

Date Submitted: 02/12/21 10:25 am

Viewing: **LARCBL : Landscape Architecture,
Bachelor of Landscape Architecture**

Last approved: 12/20/19 3:04 pm

Last edit: 02/15/21 1:30 pm

Changes proposed by: melindas

Catalog Pages Using
this Program

[Landscape Architecture \(LARC\)](#)

Submitter: User ID: melindas Phone:
5-2763

Program Status Active

Academic Level Undergraduate

Type of proposal Major/Field of Study

Select a reason for this modification

Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/changing Focused Study or Track)

Are you adding a concentration?

No

Are you adding or modifying a track?

No

Are you adding or modifying a focused study?

No

Effective Catalog Year Fall 2021

College/School Code

Fay Jones School of Architecture and Design (ARCH)

In Workflow

1. ARCH Dean Initial
2. Director of Program Assessment and Review
3. Registrar Initial
4. Institutional Research
5. ARLA Chair
6. ARCH Dean
7. Global Campus
8. Provost Review
9. University Course and Program Committee
10. Faculty Senate
11. Provost Final
12. Provost's Office-- Notification of Approval
13. Registrar Final
14. Catalog Editor Final

Approval Path

1. 03/03/20 1:47 pm
Melinda Smith (melindas):
Approved for ARCH Dean Initial
2. 03/05/20 11:49 am
Alice Griffin (agriffin): Approved for Director of Program Assessment and Review

Department Code

Department of Landscape Architecture (ARLA)

Program Code

LARCBL

Degree

Bachelor of Landscape Architecture

CIP Code

3. 03/09/20 5:41 pm
Lisa Kulczak
(lkulcza): Approved
for Registrar Initial
4. 03/10/20 8:19 am
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research
5. 03/10/20 8:21 am
Melinda Smith
(melindas):
Approved for ARLA
Chair
6. 03/10/20 8:22 am
Melinda Smith
(melindas):
Approved for ARCH
Dean
7. 03/10/20 9:05 am
Suzanne Kenner
(skenner): Approved
for Global Campus
8. 03/11/20 7:18 am
Terry Martin
(tmartin): Approved
for Provost Review
9. 03/11/20 10:54 am
Alice Griffin
(agriffin): Rollback
to Initiator
10. 02/12/21 10:26 am
Melinda Smith
(melindas):
Approved for ARCH
Dean Initial
11. 02/13/21 3:27 pm
Alice Griffin
(agriffin): Approved

- for Director of
Program
Assessment and
Review
12. 02/15/21 1:03 pm
Lisa Kulczak
(lkulcza): Rollback to
Director of Program
Assessment and
Review for Registrar
Initial
13. 02/15/21 1:31 pm
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review
14. 02/15/21 5:20 pm
Lisa Kulczak
(lkulcza): Approved
for Registrar Initial
15. 02/15/21 5:25 pm
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research
16. 02/15/21 5:25 pm
Melinda Smith
(melindas):
Approved for ARLA
Chair
17. 02/15/21 5:26 pm
Melinda Smith
(melindas):
Approved for ARCH
Dean
18. 02/15/21 5:36 pm
Suzanne Kenner

(skenner): Approved
 for Global Campus
 19. 02/17/21 8:52 am
 Terry Martin
 (tmartin): Approved
 for Provost Review

History

1. Aug 15, 2014 by Leepfrog Administrator (clhelp)
2. Apr 23, 2015 by Lisa Kulczak (lkulcza)
3. Oct 5, 2018 by Lisa Kulczak (lkulcza)
4. May 24, 2019 by Melinda Smith (melindas)
5. Dec 20, 2019 by Charlie Alison (calison)

04.0601 - Landscape Architecture.

Program Title

Landscape Architecture, Bachelor of Landscape Architecture

Program Delivery

Method

On Campus

Is this program interdisciplinary?

No

Does this proposal impact any courses from another College/School?

No

What are the total hours needed to complete the program?

142 ~~145~~

Program Requirements and Description

Requirements

Bachelor of Landscape Architecture Degree

Requirements for completion of Bachelor of Landscape Architecture include the [state minimum core](#).

As part of the state minimum core, the department recommends the following:

35

Laboratory Science

Select two of the following natural sciences for a total of eight hours:

- [BIOL 1543](#) Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture)
& [BIOL 1541L](#) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)
- [BIOL 1613](#) Plant Biology (ACTS Equivalency = BIOL 1034 Lecture)
& [BIOL 1611L](#) and Plant Biology Laboratory (ACTS Equivalency = BIOL 1034 Lab)
- [GEOS 1113](#) Physical Geology (ACTS Equivalency = GEOL 1114 Lecture)
& [GEOS 1111L](#) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)

[UNIV 1001](#) University Perspectives

1

Completion of the following Professional Core:

Design and Advocacy Components

- [LARC 1315](#) Fundamental Design Skills 5
- [LARC 1325](#) Fundamental Design Methodology 5
- [LARC 2335](#) Landscape Architecture Design III: Engaging Site, Engaging Place 5
- [LARC 2351](#) Advocacy and Theory Module: Engaging Site, Engaging Place 1
- [LARC 2345](#) Landscape Architecture IV: Collaborating with Site 5
- [LARC 2361](#) Advocacy and Theory Module: Collaborating with Site 1
- [LARC 3355](#) Landscape Architecture Design V: International Urban Place 5
- [LARC 2371](#) Advocacy and Theory Module: International Urban Place 1
- [LARC 3365](#) Landscape Architecture Design VI: Engaging Communities; Understanding Culture 5
- [LARC 3381](#) Advocacy and Theory Module: Engaging Communities; Understanding Culture 1
- [LARC 3375](#) Landscape Architecture Design VII: Collaborating with Communities 5
- [LARC 3391](#) Advocacy and Theory Module: Collaborating with Communities 1
- [LARC 4385](#) Landscape Architecture Design VIII: Capstone 5
- [LARC 4311](#) Advocacy and Theory Module: Capstone 1
- [LARC 4395](#) Landscape Architecture Design IX: Comprehensive 5
- [LARC 4321](#) Advocacy and Theory Module: Comprehensive 1

Communications Components

- [LARC 2113](#) Design Visualization, Inquiry and Communications 3
- [LARC 3123](#) Advanced Design Visualization, Inquiry and Communications 3

Honors students may also substitute up to 6 hours of the following:

<u>LARC 303VH</u>	Honors Special Projects	
Construction Components		
<u>LARC 2714</u>	Ecological Design and Construction: Terrain	4
<u>LARC 2914</u>	Sustainable Design and Construction: Plant Communities	4
<u>LARC 3724</u>	Ecological Design and Construction: Water and Drainage	4
<u>LARC 3734</u>	Sustainable Design and Construction: Material and Methods of Assembly	4
<u>LARC 3914</u>	Sustainable Design and Construction: Remediation and Plants on Structure	4
History and Theory Components		
<u>ARCH 1212</u>	Design Thinking I: Foundations in Technology	2
<u>ARCH 1222</u>	Design Thinking II: Foundations in History	2
<u>LARC 3413</u>	History of Landscape Architecture I	3
<u>LARC 4033</u>	Landscape Architecture Theory	3
<u>LARC 4413</u>	History of Landscape Architecture II	3
<u>LARC 4123</u>	Urban Form Studies	3
Practice Components		
<u>LARC 4811</u>	Landscape Architecture Interns	1
<u>LARC 5613</u>	Landscape Architectural Professional Practice	3
Professional Electives		9

Students may select courses from the Departments of Landscape Architecture, Interior Design and Architecture as well as courses in history, geography, horticulture, art, sociology, environmental studies, and business. These courses can be thematically selected to emphasize urban studies, ecological planning, construction management, and land development.

Free Electives 3

Students are encouraged to take courses outside the Department to broaden their education.

Total Hours 142

Candidates seeking graduation shall achieve a minimum of ~~142~~ **145** hours and a minimum of a "C-" in each course within the professional curriculum. The remaining balance of hours shall have a minimum of 2.00 cumulative grade point average. Students must maintain a minimum 2.0 cumulative grade-point average to continue in the studio sequence. Any student receiving a "D+/-" or below in the professional core shall repeat the course. Any student with a second "D+/-" or below shall be considered for non-continuance in the program as determined by the department head and faculty. To continue in the professional program, the student must submit a portfolio after their second year for faculty review. Please see section "Admission to the Professional Program in Landscape Architecture."

Students in landscape architecture are required to complete the department's summer study abroad program, after their second year.

NOTE: No more than four hours of physical education and/or R.O.T.C. may be counted toward a degree. Courses not acceptable toward degree credit include those of a remedial or orientation nature and whose content are considered to be measurably duplicated elsewhere in the school's **curriculum.**

~~curriculum.~~

~~University Perspectives (UNIV 1001) does not count towards degree credit.~~ By following the preceding curriculum, students will meet the state-mandated **State Minimum University** Core requirements. They must also meet all other **University Requirements** for graduation. The department strongly recommends that transfer students present eight hours of laboratory science courses selected from botany, biology, geology, and physical science as part of the state minimum core.

Students admitted to the university with a completed two-year associate of arts or associate of science degree from an Arkansas state-supported two-year or four-year college or university will receive credit for general education (core) requirements in accordance with ACT 182. All students also must complete any lower division discipline specific courses required for the major as well as all courses required to comply with the conditions of accreditation.

Grade Appeals – Department of Landscape Architecture

Students in the Department of Landscape Architecture may appeal grades in the design studios as well as other professional courses in which it is believed that there are questions of fairness or equity in the application of the published grading policy of the faculty member. Appeals must be made in writing to the department head one week before the first week of the subsequent semester. The appeal will be presented to the entire Landscape Architecture faculty for consideration and may require the students to present their case in person. Outcomes of grade appeals may result in one of the following:

1. A recommendation to the faculty member regarding the grade appeal of the student.
2. A requirement for the student to repeat the design studio course and any co-requisite.
3. A recommendation for enrollment in the subsequent studio course, while advising the student of the need to achieve and maintain a cumulative 2.00 (in the studio sequence) for admission to the professional program.

Professional Licensure Degree Requirement

The School's Bachelor of Landscape Architecture program is accredited by LAAB, which requires that specific criteria be met in a professional program. This **ten-semester five-year** professional program gives **its** graduates the required **accredited prerequisite** degree to qualify to take the licensing exam and prepares them for **practice as a licensed professional. practice:**

All fifty states require licensure for landscape architects. The primary purpose of this licensure is to **protect** **“protect** the health, safety, and welfare of the **public. public.”** Most states require that candidates possess an accredited degree in landscape architecture and complete a period of professional experience, working with a licensed landscape architect. **The department curriculum requires** ~~Once these requirements are complete, candidates must pass~~ a **summer internship during the third year of the program as part of this developmental period. Once the requirements of an accredited degree and the necessary internship period are complete, candidates must pass** a national, **four-part uniform** exam, sometimes with additional sections unique to that state.

8-Semester Plan

Landscape Architecture B.L.A. Ten-Semester Degree Program

The professional program for a Bachelor of Landscape Architecture Degree must be completed in 10 semesters of coursework and is not eligible for the Eight-Semester Degree Completion Program. However, the following 10-semester sample plan shows how a first-year student could obtain a Bachelor of Landscape Architecture degree in five years if the student is admitted to the Landscape Architecture Design Studio and subsequently is admitted to the professional program.

First Year	Units		
	Fall	Spring	Summer
LARC 1315 Fundamental Design Skills	5		
Select one of the following (Satisfies General Education Outcome 3.4):	4		
BIOL 1613 Plant Biology (ACTS Equivalency = BIOL 1034 Lecture) & BIOL 1611L Plant Biology Laboratory (ACTS Equivalency = BIOL 1034 Lab)			
BIOL 1543 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 1541L Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)			
MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1)	3		
ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3		
UNIV 1001 University Perspectives	1		
ARCH 1212 Design Thinking I: Foundations in Technology	2	-	-
LARC 1325 Fundamental Design Methodology (Satisfies General Education Outcome 1.2) Satisfies General Education Outcome 3.4:	5		
GEOS 1113 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOS 1111L Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)	4		
SOC 2013 General Sociology (ACTS Equivalency = SOCI 1013) (Satisfies General Education Outcome 3.3)	3		
ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)	3		
ARCH 1222 Design Thinking II: Foundations in History	-	2	-
Year Total:	16	15	
Second Year	Units		
	Fall	Spring	Summer
LARC 2335 Landscape Architecture Design III: Engaging Site, Engaging Place	5		
LARC 2351 Advocacy and Theory Module: Engaging Site, Engaging Place	1		
LARC 2113 Design Visualization, Inquiry and Communications	3		
LARC 2714 Ecological Design and Construction: Terrain	4		
LARC 3413 History of Landscape Architecture I	3		
LARC 2345 Landscape Architecture IV: Collaborating with Site	5		
LARC 2361 Advocacy and Theory Module: Collaborating with Site	1		
LARC 2914 Sustainable Design and Construction: Plant Communities	4		
LARC 2724 Ecological Design and Construction: Water and Design	4		

LARC 3124 Ecological Design and Construction: water and Drainage	4		
LARC 4413 History of Landscape Architecture II (Satisfies General Education Outcome 1.2)	3		
LARC 3355 Landscape Architecture Design V: International Urban Place	5		
LARC 2371 Advocacy and Theory Module: International Urban Place	1		
LARC 4033 Landscape Architecture Theory (Satisfies General Education Outcome 6.1)	3		
LARC 4123 Urban Form Studies (Satisfies General Education Outcome 4.1)	3		
Year Total:	16	17	12
Third Year	Units		
	Fall	Spring	Summer
LARC 3365 Landscape Architecture Design VI: Engaging Communities; Understanding Culture	5		
LARC 3381 Advocacy and Theory Module: Engaging Communities; Understanding Culture	1		
LARC 3734 Sustainable Design and Construction: Material and Methods of Assembly	4		
LARC 3914 Sustainable Design and Construction: Remediation and Plants on Structure	4		
LARC 3123 Advanced Design Visualization, Inquiry and Communications	3		
LARC 3375 Landscape Architecture Design VII: Collaborating with Communities	5		
LARC 3391 Advocacy and Theory Module: Collaborating with Communities	1		
Professional Elective (FJAD 3153H for Honors Students)	3		
Social Science Core Requirement	-	6	-
HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113)	-	3	-
or HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)			
Social Sciences State Minimum Core Requirement (Satisfies General Education Outcome 3.3)1	6		
History or Government State Minimum Core Requirement (Satisfies General Education Outcome 4.2)	3		
LARC 4811 Landscape Architecture Interns			1
Year Total:	17	18	1
Fourth Year	Units		
	Fall	Spring	Summer
LARC 4385 Landscape Architecture Design VIII: Capstone (Satisfies General Education Outcome 4.2)	5		
LARC 4311 Advocacy and Theory Module: Capstone	1		
LARC 5613 Landscape Architectural Professional Practice (Satisfies General Education Outcome 5.1)	3		
Professional Elective	3		
Free Elective	3		
LARC 4395 Landscape Architecture Design IX: Comprehensive (Satisfies General Education Outcome 6.1)	5		

LARC 4321 Advocacy and Theory Module: Comprehensive	1
Humanities Core Requirement	- 3 -
Fine Arts Core Requirement	- 3 -
Professional Elective (FJAD 3153H for Honors Students)	3
Humanities State Minimum Core Requirement (Satisfies General Education Outcome 3.2)	3
Fine Arts State Minimum Core Requirement (Satisfies General Education Outcome 3.1)	3
Year Total:	15 15

Total Units in Sequence: 142

1The Social Sciences Elective courses which satisfy General Education Outcome 3.3 include: AGEC 1103, AGEC 2103, ANTH 1023, COMM 1023, ECON 2013, ECON 2023, ECON 2143, EDST 2003, HDFS 1403, HDFS 2413, HDFS 2603, HIST 1113, HIST 1113H, HIST 1123, HIST 1123H, HIST 2003, HIST 2013, HIST 2093, HUMN 1114H, HUMN 2114H, INST 2013, INST 2813, INST 2813H, PLSC 2003, PLSC 2013, PLSC 2203, PLSC 2813, PLSC 2813H, PSYC 2003, RESM 2853, SOCI 2013, SOCI 2013H, or SOCI 2033.

2The Humanities Elective courses which satisfy General Education Outcome 3.2 include: AAST 2023, ANTH 1033, ARCH 1013, CLST 1003, CLST 1003H, CLST 1013, COMM 1233, DANC 1003, ENGL 1213, GNST 2003, HIST 1113, HIST 1113H, HIST 1123, HIST 1123H, HIST 2003, HIST 2013, HUMN 1124H, HUMN 2213, LALS 2013, MRST 2013, MUSY 2003, MUSY 2003H, PHIL 2003, PHIL 2003C, PHIL 2003H, PHIL 2103, PHIL 2103C, PHIL 2303, THTR 1003, THTR 1013, THTR 1013H, WLIT 1113, WLIT 1123, or intermediate-level world language (usually 2003-level).

3The Fine Arts Elective courses which satisfy General Education Outcome 3.1 include: ARCH 1003, ARHS 1003, COMM 1003, DANC 1003, LARC 1003, MLIT 1003, MLIT 1003H, MLIT 1013, MLIT 1013H, MLIT 1333, THTR 1003, THTR 1013, or THTR 1013H.

Are Similar Programs available in the area?

No

Estimated Student Demand for Program na

Scheduled Program 2021-2022

Review Date

Program Goals and Objectives

Program Goals and Objectives

Program Goals and Objectives

Program Goals and Objectives

Program Goals and Objectives

Below is an introduction to learning outcomes and assessment for the professional landscape architecture curriculum. As an overview, our faculty note there are three stages of learning core competencies, skills and principles of our profession and discipline: students investigate to discover, they apply ideas through project-based learning, and through this process, discover the implications of those ideas. Understanding implication is a critical component of the professional process, as landscape architects are licensed by states to protect health, safety and welfare. The proposed curriculum program takes students through stages of investigation, application and implication.

Because of the unique nature of our work - each site and situation is different; we build the knowledge in our discipline through case studies. Qualitative assessment through case studies and critical feedback of examination of those cases is a primary means of how we may measure success.

Learning Outcomes

Learning Outcomes

In the first year, students learn how to make spaces, and scale them appropriately. In the second year, the students learn how to take those spaces and meaningfully integrate them into a site. In the third year, students can integrate spaces into a site and incorporate issues of grading and drainage, context and culture. In the fourth year, students can demonstrate how to maintain all of the issues noted above, and project the efficacy and usefulness of a space in future scenarios such as aging societies, climate change, or the introduction of massive change by technological innovation such as automated vehicle technology.

Design Foundation (First year)

Students demonstrate the ability to see, and 're-present' ideas related to the design and analysis of spaces through the media of our profession and discipline for the purposes of gaining a foundation skill set to practice in the environmental design fields.

Students develop an understanding of parametric design principles related to composition for the purposes of understanding ordering principles as they pertain to the practice of the environmental design fields.

Students understand how to make a space, and scale it appropriately. Students understand how to communicate space and scale through the media of the profession including drawing and modeling. Students learn this information for the purposes of demonstrating a basic competency to move forward into the landscape architecture professional curriculum.

Students attain a basic skill set in design-thinking abilities for the purposes of being conversant in the key issues, principles and case studies in the environmental design fields.

Learning Outcomes

Landscape Architecture Foundation (First year - fall semester)

Students demonstrate the ability to see to perform site inventory and analysis for the purposes of practicing site design in landscape architecture.

Students demonstrate the ability to take a human program, integrate it into a site effectively for the purposes of creating functional and potentially resilient places.

Students demonstrate the ability to make appropriately scaled spaces to the program and site, and convey those spaces clearly through the communications media of landscape architecture for the purposes of a core competency of the practice of landscape architecture as a professional.

Students demonstrate the ability to understand principles of land form (geomorphology) and how to grade the land according to ecological processes and human patterns. This knowledge is for the purposes of practicing a core component of the practice of landscape architecture.

Students understand the history of landscape architecture for the purposes of understanding its earliest roots in human culture and the role the design of the landscape played in the development of culture and societies.

Students understand how to use digital and analog media for the purposes of investigation, inquiry and field research related to issues of site design, inventory and analysis.

Students are introduced to and gain awareness of professional advocacy for the purposes of initiating their growth as a potential professional landscape architect.

-PORTFOLIO REVIEW AT THE END OF THIS SEMESTER-

Landscape Architecture Foundation (First year - spring semester)

Students demonstrate the competence in the ability to perform site inventory and analysis for the purposes of practicing site design in landscape architecture.

Students demonstrate competence in the ability to take a site analysis, a human program and integrate it into a site effectively for the purposes of creating functional and resilient places with consideration of time-based factors in ecology and human events.

Students demonstrate the ability to make appropriately scaled spaces to the program and site, and convey those spaces clearly through the communications media of landscape architecture for the purposes of a core competency of the practice of landscape architecture as a professional.

Students demonstrate the ability to understand principles of land form (geomorphology) and how to grade

Learning Outcomes

the land according to ecological processes, human patterns and for proper water flow to protect the health, safety and welfare of people and the planet.

Students understand the history of landscape architecture for the purposes of understanding its recent contributions in human culture and the role the design of the landscape played in the recent development of culture and societies with a focus upon urbanization.

Students gain an understanding of plants in the landscape as they relate to ecological communities; developing competency in plant identification and use for the purposes of developing professional skills and abilities as a potential professional landscape architect.

Students gain awareness of professional advocacy for the purposes of initiating their growth as a potential professional landscape architect.

Landscape Architecture Summer Abroad (Summer Semester - second year)

In addition to the skills noted in previous semesters:

Students demonstrate competency in site inventory and analysis within an urban context, exploring planning context, culture and community for the purposes of practicing in landscape architecture.

Students demonstrate the ability to take a human program, integrate it into a site with competency for the purposes of creating functional and resilient places that fit within their context of city and community.

Students gain awareness of how to learn about and study cultures, urban design and landscape architecture theory for the purposes of creating a framework for urban and culturally sensitive community design.

Students gain awareness of professional advocacy models and dispositions within a different cultural context for the purposes of broadening their perspective and growth as a potential professional landscape architect.

Landscape Architecture Design + Culture (Fall Semester - third year)

In addition to the skills noted in previous semesters:

Students demonstrate the effective use of site and regional inventory and analysis within a community and/or regional context, exploring planning context, culture and community for the purposes of practicing in landscape architecture with design related to the scale and issues of planning.

Students demonstrate competence in the ability to take a human program, planning context, and

Learning Outcomes

community analysis and integrate it into a plan, site or development for the purposes of creating functional and resilient plans and places that fit within their context of city and community.

Students gain an understanding of plants in the landscape as they relate to development (plants on structure); developing competency in plant identification and use for the purposes of developing professional skills and abilities as a potential professional landscape architect practicing in the context of urbanization and resilience.

Students develop the ability to understand the properties of materials; and the methods of assembly for the purposes of protecting health, safety and welfare of clients and the public. Students demonstrate competency in the use of materials, proper methods of assembly, and the communication of these to builders through drawing and modeling.

Students display advanced capacities to use digital and hybrid media for inventory, analysis, inquiry, field work and visualization of landscape architecture practice for the purposes of conveying information to stakeholder groups.

Students show development of personal professional advocacy models and dispositions for the purposes of growth as a potential professional landscape architect.

Landscape Architecture Design + Culture (Spring Semester - third year)

In addition to the skills noted in previous semesters:

Students demonstrate competency in site and regional inventory and analysis within a community and/or regional context, exploring planning context, culture and community for the purposes of practicing in landscape architecture with design related to the scale and issues of planning.

Students demonstrate competence in the ability to take a human program, planning context, and community analysis and integrate it into a plan, site or development for the purposes of creating functional and resilient plans and places that fit within their context of city and community.

Students show development of personal professional advocacy models and dispositions for the purposes of growth as a potential professional landscape architect.

Landscape Architecture Internship (Summer Semester - third year)

In addition to the skills noted in previous semesters:

Students demonstrate competency in the core skills and abilities of a landscape architect for the purposes of translating academic performance into a professional environment.

Learning Outcomes

Students show development of personal professional advocacy models and dispositions from professional experiences for the purposes of growth as a potential professional landscape architect.

Landscape Architecture Design + Future (Fall Semester - fourth year)

In addition to the skills noted in previous semesters:

Students demonstrate competency in working in a collaborative environment focused upon a design and/or planning issue to produce effective work in inventory, analysis, design and planning.

Students demonstrate an ability to effectively model future scenarios to reveal implications of design and planning decisions.

Students demonstrate a core knowledge of skills, issues and cultures of professional practice in landscape architecture for the purposes of being able to serve as an advocate and agent of appropriate stakeholder groups.

Students demonstrate development as a professional advocate by showing how they can relate to broad stakeholder groups and reveal personal disposition as an advocate for the purpose of practicing landscape architecture.

Landscape Architecture Design + Future (Fall Semester - fourth year)

In addition to the skills noted in previous semesters:

Students demonstrate competency in working in a collaborative environment focused upon a design and/or planning issue to produce effective work in inventory, analysis, design and planning in landscape architecture.

Students demonstrate an ability to effectively model future scenarios to reveal implications of design and planning decisions and use responses to those implications to communicate to stakeholders and make changes to proposals.

Students demonstrate a disposition as an advocate and demonstrate an ability to advocate to stakeholders based upon this disposition.

Description and justification of the request

Description of specific change	Justification for this change
<p>Catalog Clean-up. Updating policy to allow UNIV 1001 to count towards degree requirements. We updated the Professional Licensure language to be in line with the required text.</p>	<p>So that we retain and graduate students on-time. These courses are an important component to all disciplines. We have to be in compliance with the accrediting body language.</p>
<p>Revised formatting of the eight semester degree plan. Inserted the General Education language. Also added footnotes and hyper-linked courses for access to course details. AG</p>	<p>To provide consistency with the General Education curriculum language. Footnotes provides list of courses that specifically meets each General Education Outcome on behalf of the college. These changes satisfy the criteria for them to be administratively approved for the fall 2021 catalog. AG</p>

Upload attachments

Reviewer Comments

Alice Griffin (agriffin) (03/05/20 9:20 am): Changed fall 2020 to fall 2021.

Alice Griffin (agriffin) (03/05/20 9:54 am): Changed nine semester reference to ten semesters in the licensure paragraph in the program requirements field.

Alice Griffin (agriffin) (03/11/20 10:54 am): Rollback: Rolling back per the request of the submitter.

Alice Griffin (agriffin) (02/13/21 3:27 pm): ATTENTION: The changes to the professional licensure requirements and change in hours will require this program change to receive campus approval.

Lisa Kulczak (lkulcza) (02/15/21 1:03 pm): Rollback: Per request from Alice.

Alice Griffin (agriffin) (02/15/21 1:30 pm): Noted LARC 5613 satisfied General Education Outcome 5.1 (formerly listed it with the Humanities elective).

Key: 103