

Academic Affairs Committee

Course Proposal Form

- This course proposal form should be completed when introducing a new course or revising an existing course.
- Download and complete the form on your computer, do not fill out in a web browser.
- All proposals must first go through your departmental curriculum committee process before being submitted to the Academic Affairs Committee (AAC). Be sure to plan for departmental and AAC schedules and deadlines.
- The proposal will be reviewed by the AAC or, in the case of a minor revision, approved administratively by the Associate Provost for Instruction.
- If you are proposing a new course, or renumbering an existing course, please check with the Registrar regarding use/reuse of the number.
- If you are proposing a SUNY general education course, please contact curriculum@esf.edu for more information and guidance. General education courses require additional paperwork.

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Department: Landscape Architecture

1. Course Information

- 1.1. Type of Proposal: New Revision Replacement
- 1.2. Course Prefix, Number & Title: LSA 581 Intro to Historic Preservation and Cultural Landscapes
- 1.3. If this course is replacing a current ESF course, please provide the number and name of the course to be deactivated and removed, if this proposal is approved:

- 1.4. If this is a course revision, please indicate the reason for revision (check all that apply):

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Course Number,
Division, or Prefix | <input type="checkbox"/> Title | <input type="checkbox"/> Credit
Hours | <input type="checkbox"/> Pre or
Co-Requisites |
| <input type="checkbox"/> Catalog
Description | <input type="checkbox"/> Instructional
Methods | <input type="checkbox"/> General
Education | <input type="checkbox"/> Format |
| <input type="checkbox"/> Learning
Outcomes | <input type="checkbox"/> Concepts or
Content | <input type="checkbox"/> Institutional
Resources | <input checked="" type="checkbox"/> Semester
Offered |

2. Detailed Course Description

- 2.1. Describe why this course (or revision) is needed to meet current or proposed goals and outcomes of the program or College. For revisions, provide explanation and/or justification for change.

This revision is needed because the current description indicates the course is only offered in the fall. It is typically offered in the spring, but could be offered in the fall depending on enrollment. Requesting the course be described as "fall or spring"

- 2.2. Credit hours: 3

- 2.3. Semester offered (check all that apply): Fall Spring Summer

- 2.4. Anticipated enrollment per semester offered: Fall 12 Spring 12 Summer _____

- 2.5. Format (for online courses, please also complete Part 4 Addendum). Check all that apply and include the contact hours per week of each format being used.

- Lecture _____
 Lab _____
 Field _____
 Studio _____
 Online _____
 Other _____

If other checked above, please explain:

- 2.6. Level of instruction :

Lower Division Upper Division Beg. Graduate Adv. Graduate

- 2.7. Is this a general education course?

Yes No

- 2.8. Is this a required course?

Yes No

If yes, please list the program(s) for which it is a requirement:

- 2.9. Is this course an elective within your department?

Yes No

- 2.10. Is enrollment in this class restricted?

Yes No

If yes, please explain:

Seminar/discussion format, limit to 15

- 2.11. Are other ESF or SU courses similar or identical to this course?

Yes No

If yes, please identify the courses:

- 2.12. Is this course a shared resource offering?

Yes No

If yes, what is the course number of the concurrent offering?

The course was original LSA 481 / LSA 681, but was combined in 2019.

2.13. **Student Learning Outcomes:** Identify the student learning outcomes associated with this course.

1. Be able to discuss the underlying history and philosophy of the historic preservation movement in the United States, with specific attention to cultural landscape preservation.
2. Understand major historic preservation legislation and preservation terminology.
3. Have a working knowledge of the standards, guidelines, and procedures for identification, evaluation, and treatment of historic resources.
4. Have gained experience in inventorying and evaluating historic landscapes.
5. Understand National Park Service methods of cultural landscape documentation, evaluation, and treatment.

2.14. **Major concepts, processes or tools:** Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

The overall purpose of the course is to introduce students to the field of historic preservation planning—planning for current and future stewardship of historically significant places—and how it is applied to cultural landscapes. The semester is organized into four subject areas: Introduction; Preservation Laws, Incentives, and Advocacy; Inventory and Evaluation; and Treatment. The class format includes presentations and lectures to introduce basic content, and discussions that draw on readings to explore wider contexts. Lectures and discussions will address the history of the American preservation movement; the definition of cultural landscapes; how to identify and evaluate historic resources; programs and organizations that advocate and incentivize historic preservation; and application of preservation standards and guidelines in design and planning with an emphasis on cultural landscape programs of the National Park Service.

2.15. **Instructional methods:** Identify the methods used to meet the course outcomes, as well as the principal instructional methods.

Lecture, discussion, field work, independent research project, mid-term and final.

- 2.16. **Course history:** Provide the dates of prior approval of this course, and its revision history. For new courses, enter not applicable.

This course was first offered in 1990 as LSA 696 Historic Preservation Seminar - 2 credit hours. As the course developed, it was offered in 1993 as 3 credit course. LSA 681 Cultural Landscape Preservation, 3 credit hours (shared resource with LSA 481), was approved by the College Faculty in 1996 and 1997. A revised course proposal was approved in 1999.

- 2.17. **Catalog description (max 1000 characters):** Provide the course description to be included in the ESF catalog

Format: (same as existing)

Brief description. If this is a shared resource course, include "Credit will not be given for both 3XX and 5XX":

Two hours of presentation and one hour of discussion per week. The course provides an introduction to historic preservation, or heritage conservation, as it is known outside of the United States: a multi-disciplinary practice of sustaining physical resources in the environment that convey cultural history and define sense of place. The course focuses on the application of historic preservation to cultural landscapes in the practice of design and planning, which addresses integration of natural and cultural resource management. The course is organized into five sections: 1. Introduction to historic preservation and its history as part of the conservation movement in the United States; 2. Historic preservation laws, regulations, policies, and incentive programs pertaining to public undertakings, environmental review, local land-use regulations, and private development; 3. Public and not-for-profit organizations that advocate for historic preservation and conservation of cultural landscapes; 4. Inventory and evaluation of historic resources using the National Register of Historic Places and National Park Service cultural lands

Semester(s) offered: spring or fall

Pre/co-requisites:

3. New Institutional Impacts

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. **Note that, if this is a course revision, only the impacts of the revision should be included.**

3.1. Staffing needs:

3.2. Classroom resources (physical facilities in a laboratory, lecture hall, flexible space, academic computing):

3.3. Technology resources: (e.g., electron microscopes, UAVs, GPS receivers, survey equipment, etc.)

3.4. Computing resources (software licensing, hardware, access):

3.5. Library resources (subscriptions, services):

3.6. Transportation requirements (budget, fees, fleet, vehicles):

3.7. Will there be a course fee required? Yes No

3.8. Forest properties or field practicum facilities (Note: Please contact Forest properties each semester to schedule):

4. Online Course Addendum (only complete for online or hybrid course formats)

4.1. Online Course Format:

- Asynchronous online (no required real time class meetings)
- Synchronous online (all class meetings in real time)
- Combined online (asynchronous with some required synchronous class meetings)
- Hybrid (In person course with at least 1 credit of work/class meetings held online)

4.2. If there are any real time or live class meetings, how often and how long do you expect them to be?

Course Needs

- 4.3. Will you be using Blackboard at SU as your learning management system? Yes No
If no, please explain. Who will provide technical support and troubleshooting for students?

4.4. Which of the following institutional or supported tools will you be using (check all that apply)?

- Zoom
- Blackboard Collaborate
- Kaltura Media
- CNS Computer labs
- Other:

- 4.5. Will students need to use specialized software? Yes No
If yes, will it be made available to them through the institution, or will they need to purchase it separately?

- 4.6. Will students need any additional computer hardware, such as a webcam, microphone, or camera? Yes No

If yes, what equipment will they need?

Interaction & Assessment

4.7. What are two specific ways that you will provide substantive interaction in your course?

Same as existing (4.7-4.10)

4.8. What is the proposed schedule of regular interaction in the course?

4.9. How will student academic engagement and success be monitored throughout the course?

4.10. How often and by what methods will students be assessed in the course?

5. Health and Safety Considerations

Will any of the conditions or situations outlined below be present in association with the course?

	Yes	No
5.1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.2. Will any physical hazards be present during instruction? (e.g. machines that need safety guards; razor blades or syringes; compressed gases, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3. Will any biological hazards be present during instruction? (e.g. handling animals [rabies or hantavirus]; cultures or stocks of infectious agents [fungal spores, viruses, bacteria, etc.]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4. Will any radiation hazards be present during instruction? (e.g. radiosotopes, X-rays, ultraviolet rays, lasers, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wet location)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.6. Will there be any personal safety issues related to the class? (e.g. due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.8. Will any type or personal protective equipment be necessary during class exercises? (e.g. hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer was "yes" to any of the health and safety questions, please explain:

Possible hard hats required for field trips to construction sites (TBD)

For lab and field courses to which all answers are "no", you should explain that here, also. Normally, we would expect some safety precautions for such courses.

