

UNIVERSITY CURRICULUM COMMITTEE
2020-21 Meeting #2, September 21, 2020

Members (those present in bold, * indicates voting member):

Jim Connors, Chair*	Jean-Marc Gauthier*	Diane Prorak*
Mark Adams*	Kalynn Hanley*	Francesca Sammarruca
Bert Baumgaertner*	Aleksandra Hollingshead*	Steven Shook*
Julie Beeston*	Mark Nielsen*	Sanjay Sisodiya*
Lindsey Brown	Dean Panttaja	Bronte Sone*

Guests Present: John Crepeau, Stacey Doumit, Rebecca Frost, Amy Kingston, Beth Scott

Jim Connors called the meeting to order at 3:30 pm.

The minutes from September 21, 2020 were approved with an adjustment to Steven Shook's comments re: extending the UCC deadline.

Announcements and Communications –

- Jim Connors introduced the new graduate student representative, Bronte Sone.
- Amy Kingston reminded the committee that all UCC meetings are recorded but those recordings are not made public. They are used to assist Amy in transcribing the minutes.

UCC Agenda number: UCC-21-006

Items under consideration: Final Exam Schedules

Speaker: Lindsey Brown

Discussion: This keeps the same format as the past few years but rotates the days and adjusts them to fit the 2021 and 2022 calendar.

Motion: Jim Connors

Second: Bert Baumgaertner

Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: BE/CHE 491

Speaker: John Crepeau

Discussion: Chemical Engineering and Biological Engineering have merged. They would like to cross-list the senior seminars now. Bert Baumgaertner asked about whether this proposal satisfies the new cross-list criteria the committee passed last year, specifically about two departments sharing resources. John Crepeau confirmed that yes, that is the case here.

Motion: Jim Connors

Second: Julie Beeston

Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: BE/CHE 501

Speaker: John Crepeau

Motion: Bert Baumgaertner

Second: Steven Shook

Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: CE 211

Speaker: John Crepeau

Discussion: The department would like to change the prerequisites for this course.

Motion: Steven Shook

Second: Sanjay Sisodiya

Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: Add CSED Prefix

Speaker: John Crepeau

Discussion: The Computer Science department intends to use this prefix to teach computer science instructors in schools around the state. This prefix (Computer Science Education) will have four new classes associated with it. Bert Baumgaertner asked about the statement that the courses are being offered “in conjunction with the Education department” – what does that mean? John Crepeau replied that the Education department will help the Computer Science department with connecting teachers to the courses, since they already have networks in the schools.

Motion: Jim Connors

Second: Sanjay Sisodiya

Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: CSED 512, CSED 520, CSED 521, CSED 522

Speaker: John Crepeau

Discussion: These are four courses being offered by the CS faculty to help Idaho teachers teach computer science to their students. The courses teach the principles of computer science to teachers, so they in turn can teach those principles to their students. Committee members had issues accessing the course proposals. Amy Kingston will ensure the links work correctly in future agendas. Sanjay Sisodiya asked whether these need to be 500-level courses. Some of these topics are fundamentals of Computer Science and are typically taught at the 100- and 200-level, so he wonders if they warrant 500-level credit. Jim Connors asked if these fall into the professional development category. John Crepeau clarified that these are not professional development courses. They are courses intended for teachers to get their master’s degree. Julie Beeston shared Sanjay’s question. Sanjay followed up with a question of whether you could get teacher certification without 500-level courses. Aleksandra Hollingshead jumped in and said if a teacher is getting initial certification, the courses are necessarily at the graduate level because it is a graduate program. There are other programs like this, as well, including one of hers. These are master’s programs where, because someone is getting initial

certification, the courses need to be at a fundamental level. The material is new to them. However, because it is a master's degree, the courses need to be at the 500-level. Lindsey Brown pointed out that typically, the student already has the content knowledge (e.g., a bachelor's in the subject area) and the master's degree is to get teacher certification. That differs from this program, in which the participants are getting the fundamental content for the first time as part of the graduate program. Sanjay asked what would stop any student on campus from taking these courses if they needed graduate-level credits. John pointed out that instructor permission is required. Julie would like more clarification as to why it's a 500-level class before voting on this. Bert concurs. Is it the pedagogy portion of the courses that warrant the 500-level designation?

Motion to pass: Jim Connors

Second: none given

Motion to table: Steven Shook

Second: Bert Baumgaertner

Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: CS 212

Speaker: John Crepeau

Discussion: Python is gaining traction in the industry, so this class is needed. Bronte Sone mentioned that as Python gets more popular, many departments are beginning to offer Python content. Is there a cost to offering new courses, and if so, has there been discussion about combining these offerings? John Crepeau responded that both Math and Physics have been talking about offering Python courses and Computer Science has been talking to them. There is enough demand to justify this course and the Computer Science faculty has the bandwidth to teach it. Julie Beeston explained that many other departments are offering Python at a higher-level and specifically related to their fields. This course is designed to be an earlier, foundational introduction to Python that would precede those more specific, higher-level courses.

Motion: Julie Beeston

Second: Bert Baumgaertner

Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: ME 454/554, ME 480/580

Speaker: John Crepeau

Discussion: This has been offered previously as a 404/504 class. Lindsey Brown asked whether this course should have subtitles. John Crepeau does not think it should.

Motion: Steven Shook

Second: Bert Baumgaertner

Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: NE 548

Speaker: John Crepeau

Discussion: This has been taught for three years as a Special Topic.

Motion: Bert Baumgaertner
Second: Jim Connors
Outcome: Passed unanimously

UCC Agenda number: UCC-21-007

Items under consideration: INDT 453

Speaker: John Crepeau

Discussion: The department is updating the course description after the course went several years without being actively taught. Sanjay Sisodiya asked how much of the course is changing. Should we be doing a drop/add or is it appropriate to keep the same number? John Crepeau mentioned that it is still in the same general field of robotics and they are just modernizing the class to reflect industry changes. Bert Baumgaertner asked if there is a way to have the course description focus on broader subject matter so it will need updating as the industry changes.

Motion: Jim Connors

Second: Kalyann Hanley

Outcome: Passed (6 yes, 2 no)

UCC Agenda number: UCC-21-007

Items under consideration: B.S. in Industrial Technology

Speaker: John Crepeau

Discussion: They are adding an industry exam as a graduation requirement. Passing is not required because sometimes results take several months, which might hold up a student's graduation. The department pays the fee for students to take the exam.

Motion: Steven Shook

Second: Bert Baumgaertner

Outcome: Passed unanimously

UCC Agenda number: UCC-21-008

Items under consideration: New AVFS Prefix

Speaker: Stacey Doumit

Discussion: Animal and Veterinary Sciences and Food Science combined over the summer. They have some courses coming that will be required for students in both the AVS and FS tracks. They also have the CAFE program (Idaho Center for Agriculture, Food and the Environment). Their goal is to bring the students together as a department and be ready for future opportunities to address issues that impact both departments.

Motion: Jim Connors

Second: Kalyann Hanley

Outcome: Passed unanimously

UCC Agenda number: UCC-21-009

Items under consideration: Landscape Architecture

Speaker: Beth Scott

Discussion: The CAA Curriculum Committee met a couple weeks ago and it was suggested that Beth Scott discuss their ideas for the Landscape Architecture program's undergraduate degree with the UCC

before moving forward, in case there are substantial concerns to address as part of the proposal. Currently, the M.S. in Landscape Architecture is accredited, and the B.S. in Landscape Architecture is not. The accreditation requirements are changing, and departments will no longer be able to call something a Bachelor's in Landscape Architecture if it is not accredited. They would like to rename the program as a Bachelor's in Environmental Design with a major in Landscape Architecture. This will de-emphasize the undergraduate program while still offering an accelerated pathway to the master's program. They are taking steps to clarify the distinction between undergraduate curriculum and graduate curriculum. This would not drastically change their workload. However, it puts them in compliance with the accrediting body and it provides an undergraduate degree option that provides a broad set of skills and knowledge base. This opens new pathways for interdisciplinary study, since a number of courses that were previously required will become electives. This change would benefit the college, solve their accreditation issue, and provide a non-professional undergraduate landscape program.

Jim Connors asked if both the new name for the B.S. and the changes to the M.S. have gone through the college committee. Beth replied that yes, they have. Jim referenced the discussion from last year and asked if this is the next step to correct those issues? Beth said yes, it is. Steven Shook asked Beth to repeat the name of the program. The new degree would be a Bachelor of Environmental Design with a Landscape Architecture concentration. Bert Baumgaertner mentioned there has been an effort to remove concentrations and areas of emphasis to simplify things. Beth pointed out that several things figure into this equation. The college has wanted to have a non-professional general design degree for some time. Some students enter a professional degree program and do poorly. These programs can be very rigorous and time-consuming. This proposal would allow students who decided after a couple of years that the professional track is not an appropriate fit to graduate with a degree that is still useful. The degree would open up a pathway to advanced studies in multiple disciplines rather than limiting student to the professional Landscape Architecture graduate program. She appreciates what Bert is saying, but the college feels this is a desirable structure.

Sanjay Sisodiya asked about the B.S. in Environmental Design at the University of Hawaii. Is the department's intention to make this program more specific than that (i.e., Landscape Architecture)? Beth replied yes and said different programs take a different approach. Beth mentioned another degree in Integrated Design that was proposed a few years ago and stopped at the Provost level for not being marketable. In this case, they are not proposing a new degree, just changing the name to make it more marketable and meet accreditation standards. Steve asked about whether these changes are substantial enough to make it a new degree proposal (requiring a long form) rather than a Group A change. Dean Panttaja said he is unsure since he has not seen the paperwork yet. Amy Kingston checked with Joana Espinoza from the Provost's Office, who verified that this will be a Group B change.

Chairperson Jim Connors closed the meeting at 4:41 pm. UCC will reconvene on Monday, October 5, 2020.

Amy Kingston
UCC Secretary

Landscape Architecture Curriculum Changes Fall 2020

Explanation of Proposed Changes to BSLA and MLA Curriculum

The 2021 Landscape Architecture Accreditation Board standards have revised the minimum requirements that must be met for accredited Landscape Architecture programs. The accredited degree, whether graduate or undergraduate, fulfills the educational requirements for licensure as a professional landscape architect in the U.S. and Canada. Under the new standards, UI's seamless 5 ½ -year BSLA to MLA curriculum does not meet the standards to call the undergraduate program a Bachelor of Science in Landscape Architecture because it is not a LAAB-accredited program. Our accredited program is the Master of Landscape Architecture.

Our goals in making these changes are:

1. Maintain the accredited MLA degree, continuing the more than 45-year professional accreditation standing of the University of Idaho Landscape Architecture program, the sole institution with a state mandate to provide this curriculum.
2. Re-define the current BS Landscape Architecture degree such that it still offers a track toward advanced placement in the MLA degree program, but does not conflict with the new LAAB standards.
3. Offer a timely, marketable and beneficial non-professional undergraduate degree that can support all of the programs in the College of Art & Architecture, and allows for expanding the undergraduate enrollment in the college.
4. Provide a student-directed major that encourages broad-based trans- or interdisciplinary study by allowing students, with their advisors, to define minors or a range of elective options that supports their career goals.

Currently, UI's Master of Landscape Architecture is the accredited degree, with full accreditation until its next review in 2024. UI's BSLA is not accredited, and cannot continue to be called a BSLA under the new standards. However, the BSLA curriculum currently provides many courses that provide some of the core curricular content required by LAAB. The requested curriculum changes create a non-professional bachelor's degree, while moving some required curricular content into the MLA program. The non-professional undergraduate degree has an interdisciplinary focus, allowing for potential expansion and development of other tracks or concentrations within the College of Art and Architecture.

The specific issue with the new LAAB standards is that it requires a Bachelor of Landscape Architecture (BLA) or Bachelor of Science in Landscape Architecture (BSLA) must:

- Be a single degree program that has a minimum number of total credit hours equivalent to its institution's definition of four academic years of full-time enrollment.
- Meet the requirements of LAAB accreditation standards and currently be accredited to call the degree a BLA or BSLA.
- May offer up to one academic year of advanced placement, with a clearly articulated policy and criteria for advanced placement, and description of how the program determines that the applicant meets the criteria.

Similarly, an accredited graduate professional degree, Master of Landscape Architecture (MLA), must:

- Be a single degree program that has a minimum number of total credit hours equivalent to its institution's definition of three academic years of full-time graduate enrollment.
- Meet the requirements of LAAB accreditation standards and currently be accredited to

call the degree a MLA.

- May offer up to one academic year of advanced placement, with a clearly articulated policy and criteria for advanced placement, and description of how the program determines that the applicant meets the criteria.

Other changes to the 2021 LAAB standards that will impact UI's program include the minimum FTE faculty requirement:

- A single program seeking re-accreditation must have 5 FTE Instructional faculty, 4 of which must have an accredited professional degree in Landscape Architecture, and 3 of which must be full time.
- Programs offering both a Bachelors and Masters degree must have 7 FTE Instructional faculty, 6 of which must have an accredited professional degree in Landscape Architecture and 5 of which must be full time.

This last requirement is what prevents the UI program from simply accrediting and offering both the BSLA and MLA. We do not have a large enough enrollment to justify 7 FTE faculty in order to accredit both programs.

The Landscape Architecture program faculty recommends maintaining the accredited MLA program, re-naming and revising the Bachelor's degree. We recommend the BSLA be renamed a Bachelor of Environmental Design (B. Env. D.), Landscape Architecture concentration. This will allow flexibility for developing other concentrations (e.g., architecture, interior architecture, planning) that will also provide pathways to other graduate degrees, as well as opportunities for broadly interdisciplinary study. The Bachelor of Environmental Design can retain CAA shared foundations classes, such as ART 110, 112 and 121, ARCH 151, and LARC 251. The common foundation can be revisited as the degree program develops an expanded interdisciplinary base. Offering a non-professional bachelors degree has been a common goal for the CAA programs, and this is an appropriate time to offer an interdisciplinary undergraduate degree that focuses on planning and design for sustainable, resilient built environments. We recommend that while the initial concentration in Landscape Architecture be implemented for Catalog year 21-22, other concentrations be developed over the next one to two years. This will ensure that the revised undergraduate degree offers students career pathways in planning and design upon graduation, along with pathways to graduate study in multiple areas, including advanced standing in the Master of Landscape Architecture degree program. (B. Env.D. graduates are commonly hired by similar types of firms and agencies as BSLA, BSIAD, and BS ARCH students.)

Assessment of the MLA program will not change significantly. However, the Bachelors program assessment will be altered from preparation for entry into the profession to introductory principles of the profession and allied disciplines, focusing on interdisciplinary knowledge and developing a broad perspective of environmental design. We believe this could be an attractive degree for students looking for strong interdisciplinary undergraduate degrees that offer some marketable skills, while still providing pathways to a variety of advanced degrees and career opportunities.

There will be no negative economic impacts or additional resource demands in making this change. The Landscape Architecture faculty currently teach the full complement of courses in both the BSLA and MLA programs. Moving to the B. Env.D. degree will move the teaching focus for current LA faculty from the undergraduate to the graduate program. Some undergraduate courses will be dropped as the current cohort of students graduates. Some jointly offered courses will continue to be taught by the faculty, but the student learning outcomes are being separately defined at each level. Graduate level outcomes are focused on independent definition of problem solving / research methods, analytical tools

and methods, professional written and graphic communication, critical thinking and evaluation, and leadership skill development. These learning outcomes are designed to align with the LAAB accreditation standards. Undergraduate level outcomes will emphasize acquisition of a broad base of foundational knowledge in environmental design, novice to intermediate skill development in environmental analysis, planning and site design, and intermediate development of written and graphic communication skills.

The change to the name of the BSLA program must be made in the current year to avoid being out of compliance with the new LAAB standards, effective January 2021.