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Integrated Learning Courses (ILCs): Underscoring Art and Science through Unique Course Design in an Undergraduate Landscape Architecture Program

Over the past four years, the Landscape Architecture Department at Cal Poly, San Luis Obispo, CA, USA, has implemented a revision to the existing BLA curriculum. Central to this effort is the Integrated Learning Course or ILC, a new course type that fosters on-demand learning, increases competence in the breadth of the profession and allows for undergraduates to investigate areas of interest or specialization in greater depth. The purpose of this paper is to explore the initial findings that have resulted from the implementation of ILCs into the curriculum. The following topics are discussed: how the ILC contributes to the studio environment; how the ILC provides flexibility in the curriculum; how the ILC enhances learning in core values and knowledge bases; ways that the ILC allows instructors to introduce research into undergraduate landscape architecture education; methods of instructional delivery; and how assessment of learning outcomes is carried out.

--Professor Emeritus Walter Bremer, ASLA; Assoc. Professor Joseph Ragsdale, ASLA FAAR; Associate Professors Beverly Bass, Christine Edstrom O'Hara, and David J. Watts