

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE
REPORT TO
THE ACADEMIC SENATE
AP-037-156

Landscape Architecture Minor FOR SEMESTERS

Academic Programs Committee

Date: 05/18/2016

Executive Committee
Received and Forwarded

Date: 05/18/2016

Academic Senate

Date: 05/25/2016
First Reading
06/01/2016
Second Reading

BACKGROUND: The Department of Landscape Architecture has put forward a referral for a Landscape Architecture Minor for semesters. This is a new program.

We live in a changing landscape of ecological, cultural and technical systems. The Landscape Architecture Minor frames the issues and opportunities that can be addressed through environmental design. Courses introduce the practice of landscape architect through history, philosophy, discipline values, and contributions offered by landscape architecture to improving our environment and society. Skills and knowledge gained through the Landscape Architecture minor will compliment careers in engineering, natural sciences, horticulture, business, and liberal arts.

RESOURCES CONSULTED:

Deans

Associate Deans

Department Chairs

All Faculty

DISCUSSION:

Before reaching the Academic Programs Committee, this program was reviewed by the College Curriculum Committee in the College of ENV as well as the Dean of ENV and the Office of Academic Programs. All concerns raised at those levels were addressed. The Academic Programs Committee then conducted campus-wide consultation, as well as its own review of the program. No concerns were raised.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the semester program Landscape Architecture Minor

LANDSCAPE ARCHITECTURE FIVE-YEAR ASSESSMENT PLAN BSLA / MLA I & II / LA MINOR

1. INTRODUCTION

The Department of Landscape Architecture (Department) at Cal Poly Pomona prepares students to resolve the ecological and social challenges of the 21st century, by instilling the theoretical and technical knowledge base of landscape architecture, creative and critical thinking skills, and a sense of social responsibility. The department has developed separate Student Learning Outcomes (SLOs) and Program Objectives (POs) for the BSLA, and MLA I & II, that address curriculum related criteria established by the Landscape Architecture Accreditation Board (LAAB) that are used in the accreditation process. LA Minor's criteria are derivative of the BSLA's SLOs & POs as these courses primarily serve the major – but criteria for the minor address the unique needs of this cohort. Our criteria address Cal Poly Pomona curricular requirements too for meaningful writing and courses that provide General Education content.

The Department's Five-Year Assessment plan is intended to compliment the LAAB's national external three-day review by a team of administrators, faculty and professionals for accreditation purposes that occur every six years. Their review covers:

1. Program Mission and Objectives
2. Program Autonomy, Governance & Administration
3. Professional Curriculum *
4. Student and Program Outcomes *
5. Faculty
6. Outreach to the Institution, Communities, Alumni & Practitioners
7. Facilities, Equipment & Technology

* Accreditation activities paralleled in the Five-Year Curricular & Program Assessment process.

Program Assessment related documents relevant to each Curriculog Program Proposal will be provided. These files cover:

- List of Student Learning Outcomes and Program Objectives
- SLOs & POs Matrix of courses
- List of courses included in each Assessment group
- LAAB Accreditation Standards and Procedures (documentation from the most recent accreditation review are available on the Department's website)

2. TIMELINES FOR CURRICULAR AND PROGRAM ASSESSMENT ACTIVITIES

Our timeline places related courses into 4 groups of 9 or 10 courses per group. These groups will be sequential assessed, with the 5th year reserved for evaluating the assessment process/accreditation. In years with accreditation visit, the annual program assessment process is pushed back .

This process is predicated on the detailed preparation undertaken in developing the ECOs and Program Proposals for Semester Conversion, along with supporting the next scheduled LAAB Accreditation review of the BSLA and MLA programs in 2017.

Course groupings are to be assessed by a committee comprised of faculty with expertise in the subjects.

**Landscape Architecture Five-Year Assessment Plan
for Semester Conversion**

Year	Topics to be Assessed	Assessment Activities <u>(detailed descriptions below)</u>
1 AY18-19	BSLA Design Studios	<ul style="list-style-type: none"> • Review course syllabi & assignments, and a sample of lecture content cross referencing SLOs and POs • Review sampling of course work classified as: high pass, pass, low pass, & unsatisfactory work • <u>Evaluate student work presented for annual ASLA Awards, and the Winter Design Exchange</u> • <u>Conduct focus groups with class cohorts, and graduating seniors</u> • <u>Review student evaluations & peer assessment reports from prior years (up to 5 years)</u>
2 AY19-20	MLA Design Studios	
3 AY20-21	Communication, GIS, Construction, Ecology & Urban Systems, Emerging Topics	<ul style="list-style-type: none"> • <u>Review course syllabi & assignments, and a sample of lecture content cross referencing SLOs and POs</u> • <u>Review sampling of course work classified as: high pass, pass, low pass, & unsatisfactory work</u> • <u>Conduct focus groups with class cohorts, and graduating seniors</u> • <u>Review student evaluation s& peer assessment reports from prior years (up to 5 years)</u>
4 AY21-22	Pro Practice, History, Theory	
5 AY22-23	Assessment Process Evaluation, Accreditation Visit (7 years)	<p>Prepare LAAB Accreditation documentation including report on Assessment process.</p> <p>-or-</p> <p>Holistically evaluate previous cycle of assessments and revise annual assessment process</p>

~~3. DEPARTMENTAL MISSION, GOALS AND PROGRAM OBJECTIVES~~

~~To be a center of creative excellence in landscape architecture, internationally recognized for communicating values of ecological and social sustainability to students and the community.~~

~~Cal Poly Pomona is empowering the landscape of the future.~~

~~The Department of landscape Architecture is actively working to develop future landscape architects who will be environmentally aware, technically sophisticated, concerned with craft, able to think systematically and curiously critical.~~

~~Cal Poly Pomona Landscape Architects:~~

- ~~• Are rooted in a fundamental understanding and respect for the local context in which we work, wherever that may be.~~
- ~~• Are driven by personal, professional and environmental ethics and values to critically assess actions and implications.~~
- ~~• Critically think within an informed creative process of principled, educated and balanced judgments with openness and inclusivity.~~
- ~~• Are open to the contemporary conditions of the discipline and bravely willing to produce emergent visions of landscape.~~
- ~~• Are enterprising with tools and resources to recognize systems and connections, see opportunities~~

Landscape Architecture Five-Year Assessment Plan for Semester Conversion

~~where none exist and act as agents for positive change.~~

- ~~• Recognize that landscape problems extend across multiple geographical, cultural, and disciplinary boundaries; and are equipped with collaborative problem-solving abilities to see different viewpoints, to engage interfaces, and exchange ideas to achieve common goals.~~

~~These strategies are intended to be broad, long-range goals for the Department. Each strategy is supported by specific objectives related to these goals, and specific actions to accomplish each objective. The effectiveness of these actions will be measured by the identified assessment strategy. The relationship of each strategy and/or action to the College strategic plan is clearly identified.~~

- ~~1) Support a strong undergraduate program focusing on the development of sound thinking skills and personal vision, in the context of the broad range of landscape architectural activities and technical skills.~~
- ~~2) Support a strong graduate program focusing on the development of sound thinking skills, personal vision, and contribution to the discipline's knowledge base, with a particular emphasis on human-ecosystematic design principles.~~
- ~~3) Foster an outstanding and well-rounded cadre of faculty who contribute to the Department's mission through teaching, research, community service, and professional practice.~~
- ~~4) Recruit and retain a critical mass of high-caliber, diverse students for graduate and undergraduate study.~~
- ~~5) Maintain a respected and influential role within the College, University, Profession, and Region.~~

~~PROGRAM LEARNING OBJECTIVES – UNDERGRADUATE~~

~~The primary objectives of the department are as follows:~~

- ~~1. Develop creative capacity so that students can apply their skills to the range of landscape architecture problems.~~
- ~~2. Develop critical thinking skills so that students can identify appropriate skills and processes to apply to evaluating and solving a range of landscape architecture problems.~~
- ~~3. Develop technical skills so that students can evaluate, assess, analyze and represent existing and proposed landscapes.~~
- ~~4. Develop professional skills so that students can thrive in a range of professional contexts, including traditional and emerging professional practice.~~

~~Support a strong undergraduate program focusing on the development of sound thinking skills and personal vision, in the context of the broad range of landscape architectural activities and technical skills.~~

Objectives:

- ~~1A. Foster creative and critical thinking skills within students, as well as the application of these skills to resolve ecological, social and aesthetic problems, within the context of environmental design.~~
- ~~1B. Foster a sense of responsibility in students, related to ecological, social, aesthetic and professional issues.~~
- ~~1C. Provide students with a strong foundation in design, including an understanding of fundamental principles, form and space creation, design process, and its application to the broad spectrum of landscape architectural activities.~~
- ~~1D. Provide students with a strong understanding of natural patterns and processes at multiple scales,~~

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and an awareness of design and planning strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources.

1E. — Provide students with a strong understanding of cultural patterns and processes at multiple scales, and an awareness of challenges and strategies related to planning and design within a multi-cultural society.

1F. — Pursue challenging educational and service opportunities within southern California, taking advantage of its diverse ecological environment, in the context of one of the world's largest multicultural communities.

1G. — Expose students to a variety of professional roles and contexts, including individual and team projects, as well as interdisciplinary collaboration.

1H. — Instill within students the technical skills and knowledge necessary for landscape design, planning, construction, and professional practice with regards to ecological sustainability, efficiency, practicality and the protection of public health, safety and welfare.

1I. — Instill hands-on computer proficiency in students, as well as an understanding and awareness of innovations in information technology, and their implications for planning and design process and product.

PROGRAM LEARNING OBJECTIVES — GRADUATE

Support a strong graduate program focusing on the development of sound thinking skills, personal vision, and contribution to the discipline's knowledge base, with a particular emphasis on human ecosystematic design principles.

Objectives:

2A. — Foster creative and critical thinking skills within students, as well as the application of these skills to resolve ecological, social and aesthetic problems, within the context of environmental design.

2B. — Foster a sense of responsibility in students, related to ecological, social, aesthetic and professional issues.

2C. — Provide students with a strong foundation in sustainability, regeneration, and ecosystematic design.

2D. — Provide students with a strong understanding of ecological patterns and processes at multiple scales, and an awareness of design and planning strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources.

2E. — Provide students with a strong understanding of cultural patterns and processes at multiple scales, and an awareness of challenges and strategies related to planning and design within a multi-cultural society.

2F. — Pursue challenging educational and service opportunities within southern California, taking advantage of its diverse ecological environment, in the context of one of the world's largest multicultural communities.

2G. — Expose students to a variety of professional roles and contexts, including individual and team projects, as well as interdisciplinary collaboration.

2H. — Instill within students the technical skills and knowledge necessary for landscape design, planning, construction, and professional practice at all scales of concern, with regards to ecological sustainability, efficiency, practicality and the protection of public health, safety and welfare.

2I. — Instill hands-on computer proficiency in students, as well as an understanding and awareness of innovations in information technology, and their implications for planning and design process and product.

2J. — Develop the ability to pursue scholarly research within students.

3. ASSESSMENT REPORTING PROCESS

Feedback on performance is then shared at faculty retreats or other meetings where we are assessing curriculum performance. The assessment committee will prepare a formal assessment synopsis with their findings including:

- List of courses assessed, their instructors, and number of students enrolled
- Identifying best practices for fulfilling the SLOs & POs
- Identifying area(s) needing improvement and suggest fixes
- Identify issues unique to GE Courses/LA Minor courses covered that year
- Establish follow-up process/time-line for any deficiencies identified

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Feedback on performance will be shared at faculty retreats or other meetings where we are assessing curriculum performance. Selections from this memo may be included in the Annual ENV Report.

Effectiveness of assessment activities and curriculum assessment program will be reviewed in the 5th year of the process. Curriculum Committee members will review the assessment memos from prior cycles and follow up on any areas of concern with spot assessments to verify that any recommended changes have been implemented. The committee shall report the findings at a faculty retreat or other meeting and prepare a memo summarizing their findings, and detailing any recommendations for altering the assessment process shall be prepared.

Assessment memos will provide the basis for generating documentation needed for future Academic Program Reviews and LAAB accreditation self-assessments.

**Landscape Architecture Five-Year Assessment Plan
for Semester Conversion**

4. ASSESSMENT ACTIVITIES

A committee of at least three full and part-time faculty shall be convened to conduct the activities necessary to assess the course grouping for that year. Committee members should be selected for their expertise in the subjects under review (including courses they might be teaching). Assessment Committee service is intended to rotate through the entire faculty where back-to-back service is discouraged. Ideally, faculty will serve two years out of the five-year cycle.

Assessment activities undertaken by the committee for the 9 to 11 courses under review starts by:

1. Appraising course syllabi, assigned texts, content covered in lectures, assignments and projects, assessment methods, and teaching methods against the stated SLOs, POs, and structure of the course established in the ECOs. If multiple unique sections are offered by different or the same instructors, each section is reviewed. If multiple sections with identical content are offered by a single instructor, then it can be treated as a single section.

Assessment committees will evaluate Program Outcomes and Student Learning Objectives by selecting the most appropriate methods from those listed below to verify the delivery of the SLOs & POs.

- ~~2. Consistent quarterly~~ Review of student work using rubrics developed for each course that aligns SLOs with quality of work. Reviews for the curricular assessment process may be conducted by attending formal scheduled presentation(s) or organized exhibitions of student work, or reviewing student work collected for accreditation. ~~Feedback on performance is then shared at faculty retreats or other meetings where we are assessing curriculum performance.~~
3. Annually review student course evaluation data for all sections of courses being assessed.
4. In years where the BSLA or MLA studios are being assessed, committee members are encouraged to attend the ASLA Awards presentations to review a cross-section of cumulative work by graduating BSLA and MLA students who are nominated by the faculty for this honor.
- ~~2.5.~~ In years where the BSLA or MLA studios are being assessed, committee members is encouraged attend the Winter Studio Design Exchange is an event intended for the entire Department of Landscape Architecture to engage in a collective design conversation. ~~–All graduate and undergraduate studios are usually represented with projects on display.~~
- ~~3.6.~~ Review exit surveys by graduating students.
- ~~4.7.~~ Conduct focus groups with students from the courses being reviewed or graduating students.

Additional methods may be developed and deployed by the committee as necessary.

5. LANDSCAPE ARCHITECTURE ASSESSMENT TOOL(S)

PROGRAM LEARNING OBJECTIVES ASSESSMENT TOOLS - BSLA	
1A. Foster creative and critical thinking skills within students, as well as the application of these skills to resolve ecological, social and aesthetic problems, within the context of environmental design.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating senior focus group
1B. Foster a sense of responsibility in students, related to ecological, social, aesthetic and professional issues.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating senior focus group
1C. Provide students with a strong foundation in design, including an understanding of fundamental principles, form and space creation, design process, and its application to the broad spectrum of landscape architectural activities.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating senior focus group
1D. Provide students with a strong understanding of natural patterns and processes at multiple scales, and an awareness of design and planning strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating senior focus group
1E. Provide students with a strong understanding of cultural patterns and processes at multiple scales, and an awareness of challenges and strategies related to planning and design within a multi-cultural society.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Design competition submissions • LAPAB studio visits • Exit survey • Student and graduating senior focus group
1F. Pursue challenging educational and service opportunities within southern California, taking advantage of its diverse ecological environment, in the context of one of the world's largest multicultural communities.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating senior focus group
1G. Expose students to a variety of professional roles and contexts, including individual and team projects, as well as interdisciplinary collaboration.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating senior focus group

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PROGRAM LEARNING OBJECTIVES ASSESSMENT TOOLS - BSLA	
1H. Instill within students the technical skills and knowledge necessary for landscape design, planning, construction, and professional practice with regards to ecological sustainability, efficiency, practicality and the protection of public health, safety and welfare.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating senior focus group
1I. Instill hands-on computer proficiency in students, as well as an understanding and awareness of innovations in information technology, and their implications for planning and design process and product.	<ul style="list-style-type: none"> • Semesterly studio critiques • LAPAB studio visits • Exit survey • Student and graduating senior focus group

PROGRAM LEARNING OBJECTIVES ASSESSMENT TOOLS - GRADUATE	
2A. Foster creative and critical thinking skills within students, as well as the application of these skills to resolve ecological, social and aesthetic problems, within the context of environmental design.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Design competition submissions • LAPAB studio visits • Exit survey • Student and graduating MLA focus group
2B. Foster a sense of responsibility in students, related to ecological, social, aesthetic and professional issues.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Design competition submissions • Exit survey • Student and graduating MLA focus group
2C. Provide students with a strong foundation in sustainability, regeneration, and ecosystematic design.	<ul style="list-style-type: none"> • Semesterly studio critiques • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating MLA focus group
2D. Provide students with a strong understanding of ecological patterns and processes at multiple scales, and an awareness of design and planning strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources.	<ul style="list-style-type: none"> • Semesterly studio critiques • Review of course content and student performance at faculty retreat • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating MLA focus group
2E. Provide students with a strong understanding of cultural patterns and processes at multiple scales, and an awareness of challenges and strategies related to planning and design within a multi-cultural society.	<ul style="list-style-type: none"> • Semesterly studio critiques • Review of course content and student performance at faculty retreat • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating MLA focus group

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PROGRAM LEARNING OBJECTIVES ASSESSMENT TOOLS - GRADUATE	
2F. Pursue challenging educational and service opportunities within southern California, taking advantage of its diverse ecological environment, in the context of one of the world's largest multicultural communities.	<ul style="list-style-type: none"> • Semesterly studio critiques • Review of course content and student performance at faculty retreat • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating MLA focus group
2G. Expose students to a variety of professional roles and contexts, including individual and team projects, as well as interdisciplinary collaboration.	<ul style="list-style-type: none"> • Semesterly studio critiques • Review of course content and student performance at faculty retreat • ASLA Honor and Merit jury • Design Exchange event • Exit survey • Student and graduating MLA focus group
2H. Instill within students the technical skills and knowledge necessary for landscape design, planning, construction, and professional practice at all scales of concern, with regards to ecological sustainability, efficiency, practicality and the protection of public health, safety and welfare.	<ul style="list-style-type: none"> • Semesterly studio critiques • Review of course content and student performance at faculty retreat • ASLA Honor and Merit jury • Design Exchange event • Design competition submissions • Exit survey • Student and graduating MLA focus group
2I. Instill hands-on computer proficiency in students, as well as an understanding and awareness of innovations in information technology, and their implications for planning and design process and product.	<ul style="list-style-type: none"> • Semesterly studio critiques • Review of course content and student performance at faculty retreat • LAPAB studio visits • Exit survey • Student and graduating MLA focus group
2J. Develop the ability to pursue scholarly research within students.	<ul style="list-style-type: none"> • Review of course content and student performance at faculty retreat • ASLA Honor and Merit jury • Exit survey • Student and graduating MLA focus group

Alumni surveys and focus groups are part of the LAAB Accreditation process, but is deemed not appropriate for assessing current curricular content and program learning objectives.

Landscape Architecture Minor	
Status	active
Hierarchy Entities	Landscape Architecture
Approval Process Name	F. Program - New Option/Minor/Emphasis
Current Step	Office of Academic Programs
Originator	Barry Lehrman
Created	12/07/2015 10:02AM
Launched	12/08/2015 04:13PM
Form	
General Catalog Information	
Department	Landscape Architecture
Choose type	Minor
Title of the proposed aggregate of courses (e.g. Evolutionary Biology Subplan/Option)	Landscape Architecture Minor
Title of the degree major program under which the aggregate of courses will be offered (e.g. Biology, B.S.)	
Program total units	24
Description of Option, Minor, or Emphasis	We live in a changing landscape of ecological, cultural and technical systems. The Landscape Architecture Minor frames the issues and opportunities that can be addressed through environmental design. Courses introduce the practice of landscape architect through history, philosophy, discipline values, and contributions offered by landscape architecture to improving our environment and society. Skills and knowledge gained through the Landscape Architecture minor will compliment careers in engineering, natural sciences, horticulture, business, and liberal arts.
List options or emphases already existing under the degree major program for which the new aggregate of courses is proposed.	N/A
State the aims of the proposed aggregate of courses.	<p>[See attached files]</p> <p>Landscape architecture minor's aim is to introduce non-major students to the approach, philosophy, values and contributions of landscape architecture to improving our environment and society. This will be the only design minor available at Cal Poly Pomona.</p> <p>The minor will begin during Fall 2018 offering a total of 24 units distributed into the following categories:</p> <p>6 units Design studios and either a design communication graphic course or a geodesign course will teach basic processes of analysis and landscape design.</p> <p>6 units History will provide an understanding of the historic foundation of landscape design and practice.</p> <p>6 units Landscape Theory will link human behavior and landscape characteristics, and provide insights into how to understand the built environment.</p> <p>6 units Landscape & urban Systems will expose students to the latest thinking in social and ecological systems, natural capital, and cultural capacity.</p>
List courses by subject area, catalog number, title, and units of credit	See attached files.

as well as the total units to be required under the proposed aggregate.	
Justify the need for the proposed aggregate of courses.	<p>[See attached files]</p> <p>The Landscape Architecture Minor will be the only design minor offered in the college of Environmental Design, and one of the few design minors at Cal Poly Pomona. As such, it is uniquely situated to introduce students in other majors to the design process and design thinking, along with providing a disciplinary awareness of the issues and opportunities that can be addressed through landscape design.</p> <p>The Department of Landscape Architecture receives a steady stream of inquiries from students interested in exploring landscape architecture prior to applying for a change of major. The minor will serve as a recruitment tool and initial point of contact for both the BSLA and MLA degrees.</p> <p>As developed, the Landscape Architecture Minor will provide a symbiotic benefit to students in associated disciplines and majors seeking specialization – architecture (green roof design, interior landscapes), education (outdoor learning landscapes), ornamental horticulture (planting design, arboriculture, etc.), geography & anthropology (cartography, geodesign, & natural resource management), business (landscape architecture businesses), et cetera.</p>
List courses by subject area, catalog number, title, and units of credit as well as the total units to be required for the major in which the proposed aggregate of courses is to be included.	N/A
List new courses to be developed. You will need to submit separate course proposals for	<p>All courses included in this proposal are under development as part of the semester conversion re-visioning of the existing BSLA degree.</p> <ul style="list-style-type: none"> ● LA1111L Design I: Figure-Ground <p>• Fundamental concepts in design and their connection to the discipline of Landscape Architecture. Emphasis will be on creative investigation of space and form in relationship to the human scale. Investigations entail hands-on projects that engage students with the foundational discourse of Landscape Architecture.</p> <ul style="list-style-type: none"> ● LA1581 Visual Communication for Landscape Architecture <p>• Introduction to visual communication for environmental design. Addresses the basic theory and intent of visual communication as applied to environmental design. Focuses on the exploration of what designers draw, why, and how, and the concepts of notation, observation, diagramming, measuring, and communicating. Uses problem-based learning to critically evaluate audience, tools, venue, and mechanics of visual communication. Integration of manual and digital tools.</p> <ul style="list-style-type: none"> ● LA1771 Reading and Representing the Landscape <p>Reading and Representing the Landscape builds awareness of biophysical and technological features, processes and systems that support our communities and their implications for our society. LA1771 provides ways to read and represent the landscape around us: what is under, on, and above the ground - using analog and digital tools. Fulfills General Education A3 Critical Thinking requirements.</p> <ul style="list-style-type: none"> ● LA2441 Plant Ecology and Design I <p>An introduction to plant ecology and landscape architectural design issues. Special emphasis is placed upon plant communities and association of plants most appropriate to the Southern California region and the environmental factors that control these communities as related to planting design theory and application. Identification of native and adapted species; introduction to cultural, functional, and aesthetic criteria in the organization of design associations of plants.</p> <ul style="list-style-type: none"> ● LA3261 History I: History of Landscape Design <p>Overview of historic developments in landscape and garden design (focused on North America) from the industrial revolution through today, using the lens of aesthetics, biophysical and socio-cultural contexts, and historical precedents for the contemporary landscape. Fulfills General Education C1 Visual & Performing Arts requirements.</p>

each new course.	<ul style="list-style-type: none"> ● LA3271 History II: Modern History Historical developments in landscape and garden design in the 20th & 21st Century. Addresses the emergence of the landscape architecture profession, along with the historical, social, political, economic, and philosophical forces that influence contemporary practice and places. Students will develop skills in analysis of landscapes, library research, and written communication of ideas. Fulfills General Education C1 Visual & Performing Arts requirements. ● LA3581 Geodesign Foundations Study of fundamental knowledge, principles, processes, models, and skills of geodesign in the context of environmental design with a focus in landscape architecture. Application of geospatial thinking, geospatial data, geo-processing and other contents of contemporary Geographic Information Systems (GIS) to solve sustainable planning and design problems defined by a wide range of ecological, environmental and social conditions at different scales. ● LA3771 Design Theory Theories influencing the design and understanding of inhabited places and landscapes. Provides critical perspectives for evaluating the built environment based on design theories, urbanism(s), aesthetics, evolutionary preferences, technological systems, and ecosystem frameworks. Fulfills General Education C2: Philosophy and Civilization requirements. ● LA4251 Asian Gardens The course explores garden art and landscapes in Asia with emphasis on regional history, philosophy and cultural significance. By experiencing garden arts and designs, students gain an understanding of cosmology, and viewpoints of nature. Fulfills General Education C1 Visual and Performing Arts requirements. ● LA4781 Urban Green Infrastructure LA4781 explores the integration of ecological and technical systems to enhance resilience and sustainability with green infrastructure. Green infrastructure deploys plants and natural processes to clean our water and air - at the same time providing habitat and beauty. LA4781 fulfills General Education area B5: Science and Technology Synthesis. 			
List all present faculty members with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.	See attached files.			
Describe instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses.	[See attached files] No additional instructional resources are necessary to implement or sustain the courses in the Landscape Architecture Minor.			
List all additional resources needed including specific resource, cost, and source of funding.	No additional instructional resources are necessary to implement or sustain the courses in the Landscape Architecture Minor beyond the first five years.			
Program Type	Program			
Steps	Time Spent	Decision	Date	
Department Curriculum Committee				
Lee-Anne Milburn	0	None		
Barry Lehrman	2	approve	12/11/2015 02:13PM	
Andrew Wilcox	2	None		

Gerald Taylor	2	None		
James Becerra	2	None		
Phil Pregill	2	None		
Rennie Tang	2	None		
Weimin Li	2	None		
Department Chair				
Lee-Anne Milburn	0	approve	12/15/2015 08:47PM	
College Curriculum Committee				
Gary McGavin	0	None		
Alyssa Lang	0	approve	12/16/2015 12:25PM	
Denise Lawrence	0	None		
Barry Lehrman	0	None		
Jerry Mitchell	0	None		
Lee-Anne Milburn	0	None		
College Dean				
Mary Danico	0	approve	12/17/2015 07:01AM	
Office of Academic Programs				
Claudia Pinter	37	approve	02/15/2016 09:39PM	
Vanessa Lupian	37	None		
Inez Moran	37	None		
Richard Leonard	37	None		
Ashley Ly	37	None		
Paola Nestor	37	None		
Lara Preiser-Houy	37	None		
Nefrettiti Moore	37	None		
Inez Moran	37	None		
Office of Academic Programs				
Claudia Pinter	0	None		
Vanessa Lupian	0	None		
Inez Moran	0	None		
Richard Leonard	0	None		
Ashley Ly	0	None		
Paola Nestor	0	None		
Lara Preiser-Houy	0	None		
Melissa Stocking	0	None		
Laura Menchen	0	None		
Daniel Lewis	0	None		
University Faculty				
Academic Senate - Academic Programs Committee				
Academic Senate				
Provost				
Files	Author	Date	File	
		12/07/2015		

	Barry Lehrman	11:58AM	Landscape Architecture Minor proposal 2015_12_7.pdf
	Barry Lehrman	12/07/2015 11:59AM	LA Two-Year Course Offerings AY2018-19+2019-20v2.pdf
	Barry Lehrman	12/07/2015 12:00PM	LA SLO matrix 12_04 bl LA Minor SLO Matrix.pdf
	Barry Lehrman	12/07/2015 12:00PM	LA SLO matrix 12_04 bl LA Minor SLOs.pdf
	Barry Lehrman	12/08/2015 04:08PM	_LA BSLA & MLA Assessment_Plan_2015_12_08.pdf
	Barry Lehrman	12/08/2015 04:08PM	Landscape Architecture Minor proposal 2015_12_8.pdf

LA Minor Objective Definitions

LA Minor's Program Objectives

#	Short Description	Full Description	BSLA eq.	BSLA Program Objectives
3A/ SLO1	Landscape History	An understanding of key movements, designs, project typologies, designers, and movements in professional landscape architecture.	1H	Instill within students the technical skills and knowledge necessary for landscape design, planning, construction, and professional practice with regards to ecological sustainability, efficiency, practicality and the protection of public health, safety and welfare.
3B/ SLO2	Landscape Appreciation	An appreciation for the contribution of landscape architecture design and planning to improving environmental and social systems in urban and non-urban landscapes.	1B	Foster a sense of responsibility in students, related to ecological, social, aesthetic and professional issues.
3C/ SLO3	Design Awareness	An understanding and minimum competency at applying one or more landscape architecture design processes.	1A 1C 1G	Foster creative and critical thinking skills within students, as well as the application of these skills to resolve ecological, social and aesthetic problems, within the context of environmental design. Provide students with a strong foundation in design, including an understanding of fundamental principles, form and space creation, design process, and its application to the broad spectrum of landscape architectural activities. Expose students to a variety of professional roles and contexts, including individual and team projects, as well as interdisciplinary collaboration.
3D/ SLO4	Reading the Landscape	An ability to read physical, invisible, and non-visual cues in the landscape to interpret past events, current status, and future challenges at multiple scales.	1D 1E	Provide students with a strong understanding of natural patterns and processes at multiple scales, and an awareness of design and planning strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources. Provide students with a strong understanding of cultural patterns and processes at multiple scales, and an awareness of challenges and strategies related to planning and design within a multi-cultural society.

LA Minor Objective Definitions

Pursue challenging educational and service opportunities within southern California, taking advantage of its
Instill hands-on computer proficiency in students, as well as an understanding and awareness of innovations in

LA Minor Learning Objective Matrix
3 of 11

LA Minor

I = Students are introduced to the outcome
D = Students have the opportunity to further develop the outcome
M = Students can demonstrate mastery at the exit level

Evidence is collected and evaluated for all courses for program-level assessment per the LA Minor assesment timeline.

Course #	Catalog Name	Units	GE Double Count (# units max)	Program Objectives				BSLA Objectives				
				3A. Landscape Awareness	3B. Landscape Appreciation	3C. Design Awareness	3D. Reading the Landscape	1H. Disciplinary Knowledge	1B. Professional Responsibility	1A. Critical Thinking	1C. Design	1D. Natural Processes
LA1111L	Design I: Figure-Ground	3		I	I	I		3A=1H, 3B=1B, 3C=1A/1C/1G, 3D=1D/1E				
LA1581	Visual Communication	3		I	I	I		Design Option				
LA1771	Reading and Representing the Landscape	3	A3	I		I	I					
LA2441	Plant Ecology and Design I	3		I	I	D	I					
LA3261	History I: History of Landscape Design	3	C1	D	D	D	D					
LA3271	History II: Modern History	3	C1	D		D	D	History Option				
LA3581	Geodesign Fundamentals for Environmental Designers	3		D		D	D	Design Option				
LA3771	Environmental Design Theory	3	C2			M	D					
LA4251	Asian Gardens	3	C1		D	D	D	History Option				
LA4781	Urban Green Infrastructure	3	B5			M	M					