
	Effective Date of Completion ² : 5-15-2027
d) Campus Contact	Name and title: Margaret Bryant, Ph.D., Interim Department Chair Telephone and email: 315-470-4929 mbryant@esf.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Signature and date:
	If the program will be registered jointly³ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Section 2. Program Information

¹ To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.
² If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).
³ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

a) Check all that apply. Describe each proposed change and why it is proposed.

- Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)
- Changes in a program's focus or design
- Adding or eliminating one or more options, concentrations or tracks
- Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.
- Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

b) Provide a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

c) For each new or significantly revised course, provide a syllabus at the end of this form, and, on the *SUNY Faculty Table* provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

- Program title
- Program award
- [Mode of delivery](#)

NOTES: (1) *If the change in delivery enables students to complete 50% of more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal.* (2) *If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.*

- [Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program
- 1) State proposed format(s) and consider the consequences for financial aid
 - 2) Describe availability of courses and any change in faculty, resources, or support services.
- A change in the total number of credits in a certificate or advanced certificate program
- Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

Section 3. Program Schedule and Curriculum

- a) For **undergraduate programs**, complete the **SUNY Undergraduate Program Schedule** to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

NOTES: The **Undergraduate Schedule** must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

- b) For **graduate programs**, complete the **SUNY Graduate Program Schedule**. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

NOTE: The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Bachelor of Landscape Architecture (B.L.A)

- a) Indicate academic calendar type: Semester Quarter Trimester Other (describe):
 b) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) Name of SUNY [Transfer Path](#), if one exists: _____ See [Transfer Path Requirement Summary](#) for details
 d) Use the table to show how a typical student may progress through the program; copy/expand the table as needed. Complete all columns that apply to a course.

Term 1: Fall 1								Term 2: Spring 1							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
APM 103 Applied Algebra/Trig	3	M						EFB 100 General Biology	4	NS					
EWP 190 Writing and the Environment	3	C						LSA 226 Foundation Studio I	5			5			Prerequisite: LSA 182 or permission of instructor; Corequisite: LSA 201
ESF 100 Information Literacy	1	I						LSA 206 Art, Culture and Landscape II	3	A		3			
LSA 132 Orientation Seminar	1			1				LSA 201 Landscape Representation I	3	A		3			
LSA 220 Introduction to Landscape Architecture	3	A		3											
LSA 182 Drawing Studio	3	A		3											
Term credit totals:	14	13		7				Term credit totals:	15	10		11			
Term 3: Fall 2								Term 4: Spring 2							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
LSA 227 Foundation Studio II	5			5			LSA 226 or permission of instructor	EWP 290 Research, Writing, and Humanities	3	H					
LSA 212 Place/Culture/Design	3	D		3				LSA 301 Landscape Representation II	3			3			LSA 201 recommended
LSA 233 Plants in the Landscape	3			3				LSA 305 History of Landscape Architecture	3			3			
General Education – SS, Hist, Lang	3	G						LSA 326 Design Studio I	5			5			LSA 227
Elective	3							LSA 322 Landscape Systems I	3			3			
Term credit totals:	17	6		11				Term credit totals:	17	3		14			
Term 5: Fall 3								Term 6: Spring 3							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
LSA 327 Design Studio II	5			5			LSA 326	LSA 422 Design Studio III	5			5			LSA 327
LSA 433 Planting Design	4			4			LSA 233 or permission of instructor	LSA 342 LA Construction Technology	4			4			College math (with algebra and trigonometry) and LSA 326, or permission of instructor
LSA 323 Landscape Systems II	3			3		X		LSA 343 Materials and Structures	3			3			
LSA 424 Preparation for Off Campus	1			1			Junior BLA standing or permission of instructor.	LSA 455 Professional Practice	3			3			
Elective	3			13				LSA 425 Orientation for Off Campus	2			2			LSA 424 and junior BLA standing, or permission of Off-Campus Program

SUNY Graduate Program Schedule *OPTION*: *You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)*

Program/Track Title and Award: _____

- a) Indicate **academic calendar** type: [] Semester [] Quarter [] Trimester [] Other (describe):
- b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
- d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1:				Term 2:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 3:				Term 4:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 5:				Term 6:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 7:				Term 8:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Program Total:		Total Credits:	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:				

New: X if new course **Prerequisite(s):** list prerequisite(s) for the listed courses

Section 4. SUNY Faculty Table

- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a) Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
Program Director Margaret Bryant	25%	LSA 322 Landscape Systems I	Ph.D.	Regional Planning	
Assistant Professor Daniel Cronan	20%	LSA 323 Landscape Systems II	Ph.D.	Environmental Science	
Part 2. Part-Time Faculty					
Danielle Nagle	20%	LSA 322 Landscape Systems I	Ph.D.	Environmental Science	
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					

Program Revision Proposal: Changes to an Existing Program Form 3A

SUNY ESF Bachelor of Landscape Architecture Proposal: Format change from 5 years to 4

The following text answers questions found in Form 3A, Sections 2.1 and 2.2.

Changes in Program Content

Sections 2.1 and 2.2 of Form 3A contain lists of possible changes in existing programs, and ask for an explanation for any that apply. There are three items that apply to the SUNY ESF Department of Landscape Architecture proposal.

a. Describe each proposed change and why it is proposed.

From Section 2.1: Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs).

The proposal for the Bachelor of Landscape Architecture (BLA) program (04030) is to change from a 5-year, 150 credit hour degree program to a 4-year, 126 credit hour degree program. The change of 24 credits, or 16%, **is below the one-third or more threshold** mentioned in the statement in Section 2.1. We include this information for the sake of clarity.

From Section 2.2: Format change(s), based on SED definitions, for the entire program.

According to the SED format definitions, the format of the current program is **5-year**: "For baccalaureate programs. Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility."

The proposal is to change from a 5-year baccalaureate program to a standard 4-year baccalaureate program. This format would reduce the financial aid burden for students. The change will not require any additional resources, faculty, or other support services.

From Section 2.1: Any change to a registered licensure-qualifying program.

The BLA 5-year program is a registered licensure-qualifying program. The change to a 4-year program **will change neither its licensure status nor its title**. The changes do not eliminate any course or courses that satisfy one of the required content areas in the accredited program.

Why the program change is proposed: The national trend among Bachelor of Landscape Architecture programs over the past decade or more has been away from five-year programs and toward four-year programs. The trend reflects student demand and concerns over the cost of higher education. A five-year degree obviously has a higher tuition cost. The Landscape Architecture Accreditation Board has accommodated these changes across the country, and there has been no change in accreditation status for programs that make the switch.

The aim of this proposal is to shorten the time to degree completion. We propose to make this change to the BLA program to remain competitive in a region of the country where most other BLA programs are four or four and one-half years (e.g., Cornell University, University of Massachusetts Amherst, and Pennsylvania State University).

b. Provide a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

See Table 1.

c. For each new or significantly revised course, provide a syllabus at the end of this form, and, on the SUNY Faculty Table provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course.

The following courses are either new or significantly revised:

LSA 322 Landscape Systems 1	New course (combination of two existing courses, LSA 311 Natural Processes and LSA 321 Ecological Applications, which will be deactivated upon approval and implementation of this program change)
LSA 323 Landscape Systems II	New course

d. What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

There are no additional costs to the proposed changes. This is due to a reduction in the required credit hours for the program.

Table 1. Side-by-side comparison of old and new curricula

Existing Curriculum					Proposed Curriculum			
					<i>Shading and bolded text indicate program changes</i>			
Course No.	Course Name	Code*	Cr	Changes to Existing Program	Course No.	Course Name	Code	Cr
Term 1					Term 1			
APM 103	Applied Algebra and Trigonometry	G	3		APM 103	Applied Algebra and Trigonometry	GR-Math	3
EWP 220	Public Presentation Skills	G	3	Dropped. Content now in EWP 190	EWP 190	Writing and the Environment (with oral comm)	GR-Comm	3
EWP 190	Writing and the Environment	G	3		ESF 100	Information Literacy		1
ESF 200	Information Literacy		1		LSA 132	Orientation Seminar		1
LSA 132	Orientation Seminar		1		LSA 220	Introduction to Landscape Architecture	New G-Arts	3
LSA 220	Introduction to Landscape Architecture		3		LSA 182	Drawing Studio	G-Arts	3
			14					14
Term 2					Term 2			
LSA 182	Drawing Studio		3	LSA 182 moved to Term 1	EFB 100	General Biology	GR-NatSci	4
EFB 100	General Biology I	G	4		LSA 226	Foundation Studio I		5
	General Education	G	3		LSA 206	Art, Culture and Landscape II	G-Arts	3
	General Education	G	3		LSA 300 new #201	Digital Methods I (New title: Landscape Representation I)	New G-Arts	3
	General Education	G	3					15
			16					
Term 3					Term 3			
LSA 226	Foundation Design Studio I		4	LSA 226 moved to Term 2	LSA 227	Foundation Studio II		5
LSA 206	Art, Culture and Landscape II	G	3	LSA 206 moved to Term 2	LSA 312 new #212	Place/Culture/Design	New GR-Diversity	3
LSA 300	Digital Methods I		3	LSA 300 moved to Term 2	LSA 333 new #233	Plant Materials (New title: Plants in the Landscape)		3
LSA 311	Natural Processes		3	LSA 311 and 321 combined in Term 4 to become LSA 322		General Education - SS, Hist, Lang	G-SS, Hist, Lang	3
LSA 333	Plant Materials		2			Elective		3
			15					17

Existing Curriculum					Proposed Curriculum			
					<i>Shading and bolded text indicate program changes</i>			
Course No.	Course Name	Code*	Cr	Changes to Existing Program	Course No.	Course Name	Code	Cr
Term 4					Term 4			
LSA 227	Foundation Design Studio II		4	LSA 227 moved to Term 3	EWP 290	Research, Writing, and Humanities	G-Hum	3
EWP 290	Research, Writing, and Humanities	G	3		LSA 301	Digital Methods II (New title: Landscape Representation II)		3
LSA 301	Digital Methods II		3		LSA 305	History of Landscape Architecture I		3
LSA 305	History of Landscape Architecture I		3		LSA 326	Design Studio I		5
	Gen Ed	G	3		LSA 322	Ecological Applications (New title: Landscape Systems I) - Substantially revised		3
			16					17
Term 5					Term 5			
LSA 326	Design Studio I		5	LSA 326 moved to Term 4	LSA 327	Design Studio II		5
LSA 306	History of Landscape Architecture II		3	Course to be deactivated	LSA 433	Planting Design		4
LSA 321	Ecological Applications		3	LSA 311 and 321 combined in Term 4 to become LSA 322	LSA 323	Landscape Systems II - New Course		3
LSA 433	Planting Design		3		LSA 424	Preparation for Off Campus		1
LSA 312	Place/Culture/Design		3	LSA 312 moved to Term 3 and updated to be DEISJ Gen Ed		Elective		3
			17					16
Term 6					Term 6			
LSA 327	Design Studio II		5	LSA 327 moved to Term 5	LSA 422	Design Studio III		5
LSA 342	LA Construction Technology		4		LSA 342	LA Construction Technology		4
LSA 343	Materials and Structures		3		LSA 343	Materials and Structures		3
	Elective		3		LSA 455	Professional Practice		3
			15		LSA 425	Orientation for Off Campus		2
								17
Term 7					Term 7			
LSA 422	Design Studio III		5	LSA 422 moved to Term 6	LSA 458	Field Studies		4
EWP 407	Technical Writing		3	Dropped as a requirement	LSA 459	Design Journal & Project Notebook		4

Existing Curriculum					Proposed Curriculum			
					<i>Shading and bolded text indicate program changes</i>			
Course No.	Course Name	Code*	Cr	Changes to Existing Program	Course No.	Course Name	Code	Cr
LSA 424	Orientation to Off Campus		1	LSA 424 moved to Term 5	LSA 460	Off Campus Thesis Project		7
	Elective		3					15
			12					
Term 8					Term 8			
LSA 423	Design Studio IV		5		LSA 423	Design Studio IV		5
LSA 451	Comprehensive Land Planning		3		LSA 451	Comprehensive Land Planning		3
LSA 425	Orientation for Off Campus		3	LSA 425 moved to Term 6	LSA 461	Off Campus Presentation Preparation		1
	Elective		3			Elective		3
			14			Elective		3
Term 9								15
LSA 458	Field Studies		4	LSA 458 moved to Term 7				
LSA 459	Design Journal & Project Notebook		4	LSA 459 moved to Term 7		TOTAL		126
LSA 460	Thesis Project		7	LSA 460 moved to Term 7				
			15					
Term 10								
LSA 470	Thematic Studio		6	Course to be deactivated				
LSA 455	Professional Practice		3	LSA 455 moved to Term 6				
LSA 451	Comprehensive Land Planning		3	LSA 451 moved to Term 8				
LSA 461	Off Campus Presentation Preparation		1	LSA 461 moved to Term 8				
			13					
	TOTAL		150					
*Codes: G = General Education or GR = General Education Required								

LSA 322 Landscape Systems I

Spring Semester

Tuesday and Thursday meeting times (1 hour, 20 minute classes)

Instructors of Record: Dr. Margaret Bryant and Dr. Danielle Nagle

Office Location: Marshall Hall

DESCRIPTION OF THE COURSE:

Overview of basic principles and processes of biophysical landscape systems as well as concepts from ecology and landscape ecology with respect to their roles in sustainable landscape design and planning. Emphasis on applying theory to guide socioecological resilient planning and design decision making.

COURSE LEARNING OUTCOMES:

Upon completion of this course, students will:

- have basic knowledge of biophysical principles and processes, such as the atmosphere, weather and climate, geology, soils and erosion, hydrology, the biosphere, ecology, and natural hazards.
- be able to identify major theoretical concepts and intellectual trends in the application of ecological science to planning and design.
- have an understanding of relationships between natural/biophysical processes, landscape patterns, and socioecological contexts.
- be able to consider environmental policy and regulation in sustainable planning and design.
- have an awareness of socioecological resilience from diverse perspectives and the importance of values, ethics, and collaboration in decision-making processes.
- be able to apply theories, concepts, and principles discussed to case studies that emphasize complex relationships in responsible planning and design of/with the land.

PROGRAM LEARNING OUTCOMES:

LSA 322 contributes to the following program learning outcomes:

- BLA graduates should be able to consider, assess, and incorporate a broad range of natural factors and processes, including climate, ecology, geology, soils, hydrology, and physiography into design and planning of the land.
- BLA graduates should be able to consider and assess the design context of a particular site, place, or region, and identify important design forms, patterns, and organizing structures.
- BLA graduates should feel a professional obligation to act as stewards of the land itself (considering all its ecological and biophysical complexity) in the course of their professional work

COLLEGE LEARNING OUTCOMES:

This course contributes to 4 of the 6 SUNY ESF college-wide Student Learning Outcomes (SLO's): (1) Scientific Reasoning; (3) Basic Communication Skills; (4) Technological and Information Literacy; and (6) Critical Thinking.

LSA 322 contributes to the students' "understanding of modern science and the implications of scientific discoveries," part of the Scientific Reasoning SLO. Projects in LSA 322 involve research and "critical thinking skills to determine the information needed to solve a problem, access information using appropriate technologies, and effectively and appropriately use information to accomplish a specific purpose," which is SLO #4. Project results must be communicated to the class, addressing the Communication Skills and Critical Thinking SLOs.

TEXTBOOKS AND SUPPLIES:

Course readings will be provided on the course Blackboard site.

GRADING:

Grades are assigned in all credit bearing courses to reflect how well students have met the student learning outcomes of the course. In this course, course readings are critical for developing understanding. Reading responses and short quizzes will be used to assess student progress. A case study project will also be required for this class, and it will form a substantial part of the final course grade.

COURSE SCHEDULE: TBD

STUDENTS WITH LEARNING AND PHYSICAL DISABILITIES

SUNY-ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue- Room 309, 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance with the process. To learn more about ODS, visit <http://disabilityservices.syr.edu>. Authorized accommodation forms must be in the instructor's possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

ACADEMIC DISHONESTY

Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct (<http://www.esf.edu/students/handbook/StudentHB.05.pdf>), in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (<http://www.esf.edu/students/integrity/>). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (<http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf>).

INCLUSIVE EXCELLENCE STATEMENT

As an institution, we embrace inclusive excellence and the strengths of a diverse and inclusive community. During classroom discussions, we may be challenged by ideas different from our lived experiences and cultures. Understanding individual differences and broader social differences will deepen our understanding of each other and the world around us. In this course, all people (including but not limited to, people of all races, ethnicities, sexual orientation, gender, gender identity and expression, students undergoing transition, religions, ages, abilities, socioeconomic backgrounds, veteran status, regions and nationalities, intellectual perspectives and political persuasion) are strongly encouraged to respectfully share their unique perspectives and experiences. This statement is intended to help cultivate a respectful environment, and it should not be used in a way that limits expression or restricts academic freedom at ESF.

LSA 323 Landscape Systems II

Spring Semester

Tuesday and Thursday meeting times (1 hour, 20 minute classes)

Instructors of Record: Dr. Daniel Cronan

Office Location: Marshall Hall

DESCRIPTION OF THE COURSE:

Advanced methods for regional-scale landscape systems analysis using geographic information system (GIS) technology to apply ecological principles, land use analysis, and landscape planning frameworks.

COURSE LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- Use public and generated datasets to understand, analyze, and assess site and landscape scale study areas
- Analyze patterns in geology, soils, hydrology, biotic communities, microclimate, land use and zoning as they relate to landscape architecture and landscape planning
- Understand and analyze trends, patterns, and correlation across scales, i.e. site scale within a broader landscape context and the relationship of landscape scale processes to municipal and site scales
- Synthesize information at multiple scales to justify rationale for design interventions and planning decisions
- Communicate analyzed information through creation of geospatial tools, platforms, and dissemination platforms

PROGRAM LEARNING OUTCOMES:

LSA 323 contributes to the following program learning outcomes:

- BLA graduates should be able to consider, assess, and incorporate a broad range of natural factors and processes, including climate, ecology, geology, soils, hydrology, and physiography into design and planning of the land.
- BLA graduates should be able to consider and assess the design context of a particular site, place, or region, and identify important design forms, patterns, and organizing structures.
- BLA graduates should feel a professional obligation to act as stewards of the land itself (considering all its ecological and biophysical complexity) in the course of their professional work

COLLEGE LEARNING OUTCOMES:

This course contributes to 4 of the 6 SUNY ESF college-wide Student Learning Outcomes (SLO's): (1) Scientific Reasoning; (3) Basic Communication Skills; (4) Technological and Information Literacy; and (6) Critical Thinking.

LSA 323 contributes to the students' "understanding of modern science and the implications of scientific discoveries," part of the Scientific Reasoning SLO. Projects in LSA 323 involve research and "critical thinking skills to determine the information needed to solve a problem, access information using appropriate technologies, and effectively and appropriately use information to accomplish a specific purpose," which is SLO #4. Project results must be communicated to the class, addressing the Communication Skills and Critical Thinking SLOs.

TEXTBOOKS AND SUPPLIES:

Course readings will be provided on the course Blackboard site.

GRADING:

Grades are assigned in all credit bearing courses to reflect how well students have met the student learning outcomes of the course. In this course, grades will be assigned for two major project deliverables along with eight supplemental exercises to build skills for application of concepts delivered in lectures.

COURSE SCHEDULE: TBD

STUDENTS WITH LEARNING AND PHYSICAL DISABILITIES

SUNY-ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue- Room 309, 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance with the process. To learn more about ODS, visit <http://disabilityservices.syr.edu>. Authorized accommodation forms must be in the instructor's possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

ACADEMIC DISHONESTY

Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct (<http://www.esf.edu/students/handbook/StudentHB.05.pdf>), in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (<http://www.esf.edu/students/integrity/>). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (<http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf>).

INCLUSIVE EXCELLENCE STATEMENT

As an institution, we embrace inclusive excellence and the strengths of a diverse and inclusive community. During classroom discussions, we may be challenged by ideas different from our lived experiences and cultures. Understanding individual differences and broader social differences will deepen our understanding of each other and the world around us. In this course, all people (including but not limited to, people of all races, ethnicities, sexual orientation, gender, gender identity and expression, students undergoing transition, religions, ages, abilities, socioeconomic backgrounds, veteran status, regions and nationalities, intellectual perspectives and political persuasion) are strongly encouraged to respectfully share their unique perspectives and experiences. This statement is intended to help cultivate a respectful environment, and it should not be used in a way that limits expression or restricts academic freedom at ESF.