



Clemson University

Landscape Architecture

School of Architecture

2018 Self-Evaluation Report

Bachelor of Landscape Architecture Program

Master of Landscape Architecture Program

Site Visit: November 11-15, 2018



INTRODUCTION

Ask our alumni what makes Clemson University Landscape Architecture (CULA) special and you'll get an earful. Some will say it's our award-winning facilities and off-campus programs. Others will say it's our highly productive faculty and caring staff. Those who are diehard Tiger fans (aren't we all?) will rightfully note that just being a part of Clemson University is pretty special. However, for most of us, CULA is special because of its roots.

Since 1987, CULA has graduated over 500 students from all over the world. These students are now our alumni – the same ones who are so eager to tell you what makes Clemson special. But, our alumni are more than our biggest fans and sometime critics. They are landscape architects, architects, planners, mayors, board members, computer engineers, small business owners, and much more. More importantly, they serve as role models for our current students while making a tangible difference in their local communities. In fact, last year alone we had dozens of alumni return to Lee Hall to provide studio reviews, presentations, and just reconnect. Moreover, when you go to a park, greenway, resort, playground, or countless other places in South Carolina, chances are a CULA alumnus made it great. So, what makes CULA special? It's our roots, our alumni.

Each morning when I walk into Lee Hall, I am eager to see who is in studio. I take a few minutes to walk through each space to say “hi” to our students and see how they're progressing. It's the highlight of my workday even though it's a little disconcerting to see so many empty bags of fast food and coffee cups



scattered around. Currently, we have almost 90 students studying landscape architecture in our two LAAB accredited programs including about 75 students in the BLA and 15 MLA students.

Despite their high sodium levels, our students have heart. Each of our students contributes to CULA in ways that far exceed just taking classes and getting a degree. Our students, like our alumni, are active contributors to numerous communities around S.C. and beyond. In fact, in an average semester our students will engage in projects all around the state including recent projects in Georgetown, Seneca, Pendleton, Greenville, West Oak, Surfside Beach, Clemson, and Daufuskie Island. Additionally, our students regularly work on international projects in places such as Barcelona, Genoa, and Egypt. On each of these projects, our students demonstrate their emergent understanding of landscape architecture while showing their passion for making a difference in the lives of the people we serve. As a result, our students represent the best of our Program. You can tell this by the care and effort they put into their projects and, equally importantly, the positive feedback we hear from the communities and people they meet and serve. So, what makes CULA special? It's our roots, our students.

Many of our alumni and students associate CULA with our outstanding faculty and staff. Of course, program founder Don Collins remains at the top of this list. But, many other faculty members have helped our students and alumni throughout the years such as Umit, Dan, Francis, Georgia, Cecile, Lolly, Cari, David, Mary Beth, Martin, and many more.



Our current faculty consists of folks who have also made significant differences in teaching and research. Our longest serving faculty member, Robert Hewitt, is approaching 15 years of service to our Program. Robert, along with another long-serving faculty member, Hala Nassar, recently received a prestigious grant from the National Science Foundation. Tom Schurch continues helping our students bridge landscape architecture, planning, urban design and resiliency. He is also finishing a book. Mary Padua led the Program into new territories while somehow finding the time to make progress on her own forthcoming book. Hyejung Chang brings fresh energy and perspective to our students and Program. Paul Russell continues to raise the expectations for student-community engagement, not only here in Clemson but nation-wide. Paul is also the Director of our MLA and Graduate Programs. Lastly, Maria Counts, our newest faculty member, is an award-winning designer and teacher. We look forward to all of her positive contributions.

Even though it is difficult to list everyone who has contributed to our Program, it's imperative to remember our caring staff over the years including Reva, Patty, Amanda, Aaron, and, of course, our current Student Services Coordinator and Administrative Assistant Michelle Marchesse. No matter how long or in what capacity each individual has served our Program and students, we value the difference they have made. So, what makes CULA special? It's our roots, our faculty and staff.

Alumni, students, faculty, and staff represent our roots and make us special. But, our Program is not done growing. In fact, our roots have extended into even more fertile ground. Since Fall 2017, CULA has been a member of the University's premier academic unit – the School of Architecture (SoA). Under the leadership of Kate Schwennsen, the School's Director, and in collaboration with our colleagues in architecture, historic preservation, and resilient urban design, we are positioned to meet our mission more effectively, reach new heights, and of course spread the good news about landscape architecture. In fact, our new residency in the SoA is more of a return to our roots than it is a new home. Again, many alumni and early faculty members will tell you that our Program first emerged from the Department of Architecture many years ago. So what makes CULA special? It's our roots, our shared missions, our relationships, our colleagues, our friends.

CULA is growing and making a difference around the State of South Carolina and beyond. We strive to improve the natural and built environment for the benefit of future generations. Here at Clemson University landscape architecture, our roots run deep, our studio doors are always open, we know no strangers. You are always welcome here. Go Tigers!

Matthew “Matt” Powers, Ph.D., ASLA

Director of Landscape Architecture and Undergraduate Programs

1. History of Programs

1960's

Early 60's Landscape architects participate in the Clemson architecture program.

1970's

1971 Clemson University's "Academic Master Plan" submitted to the South Carolina State Commission on Higher Education (CHE) explains the need for an undergraduate degree in landscape architecture.

1980's

Pre-1987 The Bachelor of Arts and Bachelor of Science in Design degrees offered in the College of Architecture with an emphasis on landscape architecture.

1987 South Carolina's CHE approved the professional Bachelor of Landscape Architecture (BLA) degree.

1988-89 The BLA program is listed in the University Announcements. The program was housed in the Department of Architectural Studies within the College of Architecture. The first BLA Program Director was an existing Architecture Professor with degrees in Landscape Architecture.

1989 First FTE BLA faculty position was established and filled.

1990 Second FTE BLA faculty position was established and filled.

1990's

1993 First graduating class of BLA students.

1994 LAAB grants initial three-year accreditation for the BLA.

1995 Clemson University reorganized and consolidated into five Colleges including the new College of Architecture, Arts and Humanities. The Department of Planning and Landscape Architecture (PLA) was also created and become the new home of the BLA program. The BLA Program Director was appointed Department Head.

1996 LAAB reaccredits BLA until 2001.

1997 The fourth FTE faculty position was established and filled.

2000's

- 2001** *LAAB reaccredits BLA until 2009.*
- 2002-07 Five FTE BLA faculty positions were established.
- 2003 PLA hosts the annual CELA Conference in Charleston.
- 2005** *PLA creates Master of Landscape Architecture degree program including First Professional and Second Professional Degree tracts.*
- 2006 a.LINE.ments Studio: Clemson Public Outreach studio was established.
- 2009** *LAAB reaccredits BLA until 2013.*
- 2008 The Department of PLA hosted “Leadership in Landscape”, one of the seven symposia known as the Landscape Futures Initiative. The direction and future needs of the landscape architecture profession were addressed and it was sponsored by the Landscape Architecture Foundation. The event occurred in conjunction with the annual meeting of the ASLA South Carolina chapter.
- 2008** *LAAB grants Candidacy status to the MLA Program.*

2010's

- 2010** *LAAB grants initial accreditation for the MLA until 2015.*
- 2011 The Department of PLA renamed School of Planning, Development, Preservation and Landscape Architecture (PDPLA).
- 2011 Clemson University's 2020 Road Map was approved. The plan included a five-year budget reduction action plan.
- 2012 The Clemson Board of Trustees approved the re-organization of the School of PDPLA into two distinctive departments. The Department of Landscape Architecture (DoLA) is established.
- 2012 LAAB grants request to delay BLA program re-accreditation for one year in order to develop DoLA.
- 2013 DoLA hosts the Silver (25th) Anniversary of the BLA program.
- 2013 LA faculty unanimously approve significant modifications to the BLA program curriculum including a reduction in the number of overall credit hours. The program length is shortened from five years to four.
- 2014** *The State's Commission on Higher Education and Clemson University Board of Trustees approve the BLA Program Modifications.*

- 2014 Two new tenure-track assistant professors join DoLA.
- 2015** *LAAB reaccredits the BLA program until 2019.*
- 2016 Clemson University's Board of Trustees approved the ClemsonForward Plan. DoLA begins revising its strategic plan to coincide with the College and University plans.
- 2016 November 13-16 LAAB site visit for the MLA program.
- 2017 MLA receives a provisional accreditation.
- 2017 A reorganization of the College of Architecture, Arts and Humanities results in the addition of programs to the School of Architecture including Landscape Architecture (formerly DoLA), Urban Design (new program), and Historic Preservation (moved from PDP). CULA becomes a Program in the School.
- 2017-18** *Program requests and receives permission for dual BLA and MLA reaccreditation review in 2018-19.*
- 2018 November LAAB site visit for both BLA and MLA programs.

Since the last review...

BLA

There have been three significant events since the BLA program's last review in 2014-15. First, our BLA curriculum has fully transitioned into a four-year program. We have worked diligently as a faculty to continue fine-tuning our BLA curriculum to ensure that we are helping students construct the knowledge and expertise needed for careers in landscape architecture. Second, the Department of Landscape Architecture has merged into the School of Architecture (SoA). Clemson University Landscape Architecture (CULA) is now a Program in the School rather than a Department. This move has brought with it many opportunities and we look forward to a long and mutually beneficial relationship with our colleagues in architecture, urban design, and historic preservation. Third, DesignIntelligence ranked our BLA program #15 (2016-17) and #17 (2017-18) in the United States. We were also ranked the 5th best Landscape Architecture Program in the U.S. for 2018 by TheBestColleges.org, an online college review and ranking site.

MLA

Since our last review in 2016-17, we've been adjusting to our new home in the SoA. To do this, we've been working with our colleagues to update our Program's and School's strategic plans, by-laws, and administrative structures. These efforts have coincided with our preparations for this dual accreditation review. As a result, our faculty conducted a SWOT of the MLA program, reviewed the MLA curriculum, and began discussions about joint degrees with allied disciplines. We also taught a planting design course to BLA and MLA students for the first time. This course was thoughtfully designed and the student-learning outcomes were outstanding.

2. Organizational Structure

Clemson University Landscape Architecture (CULA) is a Program in Clemson University's School of Architecture (SoA). The School contains Programs, degrees, certificates, centers, institutes, off-campus locations, and a foundation. A Program (capitalized "P") is defined as having a distinct faculty with the responsibility for delivering one or more degree programs. A Program has autonomy over its curriculum, budget, hiring, and tenure and promotion guidelines. As indicated below, Landscape Architecture is one of four Programs in the School. The Landscape Architecture Program has two degree programs - BLA and MLA.

SCHOOL OF ARCHITECTURE

Programs

- Architecture
 - Bachelor of Arts in Architecture
 - Master of Architecture
 - Master of Architecture + Health
 - Master of Science in Architecture
 - Undergraduate Minor in Architecture
- Historic preservation
 - Master of Science in Historic Preservation
- **Landscape Architecture**
 - **Bachelor of Landscape Architecture**
 - **Master of Landscape Architecture**
- Urban design
 - Master of Resilient Urban Design (MRUD)

Certificates

- Architecture + Community Build
- Digital Ecologies
- Historic Preservation
- Integrated Project Delivery

Centers and Institutes

- a.LINE.ments: Community Design and Planning
- CR+DC: Community Research & Design Center
- CHFD+T: Center for Health Facilities Design & Testing
- CU-IMSE: Clemson University Institute for Intelligent Materials, Systems, and Environments
- WU+D: Wood Utilization & Design Institute

Off-Campus Locations

- CDC.C: Clemson Design Center in Charleston
- The Charles E. Daniel Center for Building Research and Urban Studies in Genoa, Italy
- BAC: Barcelona Architecture Center

Foundation

- CAF: Clemson Architectural Foundation

3. Response to Previous LAAB Reviews

BLA RECOMMENDATIONS AFFECTING ACCREDITATION

The next section discusses the Program's response to LAAB's recommendations and suggestions for improving the BLA program.

SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS

(January 23-24, 2015)

Recommendations Affecting Accreditation

1. Develop better connectivity among the core courses within the 4-year curriculum to ensure effective educational outcomes (Standard 3).
2. Ensure that all courses have syllabi and learning goals that clearly support the department's mission and long-range strategic plan (Standard 3).

Suggestions for Improvements

1. Develop more specific measures for achieving objectives (i.e., increasing interaction with the professional and alumni community, maximizing the unique opportunity of studio education and collaboration in a multi-disciplinary environment, etc...) (Standard 1).
2. Develop a detailed recruitment plan and implement to increase enrollment (Standard 1).
3. Employ effective strategies for the new department in order to build a stronger team, achieve cohesion, and establish clear and open lines of communication (Standard 2).
4. Develop an outreach strategy to recruit under-represented students (Standard 2).
5. Develop a means for enhancing the delivery of information concerning employment opportunities to students and alumni (Standard 4).
6. Strengthen the established means of engaging professionals, alumni and strategic partners in the execution of the Department's long-term plan (Standard 6).
7. Provide access to small format color printing services in Lee Hall (Standard 7).

BLA RECOMMENDATION 1: Develop better connectivity among the core courses within the 4-year curriculum to ensure effective educational outcomes (Standard 3).

The BLA was in the process of transitioning from a 5- to 4-year curriculum at the time of our last accreditation in 2014-15. This created some uncertainty concerning the efficacy of the new 4-year curriculum because it hadn't been fully implemented. In fact, at the time of the accreditation review we had students enrolled in both the 4- and 5-year plans. Since then we have completed our transition to a 4-year curriculum and graduated three classes of students. This has helped us ascertain the efficacy of the curriculum while identifying its problems and developing appropriate solutions. As a result, we made several improvements to the 4-year curriculum relative to this recommendation. These enhancements include: (1) revising course numbers as needed for clarity and consistency; (2) reviewing the learning outcomes for each course and their interrelationships; (3) revising each course's syllabi and learning outcomes as needed for consistent formatting and language; and (4) moving several courses within the plan of study to create a better sequence of content. Thus, the current 4-year curriculum represents a highly scrutinized, slightly modified, and overall enhanced version of the one presented at the last accreditation. Lastly, the 5-year curriculum is retired.

BLA RECOMMENDATION 2: Ensure that all courses have syllabi and learning goals that clearly support the department's mission and long-range strategic plan (Standard 3).

Since the last accreditation visit, our faculty has revised our Program's strategic plan multiple times in order to ensure that it reflects our values and current situation within the University, College, and School. Last year, we responded to our Program's move into the SoA by reviewing, revising, and adopting a new strategic plan. Concurrent with our strategic planning, we reviewed each course in the BLA curriculum to ensure consistency and clarity (described in BLA Recommendation 1 above). A key part of our course review included a close examination of each course's syllabus with special attention paid to the expected learning outcomes and goals. Additionally, we made sure that each course learning outcome addressed at least one of the LAAB standards. By reviewing the strategic plan at the same time as reviewing the BLA curriculum/courses, we were able to ensure a positive relationship between the two.

BLA SUGGESTION 1: Develop more specific measures for achieving objectives (i.e., increasing interaction with the professional and alumni community, maximizing the unique opportunity of studio education and collaboration in a multi-disciplinary environment, etc...) (Standard 1).

The following example, taken from our recently revised strategic plan, represents how we rewrote our objectives to overlap, reinforce, and inform each another. The objectives are also more specific. In writing our objectives in this way, we take a holistic, interconnected, and clear approach to achieving our goals that makes evaluating our effort and outcomes more effective.

Example: Objectives related to Faculty

- Attract, develop, retain and support faculty (standard 5) who are exceptionally productive and diverse and who contribute to the CULA's unique mission by:
 - Maintaining a strong studio and academic culture through the active engagement of faculty with students.
 - Increasing faculty and staff numbers, diversity and expertise.
 - Defining ways administrative staff supports faculty.
 - Increasing external funding and entrepreneurship by 15%.
 - Improving mentoring for junior faculty.
 - Increasing and supporting opportunities for faculty development, faculty travel, conference attendance, courses releases and sabbaticals.
 - Establishing visiting practitioner program, professor-of-practice, and/or named professorships.

- Foster and sustain an effective system of governance (standard 2), including:
 - An administrative and staff structure that supports the accomplishment of the Clemson Landscape Architecture's mission and objectives
 - Updating and developing the TPR system that supports excellence and diverse career pathways.
 - Updating Bylaws to foster shared governance and clarity.
 - Defining the role of students in Governance.
 - Fostering a supportive, healthy and collegial work and learning environment.

BLA SUGGESTION 2: Develop a detailed recruitment plan and implement to increase enrollment (Standard 1).

The BLA Program Director, with input from the faculty and staff, developed a recruitment plan in 2014-15. The plan was created in conjunction with the roll-out of the 4-year course of study in order to leverage opportunities inherent in the new curriculum. More specifically, the change to a 4-year curriculum immediately made the BLA program more attractive to transfer students (mostly

Bridge students from SC community colleges) and Clemson change-of-major students. This occurred because of the 4-year plan's reduced time to graduation (all Clemson undergraduate programs are 4-year) and associated cost/time savings. Thus, the focal point of our BLA recruitment strategy involves increasing student enrollment by targeting transfer and change-of-major students. To date, our recruitment efforts have been extremely successful and freshmen/1st year enrollment is at or over capacity for a fourth straight year. We define capacity as 15 students per section (student-teacher ratios are discussed later in Standard 2.B.). Also, for the first time in program history, the number of transfer and change-of-major students now exceeds the number of new freshmen. Lastly, the fact that most of these students have already attended at least one year of college has led us to consider a summer program that will allow these students to graduate in the summer rather than spring – thus, adding more value to our program by reducing actual time to graduation (without sacrificing quality or credit hours). The addition of summer studios and course offerings is expected to begin in summer 2019.

The next step in our recruitment plan is increasing the number of freshmen enrollees. There are already efforts underway to recruit more freshmen including multiple open houses, tours, and promotions per year. We have significantly increased our communications with freshmen through mailings, phone calls, emails, and high school summer camps in Clemson and Charleston. However, to date, we cannot verify the efficacy of these efforts. Therefore, we are currently exploring new ways of attracting freshmen including working more closely with the ASLA, local professionals, and more interpersonal contact with prospective high school students. We are also developing more specific metrics for tracking the efficacy of our recruiting efforts.

BLA SUGGESTION 3: Employ effective strategies for the new department in order to build a stronger team, achieve cohesion, and establish clear and open lines of communication (Standard 2).

The movement of Landscape Architecture into the SoA resulted in necessary changes to both our Program and the School itself. The scope of these changes included the structure, administration, and policies of our Program and School. The time and effort CULA faculty and staff put into addressing these changes was equaled by the thorough preparations we put into our BLA and MLA dual reaccreditation. In fact, we dedicated a significant amount of time during each CULA faculty meeting in 2017-18 to discussing a different LAAB standard. Thus, moving into a new academic home coupled with accreditation preparation led our faculty to invest much deeper into the review, discussion, and revision of our strategic plan and bylaws. We also discussed our degree programs, curricula, identity, budget, and many other aspects of academic life, administration, and education.

The development of a new strategic plan, bylaws, and related discussions coupled with the immediacy of moving into a new academic home and preparing for an upcoming reaccreditation naturally led to more communication amongst our faculty. The structure of our communication during faculty meetings has been more inclusive and clear. Several faculty members have expressed their satisfaction with our current forms and levels of communication.

Our discussions about the future of our Program and subsequent data collection, benchmarking, reports, and other efforts increased our level of teamwork. In fact, we accomplished all of the goals our Dean and School Director gave us for the past year including revising our strategic plan and developing new bylaws. As a result, it is clear that our faculty and staff have become more cohesive, informed, and involved in the operations of our Program.

One tangible result of last year's efforts can be seen in our revised strategic plan whereby several objectives demonstrate our commitment to strengthening our faculty team and Program governance:

Foster and sustain an effective system of governance (Standard 2 - Program Autonomy and Governance), including:

- An administrative and staff structure that supports the accomplishment of the Clemson Landscape Architecture's mission and objectives.
- Updating and developing the TPR system that supports excellence and diverse career pathways.
- Updating Bylaws to foster shared governance and clarity.
- Defining the role of students in Governance.
- Fostering a supportive, healthy and collegial work and learning environment.

BLA SUGGESTION 4: Develop an outreach strategy to recruit under-represented students (Standard 2).

Currently about 26% of our BLA students are non-white including 2.7% Black; 2.7% Asian; 9.6% Hispanic; and 11% "other." We would like to increase the number of under-represented students over the next few years. Our current strategies for recruiting under-represented students include the following:

- Building on School, College and University efforts including videos, marketing, and other activities coordinated by the College Academic Advising Center and the Office of Inclusion and Diversity
- Posting and linking to ASLA videos about diversity on our website
- Teach summer camps for high school students that provides at least one scholarship for a student from an under-represented group
- Supporting the CDC.C's "Amazing Architecture", outreach program to 600 4th and 5th graders, for early exposure to a diverse pool of prospective students.

- Encourage existing students to take advantage of existing university opportunities available through the Office of Inclusion including those shown on their website: [Diversity and Inclusion](#)

BLA SUGGESTION 5: Develop a means for enhancing the delivery of information concerning employment opportunities to students and alumni (Standard 4).

We deliver employment opportunities directly to our students via CULA listserv. The point of delivery is Michelle Marchesse our Student Services Coordinator. Michelle collects advertisements sent directly to her office (which is also our Program’s central office) and others sent to our faculty. Then, we use the listserv to send employment opportunities to students as we get them. We also post job opportunities on our Facebook page for students and alumni to see. We have begun a weekly newsletter that we email to students summarizing recent activities and providing notices of upcoming events. We also list job opportunities in the newsletter. Finally, we have a career fair each spring that helps students prepare for work in landscape architecture as well as providing them with the opportunity to interview for a job or internship. Prior to the career fair, faculty in architecture and landscape architecture provide workshops for students on topics like portfolio design, effective resumes, writing cover letters, and interviewing tips.

BLA SUGGESTION 6: Strengthen the established means of engaging professionals, alumni and strategic partners in the execution of the Department’s long-term plan (Standard 6).

We have continued to strengthen how we interact with professionals and alumni. For example, we formally participate in a school-wide studio review week at the end of semester. During this week, we review all undergraduate and graduate studio projects in landscape architecture and architecture. Review week allows us to engage our colleagues in architecture as guest critics while increasing the number of professionals and alumni serving as project reviewers. In all, review week is now a part of Program’s culture and a significant nexus for our School and the profession.

Similar to review week, the career fair – mentioned above in BLA Suggestions 5 – is also quickly becoming a significant feature of our School and Program. Like review week, it is a brief event that connect academia with the profession. The feedback we receive from the participating firms (as well as our students), is extremely informative for our Program. For example, career fair feedback can help us evaluate student preparation, understand current trends, and support professional hiring needs. By integrating what we learn from events like the career fair and review week into our courses and Program offerings – we more clearly align our Program and the profession.

In the past few years, we have supported a significant number of students’ travel and registration costs for the national ASLA meeting. For example, we worked with the SC-ASLA and Clemson Architecture Foundation to help 12 students each year attend the annual meetings in New

Orleans and Los Angeles. Additionally, we have significantly strengthened our relationship with the SC-ASLA. This has been important because many of our alumni are members of the SC-ASLA. Moving forward, we expect the SC-ASLA along with our Professional Advisory Board, to become key Program resources and partners. The details of our improved relationship with the SC-ASLA and the Advisory Board are discussed later in the SER. The Clemson Architectural Foundation Board of Trustees now includes more landscape architects, and provides a thrice-annual venue for Program reports to the BOT and interaction between professionals, faculty and students. Finally, the following goals and objectives from our revised strategic plan illustrate our commitment to improving relationships with our alumni, professionals, and partners.

Strategic Plan Objectives related to BLA Suggestion 6

- Build on faculty networks and connections for collaborative research and creative activities with other local institutions and universities (national and international).
- Strengthening existing and building new interdisciplinary and collaborative relationships pertaining to the built and natural environments.
- Build on previous collaborations with the SC Botanical Garden, Clemson Experimental Forest, and Clemson Campus Facilities and Planning
- Build on the research collaboration in Architecture + Health between the School of Architecture and Medical University of South Carolina
- Strengthen outreach to and engagement with the Institution, Communities, Alumni & Practitioners by:
 - Expanding outreach and service learning collaborations to prepare citizens to be informed participants in creating sustainable healthy places, communities, and cultures.
 - Exposing students to real life applications of landscape architecture through research, teaching, and service endeavors.
 - Strengthening the identity of the CULA through engagement and collaboration outside Lee Hall through the Clemson University Long Range Master Plan, the Cities of Clemson, Greenville, Charleston and North Charleston.
 - Sustaining and strengthening CULA's Professional Advisory Board.
 - Increasing student connections to ASLA, and mentorship opportunities.
 - Growing collaborative community scholarship and engagement, service and teaching activities including the a.LINE.ments program, CO-Lab and their relationships to the AAH Community Research + Design Center (CRDC).

BLA SUGGESTION 7: Provide access to small format color printing services in Lee Hall (Standard 7).

We now have a large format color printer in Lee Hall for 24-hour student use. This printer was purchased by the SoA, and is a self-service system with technical help from Clemson Computing and Information Technology (CCIT).

MLA RECOMMENDATIONS AFFECTING ACCREDITATION

The next section discusses the Program's response to LAAB's recommendations for improving the MLA program.

SUMMARY OF RECOMMENDATIONS

February 10-11, 2017

Recommendations Affecting Accreditation

1. Engage in a collaborative and meaningful long range strategic planning process. With the changes in the university including the new university strategic plan and the new college strategic plan it is critical for the program to do the same to align itself strategically with those missions (Standard 1).
2. Planting design should be clearly incorporated and delivered in the curriculum (Standard 3).

MLA RECOMMENDATION 1: Engage in a collaborative and meaningful long range strategic planning process. With the changes in the university including the new university strategic plan and the new college strategic plan it is critical for the program to do the same to align itself strategically with those missions (Standard 1).

Please note that the response to this Recommendation corresponds with the responses to BLA Suggestions 1, 3, and 6 above. The response to this Recommendation is detailed in SER Standard 1 Mission.

We began a deliberate effort to update and finalize our strategic plan immediately after receiving the LAAB MLA action letter in February 2017. Through faculty meetings and other discussions, we approved an updated strategic plan in May 2017. This plan reflects the university and college plans. In addition, we coded our strategic plan to reflect the LAAB standards. By cross-referencing and structuring our plan in this way, we were able to make sure that we not only respond to the needs of landscape architecture but also ensured our Program's fit within the broader academic core.

In March 2017, soon after beginning our long range planning process described above, we learned that our department (DoLA) was being merged into the School of Architecture (SoA). Our addition to the SoA (along with programs in historic preservation and urban design) not only changed how we operated but also how the School would operate. Thus, it became important for the entire School to engage in an additional layer of long-term strategic planning.

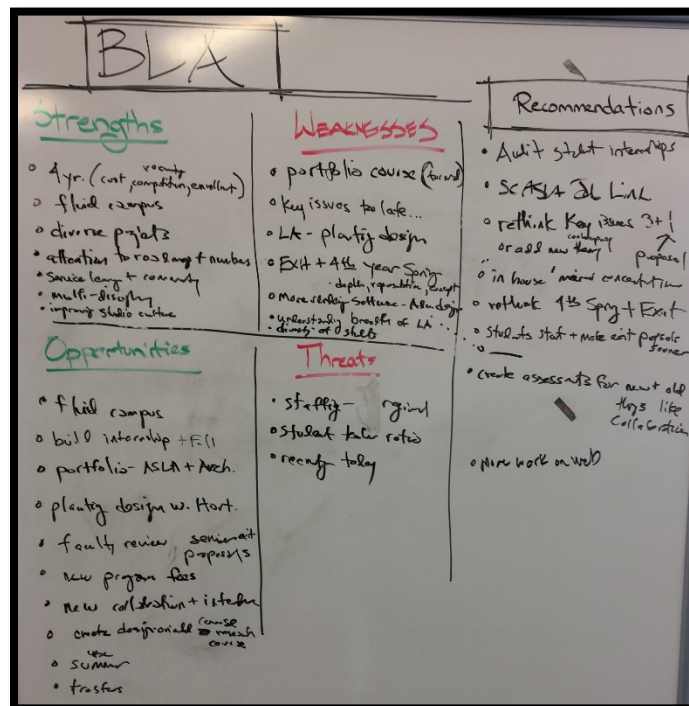
In August 2017, we revisited our strategic plan, bylaws, and tenure and promotion guidelines among other items associated with governance and operations. However, since our activities were conducted at two levels concurrently – Program and School – the results were much more intensive and holistic. This led to multiple, robust discussions about the kinds of things that will make our Program, faculty, students, alumni, and colleagues better. We discussed how best to collaborate and share workloads throughout the Program and School. So, in multiple ways, CULA was able to thoroughly work through our Program planning and mission in a deeper, more interconnected and profound way than we may have done otherwise. In summary, this Recommendation has been addressed by: (1) move to SoA, (2) deliberate long-term Program planning, (3) long-term School planning, (4) Program planning in conjunction with School planning, and (5) new layered administration at different levels including School and Programs.

MLA RECOMMENDATION 2: Planting design should be clearly incorporated and delivered in the curriculum (Standard 3).

In May 2017, a request for faculty interest in developing a planting design course was initiated. Paul Russell was asked to develop the course. The course was developed during the Summer and Fall of 2017. The course was implemented Spring 2018. Student work samples and the course syllabus is included in the student work document. Currently, the course is a special topics course required of MLA students. It is an elective for BLA students. The faculty are in the process of modifying the curriculum roadmap to include the planting design course as a required course. Incidentally, this Recommendation has caused us to examine how we deliver planting design to our undergraduate students. As a result, we have been working on strengthening our relationship with the Horticulture Program as well as changing our BLA curriculum to include a planting design course similar to the new MLA course.

4. Current Strengths and Opportunities

The image to the right shows the results of a recent SWOT analysis of the BLA program conducted by CULA faculty and staff during a meeting in February 2018. The strengths and opportunities of the BLA program are summarized in the following sections.



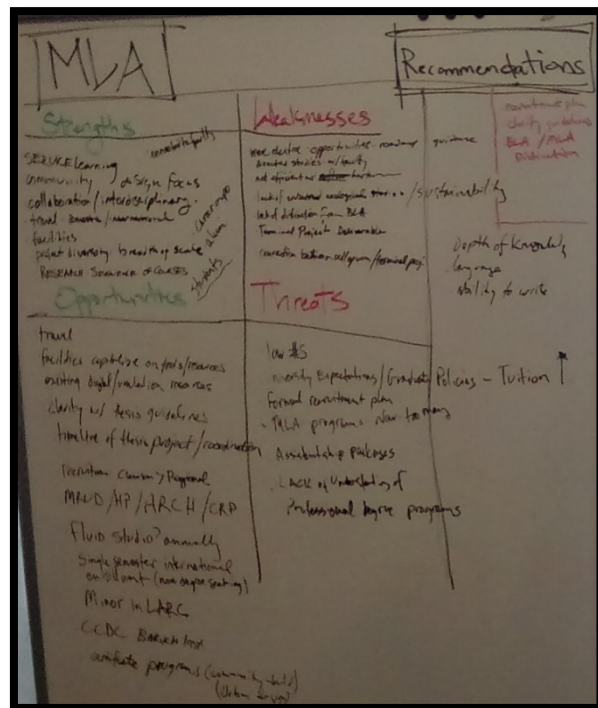
BLA Strengths

- Curriculum: Four-year curriculum is a lower cost compared to five year. This makes our program competitive and has helped increase enrollments – especially for change of majors and transfer students.
- Special Studies: The Fluid campus and off-campus experiences are interdisciplinary and provide unique experiences
- Diversity: Our students are exposed to a great range of projects in studio
- Curriculum and Advising: We pay close attention to the curricular roadmap, course numbers, learning outcomes, and effectively share this with students
- Focus Areas: We have a strong focus on service learning and community design
- Multi-disciplinary: Our relationship with architecture, art, horticulture, and other fields is strong compared to other majors
- Studio Culture: Our students have shown an ever improving studio culture that is healthy (good balance of work-life) and competitive (effort and quality of student work)

BLA Opportunities

- Fluid Campus: Find new ways to participate, especially on-campus
- Internships: Build-up the internship program including those during the semester
- Portfolios: Take advantage of the existing course taught in architecture
- Planting Design: Work more closely with horticulture on this course and simultaneously develop our own course to give students options while maintaining relationships
- Exit Proposals: Create a mechanism for full faculty review of senior exit proposals
- Program Fees: New program fees starting in 2018 should be used wisely for Program enhancements
- Collaboration: Take advantage of our new situation in the SoA to develop new interdisciplinary opportunities within the School and the greater University
- Research: Create a design-oriented research course for undergraduate students
- Summer: Find ways to use Lee Hall in summer by providing coursework and studios including a pathway for transfer and change of major students to graduate in summer

The image to the right shows the results of a recent SWOT analysis of the MLA program conducted by CULA faculty and staff during a meeting in April 2018. The strengths and opportunities of the MLA program are summarized in the following sections.



MLA Strengths

- Service Learning: Students engage in numerous service learning experiences during the program as part of studios, courses, and extracurricular courses
- Focus: There is strong interest and track record in community design spread throughout the program
- Collaboration: Our MLA students work well with others and have multiple opportunities for collaboration and sharing
- Interdisciplinary: The structure of the School and Lee Hall encourages interdisciplinary projects
- Facilities: Outstanding space for program as well as creating special learning opportunities not available at other institutions
- Travel: Program support for student travel to project sites, conferences, and personal/professional development
- Projects: Our studio projects are diverse, wide-ranging, and help prepare students for a range of work within the profession
- Research: The curriculum provides a strong and thorough sequence of research-oriented courses
- Career Fair and Expo: Helps expose students to the profession while acquiring internships and jobs

MLA Opportunities

- Travel: The Program, School, and College are all encouraging more study abroad and we would like to explore options for summer travel like mini-mesters
- Facilities: Take advantage of new facilities like a high bay space, maker spaces on campus, Charleston campus, and other shared spaces
- Representation: Make more use of the existing digital and visualization resources available to students and faculty
- Clarify: Provide guidelines about the thesis projects to help students progress efficiently with the highest quality outcomes
- Joint Degrees: Explore the possibilities of creating dual degree and joint programs within the SoA and possibly other Programs on campus
- Pipeline: Create an enrollment pipeline to the MLA through a minor in the BLA that caters specifically to architecture students
- Outreach: Develop relationships with CR+DC, a.LINE.ments, and other outreach, service learning entities
- Fluid Studios: Find ways for MLA students to deepen their participation, especially off-campus and abroad
- Certificates: Develop certificate programs that support the MLA program, including programs available to non-degree seeking students

5. Current Weaknesses and Challenges

The next sections show the current weaknesses and challenges of the BLA program identified during the SWOT analysis mentioned in the previous sections.

BLA Weaknesses

- Professional Readiness: Add a portfolio course
- Curricular Sequence: Move key issues and professional practice courses earlier in the curriculum
- Plants: Enhance planting and plants sequence through better relationship with Horticulture and by adding our own courses like planting design
- Fourth Year: Enhance exit projects and fourth year by adding and encouraging the highest levels of conceptual development, professional depth, and representation skills
- Representation: Provide support and instruction for advanced rendering and representation
- Diversity: Develop and invest in proven strategies to increase student diversity

BLA Challenges

- Staffing: Ensure that we have a qualified and recognized roster of visiting, adjunct, PhD, and other axillary teachers to meet our program's needs
- Ratios: Develop strategies that balance increased student recruitment/enrollment with low student-to-teacher ratios
- Recruiting: Increase recruiting efforts for true freshmen with an emphasis on minority students

The next sections show the current weaknesses and challenges of the MLA program identified during the SWOT analysis mentioned in the previous sections.

MLA Weaknesses

- Continuity: Improve the connection between colloquium and thesis project
- Clarity: Provide guidelines for faculty and students about thesis project expectations and deliverables
- Identity: Develop unique features and culture for the MLA compared to the BLA
- Sustainability: Enhance the curriculum with an ecological based studio
- Independent Study: Encourage student directed studies courses and experiences with participating faculty members
- Elective: Provide students with more guidelines on elective – similar to minors
- Representation: Help students develop a better understanding and efficiency with necessary computer programs
- Advising: Provide more information and clarity with regards to students choices and electives as well as thesis project

MLA Challenges

- Enrollment: Low student numbers requires a formal recruitment plan
- Internal Understanding: A lack of understanding about the uniqueness of professional degree programs within the graduate school places untenable assessment, funding, and other expectations on the program
- Competition: Develop a unique identity or niche to better compete with the numerous other MLA programs in the U.S.
- Assistantships: Develop more attractive funding packages for prospective students

6. Program Changes

Substantial Change

Since the last reviews, there have been no substantive changes in the BLA, MLA, or overall Program as defined by the most recent LAAB standards.

The one significant administrative change to our Program since the last review was the move of Landscape Architecture to the School of Architecture. There are many reasons why this change occurred. One central reason included the desire of the President, Provost, and Dean to respond to the LAAB's concerns expressed in the March 24, 2017 Action Letter that stated:

...LAAB is concerned of the team's overall view of the program from the Introduction section of the SER. The team states that "for the MLA program to move forward there are important considerations to be made about stabilization of the faculty unit. There is currently a culture in the faculty that appears to be a potential area of concern for the University as experienced by the 2016 LAAB site visit team. The curriculum also needs to be stabilized and reviewed from a standpoint of offering unique opportunities to graduate students pursuing their first professional degree in landscape architecture. Additionally, an overall stabilization of administrative functions in the Department need to be made including leadership, bylaws, strategic plan, and tenure and promotion guidelines."

The Dean believed that if the landscape architecture program was in a more stable, historically successful, and well-organized unit like the SoA then both landscape architecture and architecture programs would benefit and grow. Additionally, the SoA had just recently added two graduate programs (i.e., Urban Resilient Design and Historic Preservation) so there were already some changes in our College underway.

In many ways, the move into the SoA has been discreet because students, alumni, and professionals are likely unable to sense much change. Also, we have had a very close relationship with architecture since the beginning of the study of landscape architecture at Clemson. Nevertheless, faculty members in both CULA and the SoA have experienced many positive developments and strengthened relationships. More specifically in landscape architecture, past areas of administrative and LAAB concern related to faculty travel, professional development, bylaws, tenure and promotion, and strategic plan, have been mitigated and in most cases significantly improved. This has led our faculty and students to begin leveraging the benefits of being a Program in the SoA such as enhanced opportunities for collaboration, co-teaching, research, funding, travel, off-campus education, and more.

BLA: Additional Minor Improvements

Since the past accreditation review, there have been several important improvements to the BLA program. Many improvements were discussed earlier in the Introduction and will be discussed in detail later. Therefore, a brief snapshot of some of BLA enhancements include:

- Planting design and plants sequence
- Making the second digital design course optional
- Working with architecture on the portfolio course
- Adding a new flexible studio that can be used for summer, transfers, and change of majors
- Use of a professional landscape architect as an instructor for senior exit project
- Letting students study off campus in fall or spring rather than just spring to increase flexibility and choice

MLA: Additional Minor Improvements

Since the past accreditation review, there have been several important improvements to the MLA program. Many improvements were discussed earlier in the Introduction and will be discussed in detail later. Therefore, a brief snapshot of some of MLA enhancements include:

- Planting design and plants sequence
- Course numbers for all graduate level courses
- Reorganized the MLA studio space to create an improved and identifiable environment for graduate students
- New advising protocols
- Better communication of electives
- Stronger matches between each graduate assistant's knowledge and skills with the job responsibilities and activities needing to be accomplished by faculty members and the Program

7. SER Participants

Landscape architecture faculty and staff provided the most significant level of participation in the development of the SER. Faculty and staff participation was organized around several faculty meetings during the 2017-18 academic school year. Each meeting focused on a different LAAB standard and a robust discussion occurred. Both the BLA and MLA were discussed as relevant and SWOT analyses were conducted. Recommendations for improvements were provided. A draft of the SER was provided to faculty members in July for review and comment. Faculty comments were integrated into the final SER.

Student participation in the SER has been more indirect. The student involvement in program development occurs in three ways: 1. Exit interviews and surveys, 2. Student advisory groups, 3. Student ASLA, 4. Personal conversations with Directors, faculty, and staff. The students at Clemson work in an environment that allows them to share their opinions and suggestions for improvement freely. Their feedback has been integrated into faculty meeting discussions, curriculum changes, and other program enhancements. As a result, the students have influenced the program and subsequently the SER indirectly but positively.

The School of Architecture faculty and staff have also contributed indirectly to the SER. The SoA revised its mission and strategic plan, which required LA to do the same. The SoA has updated its bylaws which effect the Program and were reported on earlier in the SER. Lastly, by increasing the level of collaboration between CULA, architecture, urban design, and others in the School, we generate feedback that informs many of the responses we have provided in the SER.

Alumni, Professionals, and the SC-ASLA have participated indirectly. For 2017-18, we reported our activities, progress, and plans to the SC-ASLA on a monthly conference call and during retreats. The members of the SC-ASLA, many of whom are alumni and professionals, provided us with numerous suggestions for improvement. Many of these individuals along with other alumni and professionals often come to campus for student design reviews, our professional practice course, and student awards jury. These individuals, like all others, freely and regularly provide comments to us about our Program from their unique points of view. We often incorporate their suggestions into our Program and thus into the SER.

1. PROGRAM MISSION AND OBJECTIVES

STANDARD 1: The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

INTENT: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. Program Mission

1. State the current program mission and date adopted.

Landscape Architecture Program Mission Statement

Adopted May 2017; updated May 2018

Through excellent leadership and engaged scholarship across research, teaching and service, Clemson University Landscape Architecture (CULA): (1) advances national recognition in critical thinking, creative practice, interdisciplinary collaboration, environmental justice, and socio-cultural diversity; (2) enhance transformative and resilient design and education for the state of South Carolina and beyond; and (3) serves as a diverse and inclusive resource for land stewardship that anticipates the evolving challenges of local, state, national and global priorities and addresses environmental responsibility and socio-cultural sensitivity.

Note: The mission statement above is the first part of the Program's long range Strategic Plan. The Strategic Plan was written to coincide with the values, goals, and objectives of Clemson University; the College of Architecture, Arts and Humanities (CAAH); and the School of Architecture (SoA). Additionally, the Program's Strategic Plan is linked to the LAAB's Standards so that our Program remains committed to the educational expectations of the LAAB, ASLA, and the profession of landscape architecture.

2. Describe how the mission statement reflects the purpose and values of the program and how it relates to the institution's mission statement.

The CULA Mission Statement and Strategic Plan reflects the mission, values, and goals of Clemson University, CAAH, and the SoA. The next sections present executive summaries of the strategic plans of the University - College - School - Program, in sequence, to provide the context necessary for understanding how CULA's Strategic plan relates to the broader institution.

It is important to note that one key feature linking all four plans is the R.E.A.L. acronym. This acronym was initially conceived by the University as a concept for expressing the four priority areas of the university. The R.E.A.L. concept refers to R: Research; E: Engagement; A: Academic Core; and L: Living. The University's Strategic Plan, called ClemsonFORWARD, explains the R.E.A.L. concept in more detail. The College, School, and Program also use this concept in order to ensure a holistic approach to teaching, research, and service across the intuition.

(adopted July 2016)

ClemsonFORWARD is a 10-year strategic plan grounded in Clemson’s historic strengths but focused solidly on the future and the challenges facing South Carolina, the nation and the world in the 21st century. The plan, available for view here [ClemsonFORWARD Plan](#), aims to ensure that Clemson fulfills its core mission and consistently ranks among the nation’s top 20 public universities and Carnegie tier-one research institutions. Its objectives are to:

- Build on Clemson’s strong foundation in undergraduate education, commitment to the land-grant mission, unmatched student experience and well-known school spirit
- Sustain hard-won recent gains in quality, innovation, student performance and national stature through investments in foundational processes, policies and infrastructure
- Accelerate growth and achievement in research, graduate education diversity, inclusive excellence and the quality of the workplace for faculty and staff.

ClemsonFORWARD is built on four major strategic priorities:

- Research: ClemsonFORWARD sets a new bar for research and scholarly work, with emphasis on six innovation clusters – advanced materials; cyberinfrastructure and big data science; energy, transportation and advanced manufacturing; human resilience; health innovation; and sustainable environments.
- Engagement: ClemsonFORWARD will capitalize on existing strengths in student and community engagement, emphasizing high-impact, evidence-based academic and global engagement, fully leveraging innovation campuses and research centers, and implementing a 21st century economic development strategy.
- Academic core: A new organizational structure implemented with the 2016-17 academic year creates an optimal path for academic programs to achieve national prominence. ClemsonFORWARD enhances the undergraduate academic core with initiatives in interdisciplinary curricula, a new approach to general education and enhanced advising. New focus on graduate education will help more programs achieve national prominence.
- Living: ClemsonFORWARD will strengthen the sense of community and connectedness that defines the Clemson Family by enhancing diversity, improving workplace quality of life and creating an environment of inclusive excellence. ClemsonFORWARD will further enhance student life, continue and grow high-quality athletics programs, and focus on policies, facilities and professional and leadership development opportunities to make Clemson a great place to work, study and live.

(adopted June 2016)

Vision

In support of Clemson University’s vision to become one of the nation’s top-20 public universities, the CAAH will achieve national distinction for its ethos of creativity, critical thinking, and engaged learning through research, scholarship and teaching.

Mission

The College is a community of students, teachers, scholars and staff with the mission of transformative education, knowledge development and creative expression to anticipate and meet the needs of rapidly changing local, regional, national and global environments.

Goals

The goals of creativity and critical thinking are underlying guiding principles in our four academic goals:

- Goal 1: To provide talent for the new economy and to drive innovation, AAH will excel in the creation and communication of ideas through teaching and scholarship.
- Goal 2: To serve the public good, AAH will study, understand and create healthy places, civic cultures and communities.
- Goal 3: To serve the public good by focusing on national priorities, AAH will study, understand, create and develop sustainable planning, design and building.
- Goal 4: To meet the demands of Clemson’s four strategic priorities (REAL) and support our college programs and initiatives, AAH will increase our resource base.

The complete CAAH Strategic Plan is available for view here: [CAAH Strategic Plan Overview](#)

(adopted May 2018)

Vision

The School’s vision is to continually strive to be nationally recognized as a premier producer of transformational design and preservation leadership, shaping the built environment of the 21st century for a better future.

Mission

The mission of the School is the creation of an interconnected, multidisciplinary, geographically distributed community of teachers, researchers, scholars, and learners in architecture, landscape architecture, historic preservation, and urban design.

Goals

The School’s goals include:

- Generating knowledge through design and preservation research, practice and scholarship;
- Advocating for the improvement of the environment through design and preservation activism, environmental stewardship, global engagement, service, and public outreach;
- Educating future designers and preservationists with rigorous and expansive theoretical knowledge and practical abilities.

The School’s goals relate to the College and University by the acronym R.E.A.L. These goals include:

- Research: Support and develop significant, innovative, interdisciplinary faculty and student scholarship to address the great challenges of the time, like health care, ecology, and an increasingly digital society, as well as creative activities that contribute to the body of knowledge and advances understanding of the built and natural environments.
- Engagement: Advocate for the improvement of built, natural and social environments regionally, nationally and globally, through design activism, public service and public education with a focus on creating healthy sustainable places, civic cultures and community.
- Academic Core: Provide a rigorous, comprehensive, innovative design education to ensure students to actively engage in the local and global practice of environmental design that inspires present/future citizen advocates as well as life-long practitioners and scholars.
- Learning: Align with strategic priorities and support high-quality university, college and school programs acquire adequate resources that will enable us to strengthen the cherished sense of community and connectedness by enhancing diversity, improving workplace quality of life and creating an environment of inclusive excellence.

The complete SoA Strategic Plan is available here: [SoA Strategic Plan](#)

Landscape Architecture Program Mission Statement

(Adopted May 2017; updated May 2018)

Through excellent leadership and engaged scholarship across research, teaching and service, Clemson University Landscape Architecture: (1) advances national recognition in critical thinking, creative practice, interdisciplinary collaboration, environmental justice, and socio-cultural diversity, (2) enhance transformative and resilient design and education for the state of South Carolina and beyond, and (3) serves as a diverse and inclusive resource for land stewardship that anticipates the evolving challenges of local, state, national and global priorities and addresses environmental responsibility and socio-cultural sensitivity.

Please note that the succinct mission statement of CULA (above) is expanded upon in the next sections regarding educational goals and objectives.

B. Educational Goals

The following sub-sections list the educational goals and objectives of CULA. We have four goals centered on Clemson's four strategic priorities including Research, Engagement, Active living, and Learning. Each goal is linked to several objectives as noted.

1. State the academic goals of the program.

Educational Goal 1: Research

Support and develop significant, innovative, interdisciplinary faculty and student scholarship including applied and theoretical research, as well as creative activities that contribute to the body of knowledge in landscape architecture and advances understanding of the built and natural environments.

Educational Goal 2: Engagement

To serve the public good and prepare citizens for informed participation, the CULA will study, understand, create and promote sustainable healthy places, civic cultures and communities. The focus will be expanded to include global engagement through academic and experiential opportunities.

Educational Goal 3: Academic Core

Provide a robust, comprehensive, innovative and academically challenging undergraduate and master's level program of study that both prepares students to engage within the professional practice of landscape architecture; it also informs and inspires them to be active and engaged advocates, global citizens, life-long learners and scholars regarding the built and natural environments.

Educational Goal 4: Living

Align with ClemsonForward and CAAH strategic plan to strengthen the cherished sense of community and connectedness by enhancing diversity, improving workplace quality of life and creating an environment of inclusive excellence. To enhance the quality of the student-learning environment and learning experience to support high-quality department programs and initiatives, the CULA will acquire adequate resources.

2. Describe how the academic goals relate to the program's mission.

The Program mission broadly relates to research, teaching, practice, service, and stewardship within the State of South Carolina and beyond. The Mission also reflects our Program's commitment to our faculty, students, alumni, as well as the concepts of critical thinking, creative practice, interdisciplinary collaboration, environmental justice, and socio-cultural diversity. The Program's Educational Goals expand upon the Mission Statement and frame the Educational Objectives.

3. Describe how the program regularly evaluates its progress in meeting its goals.

The Program discusses its Strategic Plan including the Educational Goals at a faculty meeting in early September and again at a faculty meeting near the end of the school year. The Goals were written to be measurable so that the faculty review can be focused on outcomes. For example, Goal 1 Research indicates: "Support and develop significant, innovative, interdisciplinary faculty and student scholarship including applied and theoretical research..." This statement can be discussed by faculty in both quantitative and qualitative terms by asking questions like: how much money did we budget for faculty research and scholarship? Or, what evidence do we have that the faculty research was innovative? Thus, by writing the goals in measurable ways we are able to regularly and accurately evaluate progress and make modifications as needed. Since 2014, Program faculty have annually reviewed, evaluated, and modified the strategic plan including the goals and objectives to reflect the current plan presented herein. As discussed earlier, we completed full reviews and revisions of our strategic plan in 2016-17 and 2017-18.

In addition to the use of faculty meetings for evaluating our goal progress, we also use the following:

- The program regularly evaluates its progress in meeting its goals through a formal university-wide web-based assessment management system known as WEAVE. The WEAVE system allows us to utilize the LAAB professional accreditation standards and has capabilities in linking assessment activities to larger institutional perspectives including: General Education competencies, institutional priorities (goals), and institutional and college strategic plans. More information about this is available on the [Office of Institutional Assessment](#) website.
- We also use the LAAB annual report as a means to evaluate our progress towards our academic goals.
- The exit interview with graduating students is another important evaluative tool. Students are asked about the entire curriculum and our Program in general during the exit

interview. We then compare these students answers to our strategic plan and look for gaps and deficiencies as well as areas of strength and success.

- Practitioner feedback is an important evaluative tool. Practitioners are often invited to school for reviews, presentations, and the recently established Professional Advisory Board. They regularly provide information that can be compared to our strategic plan.
- Another layer of evaluation comes from clients of service-learning studio projects who provide feedback during student presentations and help determine the quality of the students' projects. This more fine-grained information, like that of the practitioner/reviewer, can also help us evaluate our strategic plan as it relates to curriculum, service learning, and other goals.

C. Educational Objectives

The following sections list the educational objectives of CULA. Each objective is linked to an Educational Goal (from section B. 1. above), the R.E.A.L. acronym, and the LAAB Standards.

1. List the educational objectives of the program.

Educational Objectives: Goal 1 Research

Linked to: LAAB Standard 5 – Faculty

- Support and develop the research interests and capabilities of faculty members towards the achievement of nationally and internationally recognized scholarship that fits with Clemson2020*Forward* Plan and the CAAH 2016-2021 Strategic Plan.
- Standardize teaching loads commensurate with R-1 universities.
- Build on faculty networks and connections for collaborative research and creative activities with other local institutions and universities (national and international).
 - Explore new initiatives with the Greenville Health System.
- Strengthening existing and building new interdisciplinary and collaborative relationships pertaining to the built and natural environments.
- Build on previous collaborations with the SC Botanical Garden, Clemson Experimental Forest, and Clemson Campus Facilities and Planning
- Build on the research collaboration in Architecture + Health between the School of Architecture and Medical University of South Carolina
- Attract, develop, retain and support faculty who are exceptionally productive and diverse and who contribute to the CULA’s unique mission by:
 - Maintaining a strong studio and academic culture through the active engagement of faculty with students.
 - Increasing faculty and staff numbers, diversity and expertise.
 - Defining ways administrative staff supports faculty.
 - Increasing external funding and entrepreneurship by 15%.
 - Improving mentoring for junior faculty.

- Increasing and supporting opportunities for faculty development, faculty travel, conference attendance, courses releases and sabbaticals.
- Establishing visiting practitioner program, professor-of-practice, and/or named professorships.

Educational Objectives: Goal 2 Engagement

Linked to: LAAB Standard 6 – Outreach

Strengthen outreach to and engagement with the Institution, Communities, Alumni & Practitioners by:

- Advocating for the improvement of society and related built and natural environments, through design activism, public service and public education.
- Increasing student awareness and knowledge of critically designed works of landscape architecture through regional, national and global academic and experiential opportunities.
- Expanding outreach and service learning collaborations to prepare citizens to be informed participants in creating sustainable healthy places, communities, and cultures.
- Exposing students to real life applications of landscape architecture through research, teaching and service endeavors.
- Strengthening the identity of the CULA through engagement and collaboration outside Lee Hall through the Clemson University Long Range Master Plan, the Cities of Clemson, Greenville, Charleston and North Charleston.
- Sustaining and strengthening the CULA’s Professional Advisory Board.
- Increasing interaction with the professional and alumni community.
- Improving external communications, including web communications.
- Increasing student connections to ASLA, and mentorship opportunities.
- Improving outreach to development office on campus, (increasing external support).
- Improving recognition of faculty, student and alumni accomplishments.
- Growing collaborative community scholarship and engagement, service and teaching activities including the a.LINE.ments program, CO-Lab and their relationships to the AAH Community Research + Design Center (CRDC).

Educational Objectives: Goal 3 Academic Core

*Linked to: LAAB Standard 3 – Curriculum
LAAB Standard 4 – Student and Program Outcomes
LAAB Standard 7 - Facilities*

Strengthen and improve the curricula (standard 3) by:

- Sustaining and enhancing our academic programs to produce graduates recognized at the national and international level who are prepared to meet the challenges of our time.

- Making relevant our accredited professional programs that contribute to the academic mandate of the College of Architecture, Arts and Humanities, and Clemson University as a “high seminary of learning.”
- Maintaining two accredited first professional degree programs and increasing the MLA student yield rate (at least 12 new students in the MLA First Professional Program).
- Maximizing the unique opportunities of studio education and collaboration in a multi-disciplinary environment, and articulating relationships with other units/disciplines in Lee Hall and beyond.
- Enhancing opportunities for real-world, problem-based engagement experience or leadership opportunities for every student, through design/build opportunities, community outreach and engagement, internships and creative inquiry.
- Evaluating and revising curricula to be pedagogically strong, competitive with peer institutions, resource efficient, in compliance with LAAB recommendations for re-accreditation, as well as strengthening faculty research.
 - As per the Nov 2016 LAAB Report on the MLA accreditation renewal: 1) create clarity between the MLA First Professional (LAAB accredited) and MLA Second Professional (unaccredited) programs;
 - make clear the connectivity in the studio sequence and student learning outcomes; 3) incorporate Planting Design into the curriculum; 4) create learning opportunities unique to the MLA First Professional Program.
 - As per the Nov 2014 LAAB Report on the BLA accreditation renewal: 2) define the connectivity of the studio courses and related expected student learning outcomes.
- Striving for rigorous programs of study and degree offerings that lead to national excellence and ranking.
- Developing distinct programmatic identities for the accredited BLA and MLA first professional degree.
- Evaluating core courses, electives, summer courses, internships and other enrichment opportunities.
- Investigating curricular changes and innovations, including the minor in landscape architecture, certificate programs, online courses, specializations and strategic electives.
- Supporting and contributing to the expansion of the Fluid Studio (on-campus) and Fluid Campus (off-campus) programs.
 - Increase MLA participation by 10% in the Fluid Campus programs.
 - Re-examine East Asia Summer Pilot and Egypt/Middle East Studio.
- Contributing to the renovation of the PhD PDBE Programs.
- Contributing to the development of the Clemson Design Center - Charleston for full occupancy.
- Contributing to and supporting collaboration with other college and university programs.

Advance student and program outcomes (standard 4) by:

- Enhancing and improving program enrollment through advising, recruiting and retention.
- Developing a cohesive recruitment strategy for the MLA First Professional program.
 - increase MLA student intake by 25%.
- Increasing performance expectations.
- Increasing student scholarships/fellowships.
- Increasing student diversity, including domestic and under-represented minorities, as well as international students.
- Increasing enrichment opportunities for BLA and MLA students, including lectures, fieldtrips, workshops, visiting critics, conference attendance.
- Improving internship and career connections.
- Improving outcomes assessment and protocols.
- Maximizing opportunities for student organizations roles/opportunities.
- Improving advising, academic and career advising.

Enhance and maintain facilities, equipment & technology (standard 7), by:

- Taking advantage of the opportunities of Lee Hall, treating Lee Hall and its environs as a laboratory, and completing a POE improving advising, academic and career advising.
- Participating in the sustained development and engagement of the Fluid Campus (e.g. Charleston, Genoa, and Barcelona) facilities.
 - Explore expansion of Fluid Campus (East Asia, South America, Middle East)
- Improving technology in Lee Hall, including access to plotting/printing, computing, and GIS.
- Improving shop/fabrication facilities (high bay).
- Developing an outdoor lab, and using the green roof as lab.

Educational Objectives: Goal 4 Living

Linked to: LAAB Standard 2 – Program Autonomy and Governance

Foster and sustain an effective system of governance (standard 2), including:

- An administrative and staff structure that supports the accomplishment of the Clemson Landscape Architecture's mission and objectives.
- Updating and developing the TPR system that supports excellence and diverse career pathways.
- Updating Bylaws to foster shared governance and clarity.
- Defining the role of students in Governance.
- Fostering a supportive, healthy and collegial work and learning environment.

2. Describe how educational objectives fulfill the educational and mission goals.

Just as the Educational Goals expand upon the Mission Statement, the Educational Objectives further define and delineate the Educational Goals. The Objectives articulate the specific steps and activities faculty members and other stakeholders must accomplish in order to meet the Goals. In this way, the Objectives become another, even more specific way, for faculty to review and evaluate the progress of CULA relative to its Strategic Plan.

D. Long Range Planning Process

1. What is the program's long-range planning process?

As discussed in the SER Introduction and previous sections, we recently adopted our most recent long-range strategic plan in May 2018. We updated our long-range plan because of College realignment, updated College and University strategic plans, and because we joined the SoA. As a result, our current plan is projected for the next five years. At that time, or earlier if required by upper administration, we will begin the strategic planning process again.

The process we will likely use to develop a new strategic plan will resemble our past process. This includes electing a chair or co-chairs to organize and facilitate the process. The chair then works with faculty members and Program Directors to (a) create goals for the planning process, (b) collect information like the university's or college's strategic plan, (c) benchmark our expectations against peer programs, (d) develop a structure for the plan (e.g., the REAL acronym) and (e) set a timeline for completion.

Generally, we begin our process by discussing our new plan within the context of our previously completed plan. This context helps us see what we are good at and where we need additional resources or effort. Then, we begin developing our mission statement. This statement leads into goals, which are likely organized by the plan structure itself – typically following the University's tri-part mission of teaching, research, and service. Finally, faculty and staff create measurable objectives for discussion and evaluation over the following semesters. To complete the plan, we dedicate time during each faculty meeting for updates and discussion.

2. Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process.

The Strategic Plan uses active language and verbs when stating the mission, goals, and objectives. In doing so, the goals and objectives become outcome-oriented and measurable. Additionally, timeframes for completing certain objectives are listed where appropriate. Finally, the review and evaluation process is documented in faculty meeting agendas, minutes, and related materials. Conversations and reviews that include other stakeholders, such as alumni, are recorded by the those in attendance and discussed at the next strategic plan review.

3. Describe how the long-range plan is reviewed and revised periodically and how it presents realistic and attainable methods for advancing the academic mission.

The Program engages in regular evaluation of our strategic plan during faculty meetings, especially at the beginning and end of the academic year, to ensure that we are achieving our goals and objectives. We also discuss our strategic plan and refer to it during our bi-annual School-wide meetings. Finally, we share our strategic plan with others in the College and with our Advisory Board.

These forms of regular planning and evaluation do not result in a new strategic plan. Rather, they allow us to use our current plan to: (a) stay mindful of our shared goals, (b) reevaluate our values, (c) make needed modifications, and (d) create a sense of accomplishment as we achieve our objectives.

4. Describe how the program has responded to recommendations and considerations for improvement from the previous accreditation review. Report on efforts to rectify identified weaknesses.

The Program, in partnership with the University, College, and SoA, have worked together to address previous LAAB recommendations and suggestions. These efforts were multi-layered and occurred over the past few years depending on the program (BLA or MLA) and the nature of the recommendation/suggestion. Please see the SER Introduction sections 3, 4, 5, and 6 along with future SER sections for more detailed reporting about our efforts and responses to Recommendations and Suggestions.

E. Program Disclosure

1. Describe how program information is disseminated to the public. Provide a link to material on the internet and copies of other materials to the visiting team. Articulate how program literature and promotional media accurately describe the program's mission, objectives, educational.

The most common way we distribute program information to the public is through the internet. We use the following websites in concert to present ourselves to the public, alumni, profession, institution, as well as current and prospective students. The most important websites used to disseminate Program information include:

- [LAAB's Public Policy Statement and Accreditation Information](#)
- [Clemson Landscape Architecture Homepage](#)
- [College of Architecture, Arts and Humanities Academics Homepage](#)
- [School of Architecture Homepage](#)
- [Clemson University Graduate School Programs Homepage](#)
- [Clemson University Undergraduate Degree Programs Homepage](#)
- [CULA Facebook](#)
- [CULA Instagram](#)

We also use the SoA newsletter, Program listserv, CU Alumni Office listserv, and various hardcopy brochures, pamphlets, and circulars to disseminate information about our Program. Also, Program Directors work with College and University [Media Relations](#) to ensure that the materials we provide are attractive and accurate. We review materials yearly or as needed.

Since moving into the SoA, we have been reviewing and revising our Program website. This effort focuses more on attracting potential students than it does on correcting inaccuracies. Nevertheless, we are paying attention to the entirety of our website (and print materials). Our review emphasizes how our Program's website relates and links to other stakeholder's websites to ensure consistency and accuracy. We expect to have completed the review and revision of our website by January 2019. However, we are prioritizing and fast tracking any updates that may affect and encourage more student applications, especially those at the graduate level.

2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

STANDARD 2: The program shall have the authority and resources to achieve its mission, goals and objectives.

INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.

A. Program Administration

Clemson University

Clemson University is a selective, public, research university in a college-town setting. Clemson's desire is to attract a capable, dedicated and diverse student body of approximately 25,000 undergraduate and graduate students, with priority to students from South Carolina. The University offers a wide array of high-quality baccalaureate programs built around a distinctive core curriculum. Graduate, continuing education, doctoral and research programs contribute to the state of knowledge and to the economic future of the state, nation and world.

The University provides bachelor's, master's and doctoral degrees in more than 100 majors through seven academic colleges: the College of Agriculture, Forestry and Life Sciences; the College of Architecture, Arts and Humanities; the College of Behavioral, Social and Health Sciences; the College of Business; the College of Engineering, Computing and Applied Sciences; the College of Education; and the College of Science.

Please refer to the websites of the [President](#) and [Faculty Senate](#) for more information about Clemson University's administration and governance including organizational charts, constitution, and faculty manual (university bylaws).

College of Architecture, Arts and Humanities

The College of Architecture, Arts and Humanities offers a diverse range of academic and professional programs – from the visual and performing arts to the design and building disciplines to the humanities. By uniting the humanities with the disciplines of design and building and the arts, Clemson University's College of Architecture, Arts and Humanities (CAAH) offers unique opportunities for exploration and achievement – opportunities that are rigorous and imaginative, classical and innovative.

The College has eight departments and one school offering 15 undergraduate majors and 14 graduate programs. The College includes:

- Department of Art
- Department of City Planning and Real Estate Development
- Department of Construction Science and Management
- Department of English
- Department of History
- Department of Languages
- Department of Performing Arts
- Department of Philosophy and Religion
- School of Architecture

The College Dean is Rick Goodstein. Please refer to the [CAAH website](#) for more information about the governance and administration of the College.

School of Architecture

The School of Architecture (SoA) offers degrees in Architecture, Landscape Architecture, Historic Preservation and Resilient Urban Design, with total enrollments of over 500 students, supported by over 70 faculty and staff. The M.S. in Architecture and the Ph.D. in Planning, Design and the Built Environment are offered as post-professional research degrees. The School's Fluid Campus, offers a uniquely rich global education in world-class facilities in four locations. Students, faculty, and programs regularly receive national and international recognition and awards including perennial top 20 ranking of the accredited graduate Architecture and undergraduate Landscape Architecture programs in “America’s Best” by Design Intelligence.

Clemson Landscape Architecture is a Program in Clemson University’s School of Architecture (SoA). The School contains Programs, degrees, certificates, centers, institutes, off-campus locations, and a foundation. A Program (capitalized “P”) is defined as having a distinct faculty with the responsibility for delivering one or more degree programs. As indicated in the following chart, Landscape Architecture is one of four Programs in the School.

SCHOOL OF ARCHITECTURE

Programs

- Architecture
 - Bachelor of Arts in Architecture
 - Master of Architecture
 - Master of Architecture + Health
 - Master of Science in Architecture
 - Minor in Architecture
- Historic preservation
 - Master of Science in Historic Preservation
- ***Landscape Architecture***
 - ***Bachelor of Landscape Architecture***
 - ***Master of Landscape Architecture***
- Urban design
 - Master of Resilient Urban Design (MRUD)

Certificates

- Architecture + Community Build
- Digital Ecologies
- Historic Preservation
- Integrated Project Delivery

Centers and Institutes

- a.LINE.ments: Community Design and Planning
- CR+DC: Community Research & Design Center
- CHFD+T: Center for Health Facilities Design & Testing
- CU-IMSE: Clemson University Institute for Intelligent Materials, Systems, and Environments
- WU+D: Wood Utilization & Design Institute

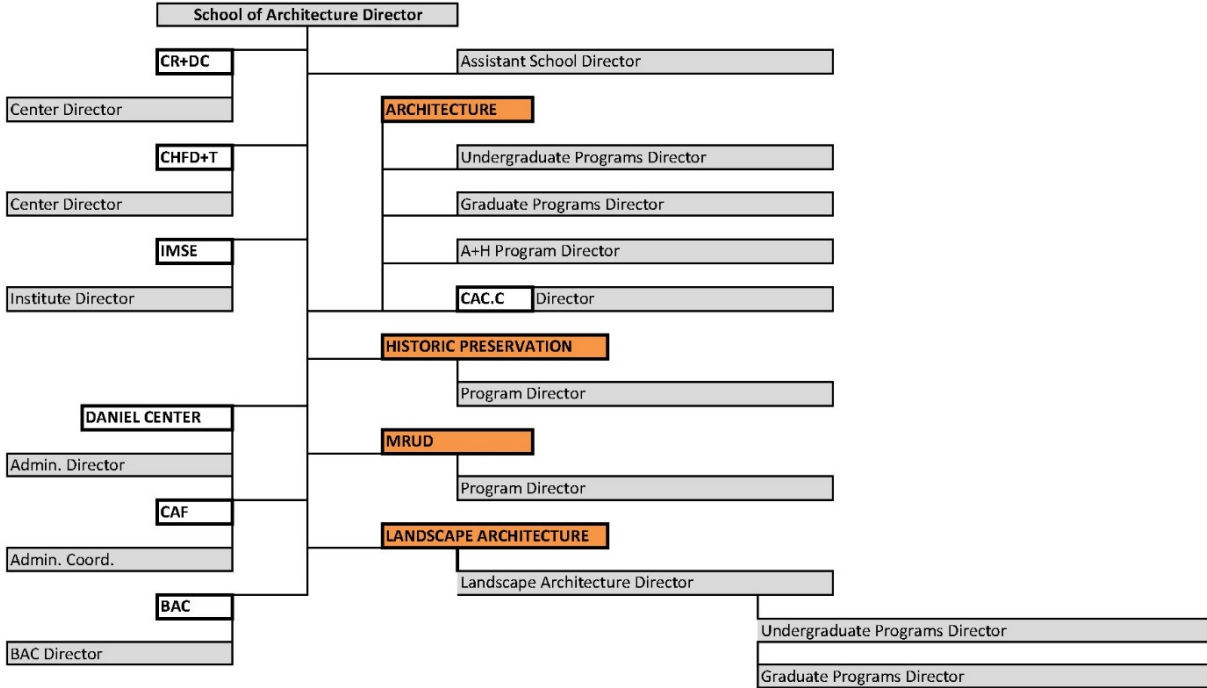
Off-Campus Locations

- CDC.C: Clemson Design Center in Charleston
- The Charles E. Daniel Center for Building Research and Urban Studies in Genoa, Italy
- BAC: Barcelona Architecture Center

Foundation

- CAF: Clemson Architecture Foundation

The Director of the School of Architecture, currently Kate Schwennsen, who also serves as the Director of Architecture, leads the School of Architecture. The administration of the School including landscape architecture is shown in the following diagram.



The four Programs in the School are led by Directors/Coordinators in varying structures as shown in the figure above. The Program Directors and faculty of each Program maintain significant authority over decisions related to their respective admissions; curriculum; tenure and promotion; budget; and other academic activities, including those required by external accrediting boards like LAAB and NAAB.

The Director of the School of Architecture (Kate Schwennsen) reports to the Dean of CAAH (Rick Goodstein) and the School faculty. The Director of Landscape Architecture (Matt Powers) reports to the Director of the SoA and the landscape architecture faculty.

The Director of Landscape Architecture is the day-to-day administrator for the Landscape Architecture Program. In the current SoA organizational structure, the Director of Landscape Architecture is also the Director of Undergraduate Programs (BLA). Paul Russell is the Director of Graduate Programs (MLA) in Landscape Architecture.

More information about the structure of the SoA and the responsibilities of various administrators can be found in our [School's bylaws](#) as well as in the following SER sections.

1. Is the program seen as a discrete and identifiable program within the institution?

All four Programs in the SoA including Landscape Architecture, are discrete and identifiable academic units. Each Program has a Director, Program Directors, and responsibility for budget, hiring, tenure and promotion, and other such duties as outlined in the SoA bylaws and required by LAAB. The University recognizes the structure of the SoA including each of its Programs.

2. Does the program administrator hold a faculty appointment in landscape architecture? If not, where is he/she appointed?

Three administrators work together to regularly exercise leadership and management functions for the Program. Two of these individuals hold faculty appointments in landscape architecture as shown below:

- Kate Schwennsen, Director of the SoA (faculty appointment in architecture)
- Matt Powers, Director of LA and LA Undergraduate Programs (faculty appointment in landscape architecture)
- Paul Russell, Director of LA Graduate Programs (faculty appointment in landscape architecture)

3. How does the program administrator exercise the leadership and management functions of the program? Describe the primary responsibilities and authority of the administrator.

The next sections list the primary job responsibilities of the (1) Director of Landscape Architecture (Matt Powers), (2) Director of Landscape Architecture Undergraduate Programs (Matt Powers), and (3) Director of Landscape Architecture Graduate Programs (Paul Russell).

As mentioned previously, the SoA organizational chart combines the duties of the Director of Landscape Architecture with those of either the Director of Undergraduate or Graduate programs. Currently, the Director of LA also serves as the Director of Undergraduate Studies.

Director of Landscape Architecture: Job Responsibilities

1. General Duties

In accordance with the LAAB requirements and the needs of the School, this position has the authority to significantly influence the management of resources, including budget, faculty review, tenure and promotion outcomes, and the direction of the degree programs, in coordination with the Director of the School of Architecture and appropriate faculty and staff.

2. Program Oversight and Governance

- Oversee the administration and policies of the Program
- Serve as the official spokesperson for the Program
- Manage the Program budget, in coordination with the school's director and fiscal analyst
- Regularly meet with the School Director to determine and manage the fiscal, intellectual, student and faculty resources of the Program
- Lead strategic planning discussions for the Program
- Supervise Program administrative staff
- Organize and lead Program-specific faculty meetings
- Communicate important reminders to Landscape Architecture Program faculty

3. Curriculum

- Coordinate Landscape Architecture curriculum review and assessment (LAAB, WEAVE & SACS)
- Serve as key leader of LAAB visit preparations
- Coordinate final review schedules for Landscape Architecture
- Assist with Fluid Campus information sharing and student selection for off-campus programs

4. Course Scheduling

- With staff and program directors, coordinate course scheduling and room assignments for Landscape Architecture
- Work with the School Director and program directors to balance course offerings and establish instructor assignments in Landscape Architecture for each of the regular semesters and summer
- Become familiar with various online programs and digital platforms, as necessary

Director of Landscape Architecture Undergraduate Programs: Job Responsibilities

1. General Duties:

- Oversee all matters related to undergraduate curriculum, admissions and advising in Landscape Architecture.
- Coordinate compliance with university policies.

2. Recruiting and Admissions

- Develop, review and revise undergraduate recruiting strategies for the BLA
- Coordinate undergraduate recruiting efforts with the college and university
- Present at recruiting events/programs, as required
- Review admissions figures
- Meet and communicate with prospective students, including change of major candidates and transfer students
- Coordinate prospective student visits, with administrative staff
- Admit qualified change of major students
- Respond to “Interested in Your Major” emails
- Review and revise the web pages for the Undergraduate Studies portion of the web site and other promotional materials.

3. Advising

- Coordinate undergraduate academic advising
- Coordinate Summer Freshman Orientation, with administrative staff
- Assign advisors to undergraduates in Landscape Architecture, or serve as their advisor
- Maintain and communicate, with administrative staff, current advising information to students and advisors
- Check graduation candidate list for Fall, Spring, and Summer graduations
- Evaluate transfer credit from other institutions and oversee articulation agreements

4. Course scheduling

- Work with the school and program administrators to determine course schedules for the regular and summer semesters
- Become familiar with various programs and digital platforms as necessary

5. Curriculum

- Provide academic leadership for the undergraduate program(s)
- Coordinate undergraduate curriculum review and assessment (LAAB, WEAVE & SACS)
- Coordinate the continuation of BLA curriculum that will meet the expectations of the next LAAB review
- Perform Senior Exit Interviews each April/May
- Meet with undergraduate faculty in developing and maintaining the undergraduate curriculum
- Ensure all BLA students participate in an off-campus program, as required by curriculum
- Coordinate curriculum with off-campus programs, and assist with Fluid Campus information sharing and student selection for off-campus programs

6. Facilities

- Oversee and steward the program's room assignments and studio locations during the academic year, in coordination with other program directors
- Review facility needs and upgrades with undergraduate faculty and school administrators

Director of Landscape Architecture Graduate Programs: Job Responsibilities

1. General Duties

- Oversee all matters related to graduate curriculum, admissions and advising in Landscape Architecture
- Coordinate compliance with Clemson Graduate School and university policies.

2. Recruiting and Admissions

- Coordinate the process of information to prospective students and applications monitoring
- Develop, review and coordinate graduate recruiting strategies, program marketing and development
- Coordinate graduate recruiting efforts with the college and university
- Present at recruiting events/programs, as appropriate
- Meet and communicate with prospective students during the academic year and summer
- Review and revise the content of web pages for the Landscape Architecture Graduate Studies portion of the School of Architecture web site
- Help Student Services Coordinator organize semi-annual Open Houses and other events as appropriate for prospective graduate students
- Manage the graduate admissions process and organize the graduate admissions committee
- Coordinate the offer process, issuing of admission, and waitlists, including fellowships and other incentives

3. Advising

- Coordinate graduate academic advising
- Coordinate orientation for new graduate students
- Annually review and revise Landscape Architecture Graduate Student Handbook
- Check graduation candidate list for Fall, Spring, and Summer graduations
- Evaluate transfer credit from other institutions

4. Course scheduling

- Work with the School Assistant Director, staff and others to determine course schedules for the regular semesters and summers

- Become familiar with various programs and digital platforms as necessary

5. Curriculum and LAAB compliance

- Provide academic leadership for the graduate program(s)
- Coordinate graduate curriculum review and assessment (LAAB, WEAVE & SACS)
- Lead the development and implementation of a revised curriculum to meet the expectations of the next LAAB review of the MLA, Fall 2018
- Prepare and submit annual reports through LAAB online protocols, as well as any other required LAAB requirements and policies, including but not limited to annual updating of “LAAB public information”
- Perform student Exit Interviews each April/May
- Coordinate curriculum with off-campus programs
- Meet with graduate faculty in developing and maintaining the graduate curriculum.
- Serve as representative to the appropriate Curriculum Committees

6. Facilities

- Oversee and steward the program’s room assignments and studio locations during the academic year, in coordination with other program directors
- Review facility needs and upgrades with graduate faculty, and school administrators

B. Institutional Support

1. Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

CULA and CAF

Clemson University Landscape Architecture assists faculty members and other instructional personnel with continued professional development including: (1) travel/registration to conferences, (2) computers and appropriate software, and (3) other types of equipment. The Program uses its operating budget and an endowment (i.e., Charles Fraser Fund) to fund faculty travel and development. This funding typically supports up to two professional conferences a year for each faculty member. The Program also provides assistance for: (1) project-related studio travel, (2) textbooks, (3) software, (4) computers, and (5) other equipment. Additionally, the Clemson Architectural Foundation (CAF) provides up to \$20,000 or more a year to the Program. This funding is based upon a competitive review process. For more information, please visit the [CAF homepage](#).

College

The CAAH's Office of the Associate Dean for Research and Graduate Studies provides support for: (1) finding external sources of funds for faculty; (2) providing technical support for grant proposal writing and development; and (3) serving as liaison to the university's Office of Sponsored Research who administers contract awards. New faculty members are given start-up allowances and course releases so that they can embark successfully on their research careers as soon as they arrive at Clemson.

The College has a Faculty Research Development Program that awards grants through a competitive application process. These grants are for travel, equipment, course buy-out, summer support and other expenses supporting research activities. These college grants are largely seed grants and geared towards junior faculty members or mid-career faculty members looking for alternative research trajectories. Another source of seed funds, also awarded through a competitive application process, has been made available from the Pennell Center for the School of Design and Building. Finally, incentive funds are provided to faculty who teach in the PDBE (Planning, Development, and Built Environment) PhD Program. These funds can be used for travel, computer technology, software and other equipment.

The website of the [Associate Dean for Research](#) contains more information about College-level support.

University

As a STEM-intensive, land-grant institution with robust programs in the social sciences and humanities, an active extension and public service network, and state-of-the-art innovation campuses, Clemson has a unique opportunity to lead the nation in solving pressing scientific, technical and human problems and creating an environment that prizes inquiry, creativity, and scholarship.

In 2016, Clemson was classified as one of the nation's most active research institutions (Carnegie Basic Classification R1 - Highest Research Activity). R1 universities are economic engines that create prosperity in entire regions, and their national and international reputations add significant value to the degrees they award.

Please view the [Office of Research Development](#) for more information about how the University provides research and development support for faculty and staff.

2. What are student/faculty ratios in studios? How are student faculty ratios influenced by the program? What is considered normal/typical within the institutional culture or practices?

See below for a discussion of BLA and MLA program student/faculty ratios.

BLA

Our BLA student enrollment is increasing after two years of decreased enrollment. For reference, the BLA is about 25% the size of the B.A. in Architecture program. The largest sources of BLA program enrollment increases has come from transfers and change-of-major students.

Over the past six years, our BLA graduates are: AY 2012-13 = **14**; AY 2013-14 = **11**; AY 2014-15 = **14**; AY 2015-16 = **19**; AY 2016-17 = **9**; and AY 2017-18 = **9**. Thus, the median student/faculty ratio in BLA studios over this period is 12.6 to 1. Our current BLA enrollment is:

- 1st Year: 18
- 2nd Year: 20
- 3rd Year: 23
- 4th Year: 14

As the numbers above indicate, our current average class size is 18.75 to 1. This represents an increase of about six students from previous years. Therefore, we would consider our current student-teacher ratios above historical norms. As a result, when studios exceed 18 students

(preferably 15 students) then we use co-teaching or PhD teaching assistants to cope with the increased size. For example, the expected teacher-student ratios for current 1st, 2nd, and 3rd Years are actually 20 to 2; 20 to 2; and 21 to 2, respectively. The co-teaching and assistant teaching strategy works because we have up to 11 faculty members available to teach BLA and MLA studios including eight full-time tenure/tenure-track faculty members, two PhD students, and one or two lecturers.

MLA

Our MLA student enrollment is low when compared to the SoA Master of Architecture program and some of our regional peers in landscape architecture.

Our MLA graduates from the following years are as follows: AY 2012-13 =7; AY 2013-14 =11; AY 2014-15 = 8; AY 2015-16 = 7; AY 2016-17=11; and AY 2017-18=8. The median student/faculty ratio in MLA studios over these years is 8.6 to 1. The historic average of the MLA has been 8.1 to 1. So, we would consider our recent ratios normal. However, we would like to increase our MLA program enrollment such that student to teacher ratios are consistently 12 to 1.

The student/faculty ratio is largely influenced by the program's ability to recruit students, as well as retain them. We currently have the capacity for additional students. We are in the process of developing a more detailed recruitment plan for the MLA program. Some activities, like an open house, have already begun. Additional recruitment activities include improved marketing and communications to prospective students, developing a feeder program with Clemson undergraduate architecture, and exploring joint degrees. Thus, with a new MLA Program Coordinator and re-alignment of our strategic plan to the College and ClemsonFORWARD plans, the expectation is that the MLA program will begin to grow.

3. Is funding adequate for student support, i.e., scholarships, work-study, etc?

CULA partners with the SoA to provide financial support for student studio travel, laser cutters, light tables, telecommunication rooms, and other technical equipment. This includes support for the Digital Design and Materials Lab. We also work jointly with SC-ASLA and the CAF to support up to 12 students to attend the annual ASLA meeting each year. The SoA and CAF also provide scholarships to students studying off-campus. In fact, every student studying off-campus receives a travel grant of between \$1,000 and 6,500 depending on need. Also, we use student lab fees to help offset travel, materials, and other costs associated with our courses. Lab fees, which amount to \$200.00 per student for each studio, are often used to help pay for hotels and transportation to studio project sites located around the region. Lastly, the Program Enrichment Fee helps reduce teacher-to-student ratios and provide for other program enrichment activities. These fees are \$750.00 per student each year. More information about this fee can be found on their website at [Program Enrichment Fee](#).

BLA

The majority of scholarships for BLA students are dispersed through Clemson Financial Aid. Please visit the [Clemson Financial Aid](#) for more information. Additionally, the BLA program provides two travel grants (Mickel and Marvin Awards) for students studying off-campus. We also provide a scholarship to one or two sophomores from the Columbia area.

MLA

Currently, CULA provides nine graduate assistantships. This is a type of work-study that requires ten hours per week. The student receives a stipend and a significant reduction in their tuition. Typically, our nine assistantships allow us to support over half of our students annually. We do not provide scholarships to MLA students.

4. Are adequate support personnel available to accomplish program mission and goals?

Michelle Marchesse has full-time appointment in CULA and serves as our Administrative Assistant and Student Services Program Coordinator. She works extensively with both faculty and student affairs. Her support of students and faculty is outstanding. In the future, as programs grow and the a.LINE.ments studio returns to a robust operation, it is anticipated that additional support personnel may be needed.

C. Commitment to Diversity

1. How does the program demonstrate its commitment to diversity in the recruitment and retention of students, faculty and staff?

Students

At the undergraduate level, much of the recruitment efforts occur at the College and University levels. Staff in these areas are active in their recruitment efforts. The Program supports them by providing one-on-one tours with prospective students, group tours and open houses, and a high school summer camp. We also participate in the development of promotional materials like videos aimed at attracting students from underrepresented populations. For example, the CULA website incorporates the ASLA video links “Personal Paths” and “Why Become a Landscape Architect” that feature young professionals from under-represented minority groups. We also conduct projects around the state, especially in places where there are significant populations of non-white residents. We hope that our work in these communities demonstrates our commitment to diversity while hopefully encourage future students to consider Clemson Landscape Architecture.

At the graduate level, much of the recruitment is conducted through the Program rather than College. The Graduate School has been increasing their recruitment assistance in recent years. Nevertheless, a central strategy for recruiting at the graduate level is working with other programs in the SoA to collaboratively offer open houses, tours, and other recruiting events. Additionally, MLA student recruitment benefits from the Program’s website, promotional materials, and other recruitment events and efforts used by the BLA program.

Once BLA and MLA students arrive on campus, they are given various orientations at the University and College levels. CULA also provides graduate students with a luncheon and orientation just for them. BLA students are required to take a semester long orientation course called CU1000 that helps students acclimate to college life and study. Altogether, these orientations and courses help our students start on the right path to success. Additionally, on-campus initiatives assist in the success of students including the Clemson University’s Minority Success Initiative. Refer to their website at [Minority Student Success](#) for more information. With the university’s priority for diversity and inclusive excellence, it is anticipated that more efforts for recruiting underrepresented students will be emphasized in the coming years.

Faculty and Staff

The university administration has noted that its highest priority is “Diversity and Inclusive Excellence.” Recently, a new Chief Diversity administrator was hired to improve the campus climate in terms of race, diversity, and inclusion, which can sometimes be an issue on today’s campuses, especially in the Southern U.S. We expect additional funds will be provided to recruit students and faculty from under-represented minority groups in the future. For more information about University level recruiting and diversity at Clemson visit the [Diversity and Inclusion](#) homepage.

At the Program level, when recruiting for faculty, we adhere to the University’s goals and objectives for diversity. Recent faculty searches have garnered interviews with individuals from under-represented groups. In advertising for faculty and staff positions, it is clearly stated that Clemson University is an Affirmative Action/Equal Opportunity Employer. Clemson University does not discriminate against any individual or group of individuals on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran's status.

D. Faculty Participation

1. Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?

Budget and Resources

Budget forecasts are conveyed to the College Deans from the CFO via the Provost. The College business manager then prepares a preliminary college budget working from the anticipated funding from the University and the anticipated support from external sources. Next, the College provides current year appropriations to Schools and Departments as line items to cover salaries, assistantships, travel, supplies, etc. based on the previous year's budgeted amounts. A separate budget for CULA is included in the SoA budget. Salaries, fringe benefits, and assistantships constitute approximately 97% of the Program's budget. Only operating costs, supplies, equipment, and travel constitute discretionary funds. Salaries and operating funds depend on appropriations made by the state legislature and to internal allocation decisions made by the Board of Trustees regarding tuition and other fees.

Two types of fees that are particularly helpful to our courses and students are Lab Fees and the Program Enrichment Fees. All students enrolled in studio pay lab fees. We use this money to support course related travel and expenses for faculty and students. Program Enrichment Fees are aimed at lowering student to teacher ratios. For more information about these fees, please visit the [Program Enrichment Fee notice](#).

Faculty Involvement

At a faculty meeting in early fall, the Program Director discusses the budget with faculty and staff. This allows faculty to have a formal opportunity for feedback and suggestions. However, Program faculty members may raise questions or concerns during other faculty meetings or may choose to meet with the Program and/or School Directors to discuss the allocation of resources.

Currently, the process used by CULA for allocating funds begins each fall with faculty members submitting requests to the Program Director for field trips, conferences, and other related developmental needs. The Director then allocates funds and supports requests based on the Program's long-term plan, goals, and objectives. Special attention is given to the requests and needs of new and tenure-track faculty.

Curriculum and Bylaws

Faculty members are actively engaged in developing, implementing, evaluating and modifying each program's curriculum. Curricular initiatives begin as discussions between faculty members and Program Directors. Occasionally, curriculum issues arise during faculty meetings. In any case, the curriculum committee is charged with reviewing all curricular initiatives and their implications. The committee then brings their recommendations to the faculty for discussion and vote. Once approved, the committee facilitates the curriculum changes through College and University committees.

Program by-laws were revised as part of our moving into the SoA. Thus, the bylaws are current. The tenure, promotion and reappointment guidelines have undergone incremental improvements over the past few years. However, this year the entire SoA is undergoing a complete review of all Program tenure and promotion guidelines. The process for faculty input into by-laws and tenure and promotion guidelines was discussed in the SER Introduction, Mission, and below.

2. Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?

Promotion and tenure decisions are made at various levels including recommendations from the Program's Tenure and Promotion Review (TPR) Committee, the School Director, the Dean of the College of AAH, and the Provost. Final decisions are made by the President of the University.

The Tenure and Promotion Reappointment (TPR) Committee consists of tenured faculty members within the Program. Tenure and Promotion Guidelines are defined in a document accompanying the SoA bylaws. All tenure and tenure track faculty members participate in the review and revision of the TPR guidelines. The SoA plans a complete review and revision of the TPR guidelines in 2018-19. All faculty are encouraged to participate.

The SoA developed another set of evaluative guidelines in 2017-18 for merit pay increases. These guidelines also relate to each Program's TPR guidelines. More information about merit pay guidelines and TPR documents can be found on the [SoA resources page](#).

3. Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?

In 2013-14, the Dean instituted a mentor program for all new tenure-track faculty and delegated these duties to the Department Chairs and School Directors. In this way, administrators designate individual faculty members to serve as mentors so that each tenure track faculty member has one designated mentor. Complementing this program, the Faculty Senate's Welfare Committee provides interested faculty members with a program called "Mentoring Circles."

From a Program standpoint, each tenure track faculty member's progress is reviewed by the TPR committee. This review is structured to mirror the final tenure review so that the annual feedback corresponds with the goals and expectations of both faculty members and the Program/School/College/University. Also, faculty members receive letters and feedback from the School Director, TPR committee, and the Dean.

Lastly, all faculty members are annually reviewed using the Faculty Activity System (FAS) and Form 3. This is similar to the annual TPR review for tenure-track faculty members except that it is required of all faculty members. For this review, faculty complete an online survey that records their activities and accomplishments from the previous year. Then, the School Director and Dean provide written feedback to the faculty member. This dual system of review (TPR and FAS) can be a cumbersome process for untenured faculty members but it does result in multiple forms of feedback that ultimately help inform one's progress.

4. Does the faculty participate, in accordance with institutional guidelines, in developing and applying criteria and procedure for the appointment and assessment of program and academic unit leadership?

Faculty serving in CULA leadership positions including the Director of Landscape Architecture, Director of Undergraduate Programs, and Director of Graduate Programs are appointed to three-year terms by the Director of the SoA. When available or needed, the positions are advertised internally and the responsibilities of the positions are provided. Then, faculty members may apply by submitting a CV and statement of interest. These documents are reviewed by the School Director and appointments are made. All leadership positions are evaluated by faculty and staff using a standard assessment created by the Faculty Senate. In some cases, when funding and faculty lines are available, an outside search for an administrator may occur using normal search and screening procedures outlined in the Faculty Manual.

E. Faculty Numbers

1. List the number of full-time positions dedicated to the program, full-time positions split between programs with a percentage committed to the landscape architecture program, or part-time positions within the program.

Clemson University Landscape Architecture offers first-professional degree programs at both the Bachelor's and Master's levels. As the table below shows, the Program has eight FTE instructional faculty. All eight tenured/tenure-track faculty are: (1) assigned to LA full-time and (2) regularly teach in both the BLA and MLA programs as needed.

Full Time Tenured/Tenure Track Instructional Faculty Members assigned exclusively to CULA

1. Hyejung Chang, Assistant Professor
2. Maria Counts, Assistant Professor
3. Robert Hewitt, Associate Professor
4. Hala Nassar, Professor
5. Mary Padua, Professor
6. Matt Powers, Associate Professor
7. Paul Russell, Associate Professor
8. Tom Schurch, Professor

Part-Time Instructional Faculty Members assigned to CULA

9. PhD 1 20hrs. per semester or 6 credit hours
10. PhD 2 20hrs. per semester or 6 credit hours
11. Lecturer(s) 3 to 9 credit hours per year

2. Are student/faculty ratios in studios typically not greater than 15:1?

Please note that this response corresponds with B.2. above. The BLA program has experienced steady growth over the past three years. As such, there are more than 15 students in each of the current 1st, 2nd, and 3rd year studios. Therefore, to keep teacher-to-student ratios at 15:1, we either use a PhD student to assist the Professor of record, split the studio into two sections, or co-teach the course.

As discussed previously, since the beginning of the MLA program, teacher-to-student ratios in studio have never exceeded 15:1.

3. Does the strategic plan or long-range plan include action item(s) for addressing the adequacy of the number of faculty?

The strategic plan lists the following objectives under *Educational Objectives: Goal 1 Research*:

- Support and develop the research interests and capabilities of faculty members towards the achievement of nationally and internationally recognized scholarship that fits with Clemson2020Forward Plan and the CAAH 2016-2021 Strategic Plan.
- Standardize teaching loads commensurate with R-1 universities.
- Attract, develop, retain and support faculty who are exceptionally productive and diverse and who contribute to the CULA's unique mission by:
 - Maintaining a strong studio and academic culture through the active engagement of faculty with students.
 - Increasing faculty and staff numbers, diversity and expertise.
 - Defining ways administrative staff supports faculty.
 - Increasing external funding and entrepreneurship by 15%.
 - Improving mentoring for junior faculty.
 - Increasing and supporting opportunities for faculty development, faculty travel, conference attendance, courses releases and sabbaticals.
 - Establishing visiting practitioner program, professor-of-practice, and/or named professorships.

4. Is the number of faculty adequate to achieve the program's mission and goals and individual faculty development?

The current number of faculty members is adequate. We have eight full time faculty members and we teach seven studios and seven standard courses per semester. This means that one faculty member teaches three three-credit courses, two courses and an elective of their choosing, or has a course release for research and/or development of a new course. These opportunities occur on a rotating basis. Occasionally, increasing student-teacher ratios at the BLA level require a faculty member to co-teach a studio or provide a second section of a studio. In addition, the Program uses adjuncts and PhDs to help keep the teacher-to-student ratios small. The use of adjunct and PhDs also allows faculty members to engage in professional development. As our strategic plan indicates (see previous response), additional faculty members and/or a greater budget for instructional faculty would allow the Program to offer more course, electives, and greater professional development. Finally, over time, we expect to accrue enough [Program Enrichment Fees](#) to help lower student-to-teacher ratios.

3. PROFESSIONAL CURRICULUM

STANDARD 3: The first professional-degree curriculum shall include the core knowledge skills and applications of landscape architecture.

- A. In addition to the professional curriculum, a first professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest
- B. In addition to the professional curriculum, a first professional degree at the master's level shall provide instruction in and application of research and or/scholarly methods

INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program's mission and specific learning objectives. The program's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.

IMPORTANT NOTE: The discussion of Standard 3 relates to two separate degree programs: BLA and MLA. As such, the discussion takes two forms. First, a combined discussion is used in cases where both programs address the standard in the same or very similar ways. This is done to avoid unnecessary repetition. Second, program subheadings (grey bars) are used when the programs address the standard in different ways. This allows reviewers to easily see how programs compare and contrast. We are using this format because it responds to the LAAB requirements while providing a clear and accurate reporting of our two curricula. This format also reinforces the fact that our programs are interconnected and largely administered in conjunction with a single faculty and shared strategic plan.

A. Curricular Expression of the Mission and Objectives

1. How does the curriculum address the program's mission, goals, and objectives?

The BLA and MLA curricula represent strong commitments to meeting the strategic plans adopted by Clemson University, CAAH, SoA, and, more specifically the educational goals and objectives of the Landscape Architecture Program. The next section, summarized from our strategic plan, presents CULA's primary educational goal and a selection of educational objectives most associated with our BLA and MLA curriculums.

Educational Goal 3: Academic Core

Provide robust, comprehensive, innovative, and academically challenging undergraduate and graduate level programs of study that prepare students to engage the professional practice of landscape architecture while informing and inspiring them to be active and engaged advocates, global citizens, life-long learners, and scholars of the built and natural environments.

Educational Objectives 3: Academic Core (linked to LAAB Standard 3)

Strengthen and improve our curricula by:

- Sustaining and enhancing our academic programs to produce graduates recognized at the national and international level who are prepared to meet the challenges of our time
- Maximizing the unique opportunities of studio education within a collaborative, multi-disciplinary environment like Lee Hall; including developing relationships with other units/disciplines in Lee Hall and beyond
- Enhancing opportunities for every student to engage in real world, problem-based learning experiences that develop design and leadership skills through design/build, community outreach, and creative inquiry projects as well as internships
- Supporting and participating in the Fluid Studio and our shared off-campus locations including the possibility of adding programs in East Asia, Egypt, and the Middle East
- Evaluating and revising curricula to be pedagogically strong, competitive with peer institutions, resource efficient, LAAB compliant, and supportive of faculty research where possible
- Evaluating core courses, electives, summer courses, internships and other enrichment opportunities including a renewed emphasis on plants and ecology

Six curricular themes frame our primary educational goal and the objectives listed. These themes create a framework that informs and shapes our BLA and MLA curriculums in different ways. The themes are: (1) professional readiness; (2) critical thinking and problem solving; (3) real-world, authentic projects; (4) collaborative, learning environment; (5) off-campus study; and (6) rigorous programs with options and unique features.

The next sections use tables to show how the BLA and MLA programs respond to these curricular themes.

BLA

Note: some courses in the table are listed more than once since they pertain to multiple themes

| Curricular Themes | BLA Courses |
|--|---|
| Professional Readiness | LARC 4530 Key Issues in LA LARC 4550 LA Exit Project LARC 4620 Design Implementation III LARC 4810 LA Professional Practice |
| Critical Thinking and Problem Solving | LARC 1150 Introduction to LA LARC 1160 History of LA LARC 1280 Technical Graphics LARC 1510 Basic Design I LARC 1520 Basic Design II LARC 4280 LA Computer Aided Design LARC 4530 Key Issues in LA LARC 2620 Design Implementation I LARC 3620 Design Implementation II |
| Real-World, Authentic Projects | LARC 2510 LA Design Fundamentals LARC 2550 Community Design Studio LARC 3510 Regional Design & Ecology LARC 4540 Urban Design Studio LARC 4550 LA Exit Project |
| Collaborative Learning Environment | LARC 1510 Basic Design I LARC 3190 Off-Campus Field Study LARC 3550 Off-Campus Studio LARC 4180 Off-Campus Study Seminar LARC 4540 Urban Design Studio |
| Off-Campus Study | LARC 3190 Off-Campus Field Study LARC 3550 Off-Campus Studio LARC 4180 Off-Campus Study Seminar LARC 4540 Urban Design Studio |
| Rigorous Programs with Options and Unique Features | LARC 3190 Off-Campus Field Study LARC 3550 Off-Campus Studio LARC 4180 Off-Campus Study Seminar LARC 4550 LA Exit Project |

MLA

Note: some courses in the table are listed more than once since they pertain to multiple themes

| Curricular Themes | MLA Courses |
|--|---|
| Professional Readiness | LARC 6810 LA Professional Practice LARC 8920 LA Terminal Project |
| Critical Thinking and Problem Solving | LARC 1520 Basic Design II LARC 8010 LA Orientation I LARC 6530 Key Issues in LA LARC 8020 LA Orientation II LARC 6280 LA Computer-Aided Design LARC 8300 Graduate Seminar I LARC 8610 Design Implementation I LARC 8210 Research Methods LARC 8620 Design Implementation II LARC 8400 Planting Design LARC 8500 Graduate Colloquium |
| Real-World, Authentic Projects | LARC 8230 Adv. Community Design LARC 8400 Planting Design LARC 8520 Adv. Urban Design LARC 8430 Interdis. Design & Research LARC 8920 LA Terminal Project |
| Collaborative, Learning Environment | LARC 3190 Off-Campus Field Study LARC 3550 Off-Campus Studio LARC 4180 Off-Campus Study Seminar LARC 8430 Interdis. Design & Research LARC 8500 Graduate Colloquium LARC 8520 Adv. Urban Design |
| Off-Campus Study | LARC 3190 Off-Campus Field Study LARC 3550 Off-Campus Studio LARC 4180 Off-Campus Study Seminar |
| Rigorous Programs with Options and Unique Features | LARC 3190 Off-Campus Field Study LARC 3550 Off-Campus Studio LARC 4180 Off-Campus Study Seminar LARC 8430 Interdis. Design & Research LARC 8920 LA Terminal Project |

2. How does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

The Program identifies the knowledge skills, abilities, and values students should possess at graduation through a combination of: (1) faculty experience; (2) LAAB standards, (3) feedback from professionals (e.g., alumni, jury reviewers, Advisory Board, annual meetings, various professional organizations); and the (4) Landscape Architecture Body of Knowledge (LABOK) study. In different ways, these four sources of information help us monitor and adjust our BLA and MLA curriculums and course learning objectives. Assessment of student learning outcomes pertaining to knowledge skills, abilities, and values are discussed in SER Standard 4.

B. Program Curriculum

1. How is the program curriculum guided by coverage of:

- History, theory, philosophy, principles and values
- Design processes and methodology
- Systems and processes
- Communication and documentation
- Implementation
- Computer applications and advanced technologies
- Assessment and evaluation
- Professional practice
- Research and/or scholarly methods (for masters' level degree programs)

The next sections describe how the BLA and MLA curriculums address LAAB's nine subject areas.

BLA

See next page for BLA curriculum matrix. The matrix uses the following codes for each course:

- "I" = introduces content
- "D" = develops content
- "C" = demonstrates competency for content

Following the matrix is a brief description of each required BLA course and studio. Please see the course syllabi included in the student work folders for additional information including specific course learning outcomes.

| YEAR | | Studio or Lecture/Lab | History, Theory, Philosophy, Principles, and Values | Design Processes and Methodology | Systems And Processes—Natural and Cultural | Communication and Documentation | Implementation | Computer applications And Advanced Technologies | Assessment and Evaluation | Professional Practice | General Ed; Required; or Elective (for BLA) |
|------|--|-----------------------|---|----------------------------------|--|---------------------------------|----------------|---|---------------------------|-----------------------|---|
| 1 | LARC 1150 Introduction to LA | L | I | I | I | I | | | | I | |
| | LARC 1160 History of LA | L | D | | | D | | | | | |
| | LARC 1280 Technical Graphics | S | | I | | I | | | | | |
| | LARC 1510 Basic Design I | S | I | I | I | I | | | | | |
| | LARC 1520 Basic Design II | S | I | D | I | D | | I | | | |
| | LARC 4280 LA Computer Aided Design | L | | | | D | | D | | | |
| | ART 2100 Intro to Art and Architecture | L | I | | | | | | | | GE |
| | ENGL 1030 Accelerated Composition | L | | | | | | | | | GE |
| | MATH 1020 Mathematical Analysis | L | | | | | I | | | | GE |
| 2 | LARC 2510 LA Design Fundamentals | S | D | D | D | D | | D | I | | |
| | LARC 2550 Community Design Studio | S | D | D | D | D | I | D | I | | |
| | LARC 2620 Design Implementation I | L | | D | D | D | D | D | D | I | |
| | BIOL 1030/1050 General Biology | L | | | I | | | | | | GE |
| | HORT 3030 Landscape Plants | L | | | I | | D | | | | REQ |
| | COMM 2500 Public Speaking | L | | | | D | | | | | GE |
| | HORT 4270 Urban Tree Care | L | | | D | | D | | | | REQ |
| 3 | LARC 3190 Off-Campus Field Study | L | D | D | D | D | | | D | | |
| | LARC 3510 Regional Design & Ecology | S | D | C | D | C | I | C | D | | |
| | LARC 3550 Off-Campus Studio | S | D | C | D | C | I | C | D | | |
| | LARC 3620 Design Implementation II | L | | D | D | D | D | D | D | I | |
| | LARC 4180 Off-Campus Study Seminar | L | D | | | D | | | | | |
| | Mathematics or Natural Science | L | | | | | | | | | GE |
| | Social Science | L | | | | | | | | | GE |
| | Electives (2) | - | | | | | | | | | ELEC |
| 4 | LARC 4530 Key Issues in LA | L | C | | D | C | | | C | D | |
| | LARC 4540 Urban Design Studio | S | D | C | D | C | I | C | D | | |
| | LARC 4550 LA Exit Project | S | C | C | C | C | C | C | C | C | |
| | LARC 4620 Design Implementation III | L | | D | D | C | C | C | C | C | |
| | LARC 4810 LA Professional Practice | L | D | | D | D | | | | C | |
| | Arts and Humanities Literature | L | | | | | | | | | GE |
| | Cross-Cultural Awareness | L | | | | | | | | | GE |
| | Electives (2) | - | | | | | | | | | ELEC |

BLA - Required Courses and Studios

LARC 1150 Introduction to Landscape Architecture 3(3)

Introduction to the foundations and contemporary sources of landscape architecture. The course surveys the relationship between landscape architecture and sustainability, medicine, engineering, art, the natural sciences, planning and development, psychology, recreation and tourism, architecture, preservation and technology.

LARC 1160 History of Landscape Architecture 3 (3)

History of design on the land from prehistory to the present. Overview of the interface of aesthetics, science, technology, and natural features that influence cultures in shaping places.

LARC 1280 Technical Graphics 3 (2) with LARC 1281 Laboratory 0 (2)

Introduction to rendering techniques, plan graphics, 3-D projection drawings, drafting skills, perspective drawing, and overview of computer graphics.

LARC 1510 Basic Design I 3(6)

Studio introduction to design fundamentals through 2-D and 3-D application of basic systems and development of attitudes essential to the creative design process.

LARC 1520 Basic Design II 6(12)

Further investigations into design fundamentals through 2-D and 3-D application of basic systems and development of attitudes essential to the creative design process.

LARC 2510 Landscape Architecture Design Fundamentals 6(1) with LARC 2511 Studio 0(10)

Compositional skills introduced in LARC 1510 and 1520 are applied to design in the landscape. Through research, design assignments and discussions, students derive and apply design principles to place, study the processes of design and develop an understanding of how design principles, plant materials and structures are used in the landscape.

LARC 2550 Community Design Studio 6 (1) with LARC 2551 Studio 0(10)

Studio focused on the study and design of communities and public spaces. Students explore multicultural, historical, and ecological layers of community, as well as the role of landscape management and the creative design process to add new dimensions of meaning to these places.

LARC 2620 Design Implementation I 3(1) with LARC 2621 Laboratory 0(3)

Basics of landscape architecture construction methods and construction documents including site information gathering and analysis, basic site grading and drainage, cut and fill, principles of storm water management and sustainable land management related to implementation. Includes explorations in hand and computer graphic techniques used in construction drawings.

LARC 3190 Off-Campus Field Study 3(3)

Intensive study of place in an off-campus setting as context for design. Numerous class trips to significant sites in the area of the off-campus programs. Bus trips to distant sites are also planned.

LARC 3510 Regional Design and Ecology 6(1) with LARC 3511 Studio 0(10)

Study and analysis of natural and cultural landscapes at the regional scale. Introduction of landscape ecology as an informant to design. Basic overview of geographic information systems. Regional and ecological issues are applied in a final site design. Also includes relevant readings, discussion and writing.

LARC 3550 Off-Campus Studio 6(1) with LARC 3551 Studio 0(10)

Off-campus landscape architecture studio in Charleston, Genoa, or Barcelona.

LARC 3620 Design Implementation II 3(1) with LARC 3621 Laboratory 0(2)

Advanced landscape architecture construction methods and construction documents, including site information gathering, analysis, site grading and drainage, cut and fill, principles of stormwater management, sustainable land management related to implementation, materials research and use, sustainable planting strategies, site demolition and construction management. Includes exploration in appropriate graphic communication techniques.

LARC 4180 Off-Campus Study Seminar 1(1)

Students will study various cultural and environmental factors to inform and enhance their off-campus experiences in Barcelona, Genoa, or Charleston.

LARC 4280 Landscape Architecture Computer Aided Design 3(2) with LARC 4281 Laboratory 0(2)

Introduces students to the use of computer technology in the landscape architectural design process. Covers the basics of computer applications used in the industry for conceptualizing, drafting, modeling, and graphic communications.

LARC 4530 / 6530 Key Issues in Landscape Architecture 3(3)

Overview of research in landscape architecture and study of relevant research methods. Students write proposals for their own projects positioned within the larger context of research in the profession.

LARC 4540 Urban Design Studio 6(1) with LARC 4541 Studio 0(10)

Landscape architectural design in the urban context. Students study urban issues and offer design solutions for urban areas. The course will include a reading and theory component, as well as an opportunity to collaborate with architecture students.

LARC 4550 Landscape Architecture Exit Project 6(12)

Students select and produce professional level work. This capstone project may be a design-build project or a substantive research project. Exit studio synthesizes and builds on skills developed throughout the landscape architecture program.

LARC 4620 Design Implementation III 3(2) with LARC 4621 Laboratory 0(2)

Advanced overview of construction materials and methods used in project implementation. Study characteristics, strengths, nominal sizes and uses of materials (asphalt, brick, concrete, stone, wood). Field trips, exercises, and preparation of construction documents develop an understanding of how design ideas are realized in built form.

LARC 4810 Landscape Architecture Professional Practice 3(3)

Lectures pertaining to the general considerations of landscape architecture office procedures. Topics include the professional relationship between the landscape architect and client, including ethical, legal and business issues, as well as portfolio development.

BLA - Courses and studios that are offered as electives.

Please note that some courses are offered regularly like the internship courses and some are offered irregularly or when faculty/students are interested and available.

LARC 1990 Creative Inquiry Landscape Architecture I 3(3)

In consultation with and under the direction of a faculty member, students pursue scholarly activities individually or in teams. These creative inquiry projects may be interdisciplinary. Arrangements with mentors must be established prior to registration.

LARC 2930 Field Studies Internship 1-3 (1-3)

Skill-based practical work experience to give beginning students on-the-job learning opportunities. Requires a minimum of five weeks of uninterrupted, supervised, practical experience with a preapproved commercial firm or public agency dealing with landscape architectural site issues. May be repeated for a maximum of six credits. To be taken Pass/No Pass only.

LARC 3210 Landscape Architectural Seminar 3(3)

Lectures and seminars dealing with pertinent topics related to environmental, technological and theoretical issues in landscape architecture, land planning, and urban design. May be repeated for a maximum of six credits

LARC 4050 / 6050 Urban Genesis and Form 3(3)

Exploration of urban forms and developments within their historic context through off-campus, on-site lectures and exposure to historic cities and sites. Students visit historic and contemporary cities and analyze those places through readings and direct observations. Offered in the summer only.

LARC 4230 / 6230 Environmental Issues in Landscape Architecture 3(3)

Overview of environmental and ecological issues and the relationship to landscape architecture practice and design.

LARC 4330 / 6330 Historic Preservation in Landscape Architecture 3(3)

Study of historic landscape preservation in a number of contexts including gardens, vernacular landscapes, parks, cemeteries, and battlefields.

LARC 4380 Advanced Computer Aided Design 3(2) with LARC 4381 Laboratory 0(2)

Advanced study in computer-aided design for students wishing to develop their skills beyond LARC 4280. Students will develop advanced skills in illustrative drawings, construction drawings, desktop publishing and other computer based applications.

LARC 4430 / 6430 Community Issues in Landscape Architecture 3(3)

In-depth study of issues relevant to community design. Overview of physical design and related social issues.

LARC 4710 Chinese and Japanese Garden Traditions 3(3)

This course examines Chinese and Japanese classical garden traditions within the context of the classical arts. Emphasis is placed on understanding garden design principles that deal with scenery manipulation and visualization, as well as in-depth study of the Chinese classical design language, grammar and vocabulary.

LARC 4720 South Carolina's Landscapes: Then and Now 3(3)

This course investigates South Carolina's designed and cultural landscapes. It addresses the human impacts and settlement patterns, the state's natural and physical environments, and focuses on South Carolina's landscape legacy of the built environment.

LARC 4900 Directed Studies and Projects in Landscape Architecture 1-5 (1-5)

Comprehensive studies and/or research of special topics not covered in other landscape architecture courses. May be repeated for a maximum of ten credits.

LARC 4930 Professional Office Internship 1-3 (1-3)

Office experience for advanced students. On-the-job learning requires a minimum of five uninterrupted sequential weeks of employment under the direct supervision of a preapproved registered landscape architect, architect, urban planner, or civil engineer. May be repeated for a maximum of six credits. To be taken Pass/Fail.

MLA

See below for MLA curriculum matrix. The matrix uses the following codes for each course:

- “I” = introduces
- “D” = develops
- “C” = demonstrates competency

Following the matrix is a brief description of each required MLA course and studio.

| YEAR | | Studio or Lecture/Lab | History, Theory, Philosophy, Principles, and Values | Design Processes and Methodology | Systems And Processes—Natural and Cultural | Communication and Documentation | Implementation | Computer applications And Advanced Technologies | Assessment and Evaluation | Professional Practice | Research and Scholarly Methods (For MLA) | Required Courses and Electives |
|------|---------------------------------------|-----------------------|---|----------------------------------|--|---------------------------------|----------------|---|---------------------------|-----------------------|--|--------------------------------|
| 1 | LARC 1520 Basic Design II | S | I | I | I | I | | | | | | |
| | LARC 8010 LA Orientation I | S | I | I | I | I | | | | | | |
| | LARC 6530 Key Issues in LA | L | I | I | I | I | | | | I | I | |
| | HORT 3030 Landscape Plants | L | | | I | | I | | | | | REQ |
| | LARC 8020 LA Orientation II | S | I | I | I | I | | I | | | | |
| | LARC 6280 LA Computer-Aided Design | L | | | | I | | I | | | | |
| | LARC 8300 Graduate Seminar I | L | D | I | I | D | | | I | I | | |
| | Electives (2) | - | | | | | | | | | | |
| 2 | LARC 8230 Adv. Community Design | S | D | D | D | D | | D | I | | | |
| | LARC 8610 Design Implementation I | L | | D | D | D | D | D | D | I | | |
| | LARC 8210 Research Methods | L | D | I | | D | | | | | D | |
| | LARC 8520 Adv. Urban Design | S | D | D | D | D | | D | I | | | |
| | LARC 8620 Design Implementation II | L | | D | D | D | D | D | D | I | | |
| | LARC 6810 LA Professional Practice | L | D | | D | D | | | | C | | |
| | LARC 8400 Planting Design | L | | D | D | D | C | | | | | |
| | Electives (1) | - | | | | | | | | | | |
| 3 | LARC 8430 Interdis. Design & Research | S | D | C | C | C | D | C | D | | | |
| | LARC 8500 Graduate Colloquium | L | C | | | C | | | | | C | |
| | LARC 8920 LA Terminal Project | S | C | C | C | C | C | C | C | C | C | |
| | Electives (2) | - | | | | | | | | | | ELEC |

MLA – Required Courses and Studios

LARC 1520 Basic Design II 6(12)

Further investigations into design fundamentals through 2-D and 3-D application of basic systems and development of attitudes essential to the creative design process.

LARC 6280 Landscape Architecture Computer-Aided Design 3(2) with LARC 6281 Laboratory 0(2)

Introduces students to the use of computer technology in the landscape architectural design process. Covers the basics of computer applications used in the industry for conceptualizing, drafting, modeling, and graphic communications.

LARC 6530 Key Issues in Landscape Architecture 3(3)

Overview of research in landscape architecture and study of relevant research methods. Students write a proposal for their own project positioned within the larger context of research in the profession.

LARC 6810 Landscape Architecture Professional Practice 3(3)

Lectures pertaining to the general considerations of landscape architecture office positions. Topics include the professional relationship between the landscape architect and client, including ethical, legal and business issues, as well as portfolio development.

LARC 8010 Landscape Architecture Orientation I 6(3) with LARC 8011 Laboratory 0(9)

Focused study of design, design theory and design communication. Assigned readings, lectures and discussions link those topics to graduate-level explorations of design intervention in the cultural and natural landscape.

LARC 8020 Landscape Architecture Orientation II 6(3) with LARC 8021 Laboratory 0(9)

Second semester course of focused study in design, design theory and design communication. Assigned readings, lectures and discussions link those explorations to graduate-level study in nature, culture and design.

LARC 8210 Research Methods 3(3)

Foundations and procedures of landscape architectural research design and methods. Explores alternate research methodologies and the theory of knowledge regarding foundations, scope and validity.

LARC 8230 Advanced Community Design Studio 6(3) with LARC 8231 Laboratory 0(9)

Studio focused on the study of communities. Students engage in a series of design explorations culminating in a mixed-use parcel on a large tract. Includes intensive study of growth and change in the contemporary landscape. New development in southeastern U. S. will serve as a laboratory.

LARC 8300 Graduate Seminar I 3(3)

Seminar including reading, writing, and discussion on environmental and social / cultural issues in landscape architecture. Course is grounded in an exploration of the history of landscape architectural theory.

LARC 8400 Planting Design 3(3)

This course focuses on the ecological, conceptual and aesthetic potentials of planting design as an expressive and living medium. Through case studies, readings and discussion this course will address contemporary and historic issues relative to environment, context and culture.

LARC 8430 Interdisciplinary Design and Research 6(3) with LARC 8431 Laboratory 0(9)

Students participate in an interdisciplinary project linked to one of the focus areas in the program: health and design, restoration (environmental or cultural /historical), and growth and change. Each student identifies a personal research project related to the larger team project.

LARC 8500 Graduate Colloquium 3(3)

Series of lectures and presentations by graduating students, faculty members and guest designers and scholars. Students offer reviews and critiques of the various presentations.

LARC 8520 Advanced Urban Design 6(1) with LARC 8521 Laboratory 0(10)

Advanced landscape architectural design in the urban context. Students study urban issues and offer design and sustainable management solutions for urban areas. Includes readings and theory component as well as an opportunity to collaborate with architecture students.

LARC 8610 Design Implementation I 3(1) with LARC 8611 Laboratory 0(3)

Basics of landscape architecture construction methods and construction documents including site information gathering and analysis, basic site grading and drainage, cut and fill, principles of storm water management and sustainable land management related to implementation. Includes explorations in hand and computer graphic techniques used in construction drawings.

LARC 8620 Design Implementation II 3(1) with LARC 8621 Laboratory 0(2)

Advanced landscape architecture construction methods and construction documents, including site information gathering, analysis, site grading and drainage, cut and fill, principles of stormwater management, sustainable land management related to implementation, materials research and use, sustainable planting strategies, site demolition and construction management. Includes exploration in appropriate graphic communication techniques.

LARC 8920 Landscape Architecture Terminal Project 6(12)

Students complete a complex and sophisticated independent project in landscape architectural research and/or advanced design.

MLA – Courses and studios that are offered as electives.

Please note that some courses are offered regularly and some are offered irregularly or when faculty/students are interested and available.

LARC 6050 Urban Genesis and Form 3(3)

Exploration of urban forms and developments within their historic context through off-campus, on-site lectures and exposure to historic cities and sites. Students visit historic and contemporary cities and analyze those places through readings and direct observations

LARC 6230 Environmental Issues in Landscape Architecture 3(3)

Overview of environmental and ecological issues and their relationship to landscape architecture practice and design.

LARC 6330 Historic Preservation in Landscape Architecture 3(3)

Study of historic landscape preservation in a number of contexts, including gardens, vernacular landscapes, parks, cemeteries and battlefields.

LARC 6430 Community Issues in Landscape Architecture 3(3)

In-depth study of issues relevant to community design. Overview of physical design and related issues.

LARC 8130 Advanced Regional Design 6(3) with LARC 8131 Laboratory 0(9)

Advanced study and analysis of natural and cultural landscapes at the regional scale with an emphasis on South Carolina. Includes an exploration of landscape ecology as an informant to design and application geographic information systems. Each student also engages in independent research.

LARC 8400 Graduate Seminar II 3(3)

Graduate seminar in one of the areas of program focus: growth and change, health and design, or restoration.

LARC 8530 Advanced Interdisciplinary Design and Research 6(3) with LARC 8531 Laboratory 0(9)

Continuation of LARC 8430 with an advanced interdisciplinary project linked to one of the focus areas in the program: health and design, restoration (environmental or cultural /historical), and growth and change. Each student identifies a personal research project related to the larger team project.

LARC 8900 Directed Studies 1-6(1-6)

Special topics and independent research in landscape architecture with faculty guidance. May be repeated for a maximum of six credits.

2. How does the curriculum address the designated subject matter in a sequence that supports its goals and objectives? If the unit offers two degrees or two tracks within its MLA offering (such as a first-professional MLA and a post-professional MLA; referred to by some institutions as MLA-I and an MLA-II), it should identify how they differ and how decisions are made relative to the curricular program of individual students within each track.

Each course in the BLA and MLA curriculums present content relevant to their respective course descriptions as well as the programs themselves. The learning expectations for each course, expressed as learning outcomes in each syllabus, range from introductory to developmental to mastery (see previous SER Standard 3 B.1.). Use of these three categories ensures that our curricula cover each LAAB subject area in an interconnected and incremental way. Moreover, the courses are also categorized by broad curricular themes taken from our Program goals and objectives. These themes, presented in SER Standard 3 A.1., help frame the content and subject matter including where and when it is offered in the curricula. Overall, our curriculum sequence supports individual learner development from: (1) novice to expert; (2) foundational to advanced; (3) introductory to proficiency and (4) by the six curricular themes related to our Program's goals and objectives.

The BLA and MLA programs both organize courses and subject matter as described above. However, there is a noteworthy difference in how we administer the MLA first and second professional degree programs curriculums. This differentiation is described in the following section.

MLA

Students in the MLA second professional degree track are afforded a differentiated course of study. This option is available because second professional degree students already possess a requisite professional degree in landscape architecture. The second professional degree program of study begins, by default, at the beginning of the second year of study in the MLA first professional degree curriculum. The curriculum then parallels the first professional track unless the student, in consultation with the Program Director and his or her major advisor, makes individualized changes.

Most second professional degree students in our MLA program are from landscape architecture programs outside of the United States. These students often prefer the experience of progressing through the program with the larger cohort of first professional degree students rather than requesting individualized curriculum changes. Moreover, our faculty has often found some deficiencies in the prior coursework of second professional degree students from outside the U.S. that necessitates remediation through the first professional curriculum. As a result, we actually have very little differentiation in our first and second professional degree programs in the final two years of study.

Lastly, due to our faculty size, we cannot assign instructors to courses for only one or two students – something that some second professional students request. In cases such as these, we find that the best option for second professional degree students is to follow the first professional degree curriculum beginning at year two while requesting differentiated instruction within the MLA studios and courses. For example, when MLA first and second professional degree students are in the same studio, the second professional student may ask the instructor for a special role within the project, extra assignments, and greater expectations in order to individualize his or her learning.

3. How do student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?

Our BLA and MLA student work demonstrates a range of content relevant to landscape architecture. We demonstrate this in our required student work documents, especially student work from our BLA Exit Studio and MLA Thesis Project Studio. Other metrics that establish the efficacy of our BLA and MLA curriculums in terms of content and readiness include: (1) learning outcomes for each course; (2) curriculum sequencing; (3) feedback from professionals including our alumni and practitioners; (4) employment after graduation; and (5) student design awards and external recognition. Please refer to other relevant sections of the SER for more information about how we assess student work and accomplishments.

4. How does the curriculum and other program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?

The BLA and MLA curriculums both afford students opportunities to pursue their personal interests and enhance their professional readiness. The next sections describe how each program's curriculum provides time and opportunity for personal development.

BLA

There are three primary ways for BLA students to pursue their academic interests through the curriculum. The first is through the selection of general education courses. Each BLA student is required to complete 33 hours of general education. In most cases, the selection of general education courses reflects each student's preferences. However, for many students the selection of general education courses coincides with the pursuit a minor. The academic minor provides a second way for students to pursue their interests. For our students, the most popular minors are horticulture, art, sustainability, and business. Once a student declares a minor, they begin selecting general education courses and using their allotted electives to take the required courses. The use of electives is a third way students can customize the curriculum. Currently, the BLA curriculum includes twelve hours of electives (most minors require 12-15 hours). The student may enroll in any course they want to as an elective provided they have the prerequisites. Many students use electives to complete a minor but some students select a mixture of courses based upon their personal goals. For example, some students participate in our Creative Inquiry (CI) courses that allow undergraduate students to work with professors on special research projects.

It is important to note that the majority of BLA students enter into the program with numerous credit hours already completed. This is because our students tend to be change of majors, transfers, or otherwise high achieving high school students. These students have often accrued up to 30 credit hours prior to entering into the program. This means that the student has great flexibility in terms of course selection and electives. In many cases, these students are able to pursue multiple minors, works towards a second degree, replace higher course loads with work/internship, participate in extracurricular activities, and generally use the time to pursue individual interests. Students are apprised of these many opportunities by the Student Services Coordinator and BLA program Director during advising.

Within the 124 hour BLA curriculum there are other opportunities for students to pursue their interests. At the top of this list are engaging in the collaborative, interdisciplinary studio environment of Lee Hall. One way students do this is through the fluid studio program that includes one required semester of off-campus learning. The fluid studio includes Charleston S.C., Barcelona, Genoa, and, of course, Clemson. At each location, Clemson SoA students can complete their degree requirements while becoming acquainted with the distinct cultures of four remarkable cities. The off-campus centers comprise Clemson's extended urban campus. For more information about our fluid studios please refer to the [SoA Campus homepage](#).

Finally, many BLA students are members of CU-ASLA as well as many other campus organizations whereby they participate and often lead others in various activities. Additionally, each summer many BLA students complete internships that inform and extend what they're learning on-campus. See SER Standards 4 and 6 for more information about these types of student opportunities and engagement.

MLA

The Clemson University Graduate School requires just 30 credits of graduate study to receive a Master's Degree. The College of CAAH and the SoA have no other substantive institutional requirements effecting a student's pursuit of academic interests in preparation for entry into the profession. Thus, the MLA program's 80+ hours of graduate-level professional coursework exceeds most institutional expectations at Clemson while balancing LAAB requirements with CULA strategic goals and objectives (see SER Standard 3 B.1.). Our faculty periodically review this balance of institutional requirements and curricular content along with the pace and sequence of coursework to meet the ever changing needs of a landscape architecture professional education.

In addition to the 80+ hours of coursework, the MLA program helps students develop their interests and professional readiness through a combination of:

- individually selected thesis project and associated electives
- the Lee 3 collaborative, interdisciplinary studio environment including fluid studios
- off-campus learning experiences
- work experiences through assistantships, a.LINE.ments, and internships (See SER Standards 4 and 6)
- CU-ASLA student chapter and other University-wide extracurricular opportunities

Altogether, these five items coupled with our professional coursework enhance each graduate student's experience by affording him or her choices in the program of study while effectively preparing each individual for entry into the profession.

C. Syllabi

1. How do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?

Each CULA syllabus includes descriptions of the course and its content, educational objectives (typically written as outcomes), and the evaluation methods. These are requirements of all Clemson University syllabi. In fact, each year, the Dean of Undergraduate Studies and the Dean of the Graduate School outline the specific items each syllabus must address. These requirements include the following:

Syllabus:

A syllabus is **mandatory** in every undergraduate and graduate class and should include the following information.

A. Required Information

1. Class section number.
2. Class meeting time(s).
3. Name, office number, email address, university phone number, and office hours for all people responsible for teaching the class ~ instructor(s) and teaching assistants.
4. A policy statement in line with the faculty manual on how long students are expected to wait for the instructor if the instructor is late for class.
5. Instructors' attendance policy, including how to handle assignments and tests due to inclement weather, power outages, etc. The Scholastic Policies Committee suggests: "Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Blackboard within 24 hours of the weather related cancellation."
6. An accessibility statement must be included. Below is a sample statement for your use: "Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>."

7. The Clemson University Title IX (Sexual Harassment) statement must be included: “Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).”
8. Any human subjects or animal research should comply with campus IRB regulations, see: <http://www.clemson.edu/research/compliance/irb/>

B. Required Materials

1. The titles of all textbooks (required or optional) should be posted to the campus bookstore website, <http://www.clemson.edu/campus-life/campus-services/book-store/services.html> . If no text is assigned, indicate that on the form. (Students are not required to purchase textbooks from the campus bookstore.)
2. A topical outline

C. Course Content Coverage

1. Clearly state the goals and student learning objectives for the course.
2. Grading Scale: Please include the weight that will be given to each exam (including the final exam), papers, reports, discussion and participation.
3. For undergraduate courses that also offer 6000-level graduate credit, please clearly indicate the additional requirements as mandated by University policy
4. For General Education courses, please indicate the specific General Education competencies (page 36, *2016-2017 Undergraduate Announcements*).

D. Syllabus Repository

Each course syllabus must be uploaded to the University Syllabus Repository <http://www.clemson.edu/syllabus/> by the last day to add a class each semester in which the class is taught.

E. The responsibility of monitoring adherence to the stated syllabus requirements rests on the student, the instructor, and the department.

In 2017-18, every CULA faculty member reviewed his or her syllabi to clarify and update the learning outcomes and assessment guidelines for each course. The purpose of this exercise was to ensure that: (1) all syllabi communicate accurate, consistent information to students; (2) coincide with Program expectations in terms of Mission, Goals, and Objectives; and (3) course learning and performance outcomes are written in a results-oriented manner. As a part of this exercise, each faculty member was asked to rewrite their course’s learning outcomes using Bloom’s Taxonomy as a framework. This means that for each course, learning outcomes are associated with one of six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluation. The six levels of learning outcomes include knowledge, comprehension, application, analysis, synthesis, and evaluation. While these descriptors do not appear in a syllabus, they are underlying each instructor’s thinking about the structure, pace, and scope of his or her

course and the expected results. As such, the benefits of this type of course level thinking also support a well-conceived and interwoven curriculum as well.

The response to question 2 below, illustrates how the updated learning outcomes are used as the first step in evaluating student progress and accomplishment. We use three evaluative measures, included in course syllabi, to help determine whether each student has met the learning outcomes for the course or not and to what degree of achievement. Each instructor, with feedback from students and guest reviewers, evaluates student learning and performance outcomes using these measures. Our assessment processes are described in SER Standard 4 A.

2. How do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

Each CULA course syllabus lists multiple measures of assessing learning outcomes. Syllabi for both the BLA and MLA programs use the same measures for assessing and evaluating student learning and performance. However, faculty members often adjust these criteria based upon the nature of their courses and the inherent differences between graduate and undergraduate education.

In each syllabus, there are four primary methods of determining whether a student has successfully completed a course or not. These methods are in the sections that follow. They include: (1) student learning outcomes, (2) general learning and performance expectations, (3) performance-based assessment criteria and (4) a list of evaluation requirements and grade points/percentages. Each faculty member includes in his or her syllabi these four methods in addition to others they may personally use, to determine student learning and performance outcomes.

(1) Course Learning Outcomes

NOTE: Below is an example of course learning outcomes excerpted from the BLA Exit Studio Syllabus. Each instructor must adjust their course learning outcomes as needed.

Learning Outcomes

- To demonstrate a complete understanding of the process of designing including its relationship and adaptation to the student's particular project
- To develop a project program that identifies a relevant design problem and details a reasonable process leading to design resolution
- To ground the project in current research, theory, and one or more key issues associated with architecture
- To consider historical and cultural elements of the project including relationships to contemporary practice
- To respond to environmental and natural forces that act upon and influence the physical form and spatial characteristics associated with the project site
- To develop a conceptual framework for resolving the design problem that references exemplary and important landscape works as appropriate
- To explore and express design alternatives in ways that help to resolve the design problem while fitting within the conceptual framework
- To effectively represent and communicate a design solution through professionally appropriate methods and means

(2) General Learning and Performance Expectations

General expectations for each student include:

- Attending all scheduled classes, activities, and field trips
- Acquiring the knowledge, skills, and tools required to meet course learning outcomes
- Completing course readings and actively participate in associated discussions
- Finishing assignments on time and with a high degree of thought, clarity, and effort
- Managing your thinking, behavior, and environment to optimize your learning and performance
- Engaging others in a thoughtful and productive process of designing and learning

General learning and performance criteria for assessment of activities, exercises, and projects include:

- Understanding: the ability to perceive and explain the meaning or the nature of a problem
- Process: diligent, creative, and effective in performing project-related tasks
- Craftsmanship: care, interest, and skill in learning various mediums/tools and their effective application to design problems
- Attitude: overall willingness to perform the required tasks necessary to resolve a design problem and the respect for others in their efforts to do the same

(3) Performance-based Assessment Criteria

The following standards allow instructors to assess student performance. The performance-based standards complement the general assessment criteria (see above) and project rubrics (provided for each project) to help determine grades.

- **A = Excellent or Superior**
“A” work must be of the highest quality. The work must be completed on time, accurately, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication. The student’s effort, improvement, and contributions are also outstanding. The student’s performance and learning is outstanding. “A” work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.
- **B = Very Good or Above Average**
“B” work is of above average quality. The work must be completed on time and is mostly accurate and correct. The work suggests good conceptual content, execution, and communication; however, it is not holistically and clearly excellent. The student’s effort, improvement, and contributions are also above average. The student’s performance and learning is good. “B” work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.
- **C = Satisfactory/Fair or Average**
“C” work is of average to fair quality. The work may be completed on time but may also have some incompletions, inaccuracies, and incorrect responses. The work suggests minimal or satisfactory conceptual content, execution, and communication; however, it is not holistically and clearly above average. Typically, the student’s effort, improvement, and contributions are also minimal. The student’s performance and learning is satisfactory. “C” work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.
- **D = 600-699 – Poor**
- **F = 599 or less – Failure**

(4) Evaluation Requirements and Grade Points

NOTE: Below is an example of requirements and grade points excerpted from the BLA Exit Studio Syllabus. Each instructor must adjust the course requirements and grade points as needed.

Grades are determined based upon student knowledge and performance in the course. General learning and performance expectations along with a performance-based assessment system combine to help determine grades. Additionally, a grading rubric for each project and assignment assists in determining grades.

Course Requirements and Grade Points

| | | |
|--|------------|-------------------|
| Participation esp.in small groups, crits | 20% | 200 points |
| Project Analysis & Planning | 20% | 200 points |
| Project Concept & Synthesis | 20% | 200 points |
| Project Representation & Resolution | 20% | 200 points |
| <u>Project Documentation</u> | <u>20%</u> | <u>200 points</u> |
| | 100% | 1000 points |

Clemson Grading System

Clemson University's grading system is described in the *most recent Undergraduate Announcements*.

Grades of A, B, C, D, F, I, P, NP and W may be given in accordance with academic regulations. For more information on this grading system, please see the Registrar's web site at

<http://www.registrar.clemson.edu/html/finalGrades.htm>.

The assessment and evaluative information listed above are expected to be in BLA and MLA course syllabi. Each faculty member adjusts these criteria in his or her syllabus depending on the nature of the course and its associated learning objectives. More specifically, the learning outcomes and grade points for any given course are modified due to each course's unique set of projects, exercises, and assignments.

D. Curriculum Evaluation

1. How does the program evaluate how effectively the curriculum is helping students achieve the program's learning objectives in a timely way at the course and curriculum levels?

First, each faculty member determines the evaluation of student achievement in his or her respective courses. As noted, this evaluation occurs in union with feedback from students and guest reviewers. Next, faculty members discuss individual student progress (as appropriate) at the end of faculty meetings and their courses at the end of each semester during a retreat. The combination of these types of discussions frame the evaluation of our courses and curriculums. In 2017-18, we also used SWOT analyses of the BLA and MLA programs as a technique for digging deeper into the efficacy of our courses and curriculum. The SWOT analyses provided focal points for our evaluations and helped remind us of the relationships between student learning outcomes, courses, and the broader curriculum. As a result of the SWOT analyses, as well as the regular discussions during faculty meetings, the Program Directors and curriculum committee were charged with collecting further information about the efficacy of our courses and programs. The overall goal of this process is to use our various discussions coupled with the work of Program Directors and the curriculum committee as a basis for evaluating our courses and curriculum with the intention of making informed changes as needed.

The BLA and MLA programs use an online interface called WEAVE in addition to the faculty discussions and activities already mentioned. The use of WEAVE is an intuitional requirement that helps with our University's SACS accreditation. As such, it provides annual but less timely feedback on the efficacy of our programs. Also, WEAVE is a program-level assessment that only tangentially covers specific courses and curriculums. Nevertheless, we do use student performance in the BLA Exit Studio and MLA Thesis Project Studio as evidence of our students' achievement in the program. When students do not perform at expected levels in these two studios, we are obligated to find out why. Ideally, our responses to WEAVE outcomes converge with what we discuss in faculty meetings to create a complete understanding of what does and does not work in our courses and curriculums. As a result, we are able to make thoughtful and informed changes to our courses and curriculums. Please refer to Standard 4 A.2. for more information about WEAVE including examples of the rubrics used to measure student performance in the BLA and MLA final studios.

2. How does the program demonstrate and document ways of:

- a. assessing students' achievements of course and program objectives in the length of time to graduation stated by the program?**
- b. reviewing and improving the effectiveness of instructional methods in curriculum delivery?**
- c. maintaining currency with evolving technologies, methodologies, theories and values of the profession?**

- a. assessing students' achievements of course and program objectives in the length of time to graduation stated by the program?**

The BLA and MLA programs demonstrate and document student achievement related to course and program objectives through (1) individual faculty member's course assessment tools, (2) coursework, (3) critiques, (4) end of semester reviews, (5) student awards and award submissions, and (6) guest reviewer's assessments of student achievement. Many times the outcomes of these methods are recorded as project drawings, presentations, papers, rubrics, submissions, and other typical artifacts. As noted previously, faculty members often discuss these artifact and student achievement during faculty meetings, retreats, curriculum committee meeting, program Director meetings, and other interactions.

- b. reviewing and improving the effectiveness of instructional methods in curriculum delivery?**

We use many of the same instructional methods as other landscape architecture programs including our faculty colleagues in architecture. For example, we use problem-based and experiential learning in our studios. We also utilize traditional pedagogic techniques like desk critiques, pin-ups, and reviews. Nevertheless, our faculty shares an interest in design education and often searches for new ways of delivering content and constructing knowledge. In fact, we have found that there is common interest in design education among most faculty members in the SoA. As a result, we have held several special meetings, presentations, and workshops on teaching and learning in the past few years at Lee Hall. In 2018-19, we are hosting a series of dialogues between design educators about various issues in design education. Altogether, our Program's situation in the SoA coupled with the experience of our faculty suggests that our Program is fully apprised of the traditional and more innovative instructional methods available to the design educator.

Even though most of our faculty is highly experienced at teaching and learning design, it's still important to regularly review how we teach and what to do when our teaching leads to unsatisfactory results. Outside of the interactions already mentioned, faculty instructional methods are reviewed course by course and instructor by instructor through: (1) annual evaluations; (2) jury and review participation; (3) informal and formal student feedback; and (4) through the judgement

of student learning and performance outcomes. The results of these reviews typically support our pedagogic approach to teaching and learning landscape architecture. Occasionally, we find a misalignment between an instructor's teaching methods and Program expectations. When this occurs, the faculty member in conjunction with the Program Director is responsible for identifying the misalignments and developing corrective measures should they be needed. For example, many issues are addressed through improved communication methods.

c. maintaining currency with evolving technologies, methodologies, theories and values of the profession?

We maintain currency with evolving technologies, methodologies, theories, and values of the profession through:

- SoA and CAF Lee Hall lecture series
- SoA Committee for Technology and Building Stewardship
- Gunnin Library at Lee Hall and Cooper Library including digital holdings
- interdisciplinary communication and collaboration with colleagues in the SoA and elsewhere
- discussions during faculty retreats and faculty meetings
- support of faculty attendance at academic and professional conferences
- professional membership in and engagement with professional organizations
- regular technology purchases including programs offered for free by Clemson University

These activities are recorded through meeting minutes, conference proceedings, Program budget, committee reports, and other typical forms of documentation.

3. How do students participate in evaluation of the program, courses, and curriculum?

There are several ways for students to participate in the evaluation of the program, courses, and curriculum. First, students are encouraged to provide direct feedback to their instructors during the course as well as at its conclusion. This formative form of feedback can be helpful when optimizing teaching and learning during the course. It also provides critical information needed for effective instructional design. More formally, students use a standard online assessment instrument provided by the University at the culmination of the course. This instrument, The Student Assessment of Instructors, also contains questions supplied by the Program. The results of these assessments are used in different ways. For example, the final student course assessment is used by administrators as during faculty annual reviews as a measure of teaching effectiveness. Moreover, if the faculty member and administrator determine that the student assessments were compelling then they may develop corrective measures and improvements.

Another way for students to provide input into courses and the program occurs during annual exit interviews. In late April or May, prior to graduation, the BLA and MLA program Directors conduct exit interviews with all graduating students. The content of these interviews focuses on two primary areas – what does the program do well and what does the program need to improve. An anonymous online survey is also provided to graduating students. This survey provides information that is more detailed. The surveys are also used to corroborate the exit interviews. The survey contains questions about employment, career plan, and contact information among other items. The results of these interviews/surveys are often shared during faculty during meetings.

Third, students participate in Program governance through the Student Advisory Group. This group was started several years ago as a mechanism for providing program-level feedback. The group consists of student representatives from each year in the BLA and MLA programs. Typically, the student representatives meet with Program leadership about issues of mutual concern as well as event scheduling. We did not utilize the Student Advisory Group last year during our transition into the SoA. However, now that we are beginning to settle into the School we intend to reinstate the group in 2018-19. It is important to note that from 2014-2017, the Student Advisory Group provided the Department leadership with significant input on the development of the BLA and MLA curriculums, events, and support programs.

E. Augmentation of Formal Educational Experience

1. How does the program provide opportunities for students to participate in co-curricular activities, internships, off campus studies, research assistantships, or practicum experiences?

The next sections describe how the BLA and MLA programs provide opportunities for learning opportunities that complement the curriculums.

BLA

The BLA program provides opportunities for students to augment the formal educational experience through:

- student organizations: BLA students regularly participate in the Clemson Student Chapter of the ASLA and other organizations on campus. BLA students typically comprise the Chapter leadership.
- internships: several BLA students each year have internships during the school year and others participate in summer internship programs
- off-campus or “Fluid Campus” studies: all BLA students are required to participate in the fluid campus by studying at one of our off-campus locations. This occurs in the junior or senior year. The off-campus programs are interdisciplinary.
- College mentoring program: the “on-deck” program matches an alumnus with a current student in order to share experiences and provide mentoring
- Creative Inquiry: undergraduate students conduct research with participating faculty members. Our faculty has offered multiple C.I. opportunities in landscape architecture over the past six years.
- career fair: in Spring there is a career fair that students may attend including workshops on portfolio design, resume writing, and interviewing

MLA

The MLA program provides opportunities for students to augment the formal educational experience through:

- student organizations: MLA students regularly participate in the Clemson Student Chapter of the ASLA and other organizations on campus

- public service assistantships: each year two or more MLA students are employed on part-time work during the academic year for public governmental agencies like the university landscape architect
- internships: several MLA students each year have internships during the school year and others participate in summer internship programs
- teaching and research assistantships: each year we employ at least nine MLA student as teaching and/or research assistants
- a.LINE.ments Public Outreach Studio: students who work on a.LINE.ments projects receive a stipend while gaining work experience in a service-learning setting
- off-campus or “Fluid Campus” studies: though not required, all MLA students are invited to participate in the fluid campus including studying at one of the off-campus locations. The off-campus programs are interdisciplinary.
- Conference presentations: we encourage our MLA students to attend conferences and submit abstracts with their advisors. In 2017-18, we had MLA students attend three professional conferences including two who presented at CELA
- career fair: in Spring there is a career fair that students may attend including workshops on portfolio design, resume writing, and interviewing

2. How does the program identify the objectives and evaluate the effectiveness of these opportunities?

In most cases, the group or organizers of the activity rather than the Program determine the objectives. For example, the College mentoring program has established objectives that we adhere to. Alternatively, CU-ASLA shares its objectives and goals with its members, the Program, and the State Chapter. For cases such as these, we participate with our student partners and colleagues to review activities and evaluate their efficacy. More specifically, we assign or encourage faculty member engagement in the aforementioned opportunities so that we have a representative present for review and evaluation. For example, the SC-ASLA has a faculty advisor and the Program Director serves as CULA’s representative and coordinator for off-campus programs related to landscape architecture and the SoA. Students that participate in internships are reviewed in a letter from their employers. These students also document their participation through a journal and written reflection. Lastly, each student with a graduate assistantships is evaluated annually by their supervisors.

3. Do students report on these experiences to their peers? If so, how?

BLA and MLA students who participate in the aforementioned opportunities share their experience in the following ways:

- student organizations: monthly meetings provide a time for students to present their recent activities
- internships: plans exist for an annual event to recognize those who provide our students internships and discuss student participation
- off-campus or “Fluid Campus” studies: student contribute to an ongoing blog, maintain a sketchbook, and present their studio project similarly to on-campus reviews
- College mentoring program: the “on-deck” program has not determined if or how students will share their experiences
- Creative Inquiry: students share their results in typical studio presentations as well as an annual event sponsored by Creative Inquiry
- public service assistantships: these students do not currently share their experiences in a formal way
- teaching and research assistantships: these students do not currently share their experiences in a formal way, however, the results of their assistance can be seen in studios and through faculty research artifacts
- a.LINE.ments Public Outreach Studio: students use typical presentation methods, often public. Student also create reports and use digital media to share their experiences.
- Conference presentations: we encourage our MLA students to attend conferences and submit abstracts with their advisors. In 2017-18, we had MLA students attend three professional conferences including two who presented at CELA
- career fair: students create portfolios and resumes and share them with their peers during workshops. Students also share their experiences with School leadership to help improve the career fair in the future

F. Coursework

BLA

Per LAAB standards, the following questions and responses pertain to the BLA program only.

1. Do students take courses in the humanities, natural sciences, social sciences or other disciplines?

All Clemson University undergraduate students including those in the BLA program must complete 33 hours of general education. The requirements and guidelines for general education, taken from the 2017-18 Undergraduate Announcements, is included on the following pages. In addition, all BLA students take required to complete coursework in Horticulture as indicated in the curriculum. Many students earn minors in Horticulture, Art, Architecture, and Business as well.

2017-2018 GENERAL EDUCATION

An undergraduate student whose enrollment in a curriculum occurs after May 15, 2005, must fulfill the general education requirements in effect at that time. If a student withdraws from the University and subsequently returns or does not remain continuously enrolled (summers excluded), the requirements in effect at the time of return will normally prevail. Any variation in curricular or general education requirements shall be considered under the curriculum year change or the substitution procedure.

MISSION STATEMENT

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the intellectual and ethical development of students, and the general well-being of society. Undergraduate students must be broadly educated and technically skilled to be informed and productive citizens. As citizens, they need to be able to think critically about significant issues. Students also need to be prepared to complete undergraduate work and a major course of study. The mission requires a high level of knowledge about and competence in the following areas:

General Education Competencies

A. Arts and Humanities

Demonstrate an ability to analyze and/or interpret the arts and humanities.

B. Mathematics

Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods, using multiple representations where applicable.

C. Natural Sciences

Demonstrate the process of scientific reasoning by performing an experiment and thoroughly discussing the results with reference to the scientific literature, or by studying a question through critical analysis of the evidence in the scientific literature.

D. Social Sciences

Describe and explain human actions using social science concepts and evidence.

E. Cross-Cultural Awareness

Explain how aspects of culture are integrated into a comprehensive worldview; and then demonstrate how culture influences human behavior.

F. Science and Technology in Society

Demonstrate an understanding of issues created by the complex interactions among science, technology, and society.

G. Communication

Effective oral and written communication is the means by which all competencies will be demonstrated.

H. Critical Thinking

Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.

I. Ethical Judgment

Demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way.

REQUIREMENTS—33 credit hours

To meet general education competencies, 33 total credit hours are required, distributed as follows: I. General Education Coursework—31 credit hours and II. Distributed Coursework—2 credit hours.

I. General Education Coursework—31 hours required

General education requirements in some curricula are more restrictive than those shown below. Science and Technology in Society and Cross-Cultural Awareness requirements may be satisfied by other General Education courses, as indicated in the footnotes below, as long as the student completes a total of 31 hours in area I. and satisfies requirements A-F below:

A. Communication: at least 6 credits

English Composition 3 credits
ENGL 1030 (ENGL 1020 for transfer students)

Oral Communication 3 credits
COMM 1500, 2500, HON 2230, or an approved cluster of courses such as AS 3090, 3100, 4090, 4100; or ML 1010, 1020

*May be satisfied either by the courses above or by an approved departmental cluster of course, see II. Distributed Coursework. Students taking clusters must still earn at least 31 hours from the General Education Coursework list.

B. Mathematical, Scientific, and Technological Literacy: at least 10 credits

Mathematics 3 credits
MATH 1010, 1020, 1060, 1070, 1080, 2070, STAT 2220¹, 2300, 3090, 3300. For Early Childhood Education, Elementary Education, and Special Education majors only, the approved cluster of MATH 1150, 1160 and 2160 satisfies the requirement.

Natural Science with Lab 4 credits
ASTR 1010/1030, 1020/1040, BIOL 1030/1050, 1040/1060, 1090, 1100, 1110, 1200/1220, 1200/1230, CH 1010, 1020, 1050¹, 1060¹, GEOL 1010/1030, 1120¹/1140, 2020, PHSC 1070, 1080, 1170, 1180, PHYS 1220/1240, 2000, 2070/2090, 2080/2100, 2210/2230, 2220/2240

Mathematics or Natural Science 3 credits
Any general education Mathematics or Natural Science course listed above or BIOL 2000¹, 2010¹, 2030¹, 2040¹, 2100¹, 2200¹, ENT 2000¹, ENSP 2000¹, GEOL 1200, 3000¹, PES (ENSP) 3150¹, PHYS 2400, 2450¹, 2800, PLPA 2130¹, STS 2160¹

C. Arts and Humanities: at least 6 credits

Literature 3 credits
Any 2000-level ENGL literature course (ENGL 2020, 2120, 2130, 2140, 2150), CHIN 4010, FR 3000, 3040, GER 2600, 3060, 3600, 3610, HON 1900, 2210, ITAL 3010, 3020, JAPN 4010, 4060, RUSS 3600, 3610, SPAN 3040, 3110, 3130

Non-Literature 3 credits
AAH 1010, ART 2100², 3750, ASL 3050², CAAH 2010, CHIN (PHIL) 3120, (PHIL) 3130, 4140, 4990, COMM 1800, 3030, 3080, 3090, 4020, ENGL (GW) 3010, 3550, 3570, (LANG) 4540, FR 3070, GER 3400, GW (ENGL) 3010, 4050, HON 1910, 2010¹, 2030, 2100, 2220, HUM 3010, 3020, 3060, 3090², JAPN 3070, 3080, LANG 3400, 3420, 3560, (ENGL) 4540, LARC 1160¹, MUSC 2100¹, 3080, 3090, 3110, 3120, 3130, 3140², 3170, 3610, 3620, 3630, 3640, 3690, 3700, 3710, 3720, PHIL 1010, 1020, 1030, 1240¹, 2100¹, (CHIN) 3120, (CHIN) 3130, 3160, 3170, 3180, 3230, 3240¹, 3250, 3260¹, 3270, 3440, 3450¹, (CHIN) 4140, REL 1010¹, 1020¹, 3010, 3020, 3030, 3060, 3070, 3090, 3120, 3130, 3150, RUSS 3400, SPAN 3070, 3080, STS 1010¹, 1020¹, 2150¹, 3010¹, 3030¹, THEA 2100, 2790, 3080, 3090, 3150, 3160, 3170, WS 3010

D. Social Sciences: at least 6 credits

Selected from two different fields 6 credits
AGRB 2020, ANTH 2010¹, ECON 2000, 2110, 2120, GEOG 1010, 1030¹, 1060, HIST 1010, 1020, 1220¹, 1240¹, 1720¹, 1730¹, 1930¹, HON 1920, 2020, 2200, PAS 3010¹, POSC 1010, 1020¹, 1030, 1040¹, PSYC 2010, 2500¹, 2750¹, RS 3010, SOC 2010, 2020

Note: AGRB and ECON are considered the same field.

NOTE: Science and Technology in Society and Cross-Cultural Awareness requirements may be satisfied by other General Education courses, as indicated in the footnotes below, as long as the student completes a total of 31 hours in area L

E. Cross-Cultural Awareness: at least 3 credits

AAH 1020, AGRB 2050¹, ANTH 2010, ART 2100, ASL 3050, CAAH 2010, COMM 1800, GEOG 1030, HIST 1720, 1730, 1930, HON 1930, 2090, HUM 3090, IS 1010, 2100, LANG 2500, 2540, MUSC 2100, 3140, PAS 3010, POSC 1020, 1040, PSYC 2500, REL 1010, 1020, WS 1030, or through a University-approved cross-cultural experience

F. Science and Technology in Society: at least 3 credits

AGED (EDF) 4800, AGRB 2050¹, (ECON) 4570, AVS 3150, 4150, BIOL 2000, 2010, 2030, 2040, 2100, 2110, 2200, 4730, CH 1050, 1060, COMM 1070, 3070, CPSC 2920, CTE 1150, 2210, ECE 1010, ECON 3190, (AGRB) 4570, EDF (AGED) 4800, ENGL 3490, ENGR 2200, 2210, ENR 3120, (FOR) 4160, ENSP (GEOL) 1250, 2000, (PES) 3150, 4000, ENT 2000, FDSC 2140, FOR (ENR) 4160, GEOL 1120, 1200, (ENSP) 1250, 2700, 3000, HCG (NURS) 3330, HIST 1220, 1240, 3210, 3220, 3230, 3920, 4240, 4910, HLTH 4310, HON 1940, 2010, 2060, IE 4880, LARC 1160, MKT 4450, MUSC 3180, NURS 1400, (HCG) 3330, NUTR 2030, 2100, PES (ENSP) 3150, PHIL 1240, 2100, 3240, 3260, 3280, 3400, 3450, PHYS 2450, PKSC 3680, PLPA 2130, PRTM 2110, PSYC 2750, RS (SOC) 4010, SOC (RS) 4010, 4030, STAT 2220, STS 1010, 1020, 1200, 1710, 2150, 2160, 3010, 3030, 4980, 4990

¹This course also satisfies the Science and Technology in Society Requirement.

²This course also satisfies the Cross-Cultural Awareness Requirement.

G. Areas of Interest

BLA

Per LAAB standards, the following questions and responses pertain to the BLA program only.

1. How does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.?

There are four primary opportunities for BLA students to pursue personal interests within our program including (1) fluid studios, (2) minors and electives, (3) honors, and (4) independent studies. Additionally, Clemson University has hundreds of clubs and organizations that provide even more opportunities for students to pursue their interests.

Fluid Studio and Off-Campus Study

Every student in the BLA program is required to participate in the fluid studio and study off-campus for one semester. This opportunity is built into the curriculum. Off-campus study occurs during the spring of the junior or fall of the senior year. Placement is based on availability and prior academic performance. Each location has at least four seats per semester for landscape architecture. The Charleston campus has additional capacity. For more information about our fluid studios please refer to the [SoA Campus homepage](#).

Minors and Electives

Each BLA student is required to complete 33 hours of general education. In most cases, the selection of general education courses reflects each student's preferences. However, for many students the selection of general education courses coincides with the pursuit a minor.

The academic minor provides a method for students to pursue their interests. For our students, the most popular minors are horticulture, art, sustainability, and business. Once a student declares a minor, they begin selecting general education courses and using their allotted electives to take the required courses. The BLA program Director works with the student to complete the minor.

The use of electives is another way students can pursue personal interests. Currently, the BLA curriculum includes twelve hours of electives (most minors require 12-15 hours). The student may enroll in any course they want to as an elective provided they have the prerequisites. Many students use electives to complete a minor but some students select a mixture of courses based

upon their personal goals. For example, some students participate in our Creative Inquiry (CI) courses that allow undergraduate students to work with professors on special research projects.

It is important to note that the majority of BLA students enter into the program with numerous credit hours already completed. These students have great flexibility in terms of course selection and electives. In many cases, these students are able to pursue multiple minors, work towards a second degree, replace higher course loads with work/internship, participate in extracurricular activities, and generally use the time to pursue individual interests.

Honors

Advanced and honor's students hold membership in Clemson's Calhoun Honors College. This allows them to take our BLA program's three honors courses including: LARC 4910 Honors Research Methods for Landscape Architecture (investigate research methods and generate a proposal), LARC 4940 Landscape Architecture Honors Research (students continue independent research and proposal), LARC 4950 Landscape Architecture Honors Thesis (students continue advancing their research and a written thesis is submitted before the end of the semester to qualify for departmental honors). These courses tend to have one to four students and are taught by participating faculty members.

For admission to the Calhoun Honors College, students submit an application package consisting of letters of recommendation (high school mentor and counselor) and transcript. To be eligible students must have a combined critical reading and math SAT score of at least 1320 or an ACT score of at least 30. Admission to the Honors College is highly selective, with SAT scores historically averaging 1440 or higher and applicants typically ranking in the top three percent of their high school class. According to the Calhoun Honors College website, <http://www.clemson.edu/cuhonors/> freshman enrollment in the Honors College is limited to approximately 275, or less than ten percent of the freshman class.

Directed Independent Studies

Any student interested in pursuing an individualized study may ask a faculty member to work with him or her on the project. If the faculty member agrees then a syllabus is created especially for that project. The student and faculty member then work together on the project. We have two or three independent studies each year.

2. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

Our BLA students are very active and engaged in a diverse array of pursuits. Many students take advantage of one or more of the opportunities mentioned in the previous section. For example, some students may work on a directed independent study with a professor and then use the results in a studio project later on. Many honors students use their honors courses to learn more about a subject so that they can incorporate it into their BLA coursework.

Two other ways the students integrate their academic experiences into their coursework are through CU-ASLA. Through the student ASLA chapter, students participate in workshops, meet guest lecturers, and attend annual conferences and meetings. As a result, they learn many new concepts and skills that they can apply to their course work. Second, many students have participated in creative inquiry or CI. Clemson's Creative Inquiry (CI) Program provides our BLA students a variety of pursuits beyond the basic curriculum. Creative inquiry is a form of learning that combines engaged learning and undergraduate research. As noted on the CI website, "Students take on problems that spring from their own curiosity, from a professor's challenge or from the pressing needs of the world around them. Team-based investigations are led by a faculty mentor. Students take ownership of their projects and take the risks necessary to solve problems and get answers." This educational platform is unique to undergraduates at Clemson.

H. Research/Scholarly Methods

MLA

Per LAAB standards, the following questions and responses pertain to the MLA program only.

1. How does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?

The curriculum provides instruction in research and scholarly methods related to the profession through a four-course sequence including LARC 6530 Key Issues in LA, LARC 8210 Research Methods, LARC 8500 Graduate Colloquium, and LARC 8920 LA Terminal Project. Each of these courses builds upon the last, culminating in the thesis project, an application of prior knowledge and research skills to a design problem. More specifically, these courses do the following:

- **LARC 6530 Key Issues in LA** – introduces topics, questions, and modes of inquiry. Students write and present a topic of interest to them.
- **LARC 8210 Research Methods** – develops topics, questions, and introduces research design and methods including data collection and analysis. Students write a brief research proposal that expands upon their interests.
- **LARC 8500 Graduate Colloquium** – develops the research proposal, emphasizing literature review and case studies. Students write and present an introduction, literature review, methodology, and expected outcomes relative to a project site of their choosing.
- **LARC 8920 LA Terminal Project** – demonstrate competency in key areas of research, especially case studies, and applies their knowledge to a design problem.

Throughout the sequence above, each student's professors and peers provide instruction, support, and guidance. By the third year, each student's thesis advisor and a committee of at least two other faculty members provide guidance. Thesis advisors and committee members measure professional readiness in terms of research through regular discussions and the final thesis project presentation and associated deliverables.

2. How does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?

The comprehensive four-course sequence of research-oriented courses mentioned in the previous section provides students with a foundation for scholarship and inquiry. Likewise, the MLA curriculum, especially the design studios, emphasizes concepts like creativity, problem-solving, and independent thinking. Thus, by integrating these courses into a single curriculum and reinforcing the learning outcomes through critique, review, presentation, and discussion, we believe that our students acquire the knowledge and skills necessary for innovative, imaginative, and informed design and planning. This belief is supported by feedback from alumni, project reviewers, members of the advisory board, hiring professionals, and others in a position to assess our students' capabilities for research and design.

4. STUDENT AND PROGRAM OUTCOMES

STANDARD 4: The program shall prepare students to pursue careers in landscape architecture.

INTENT: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.

IMPORTANT NOTE: The discussion of Standard 4 relates to two separate degree programs: BLA and MLA. As such, the discussion takes two forms. First, a combined discussion is used in cases where both programs address the standard in the same or very similar ways. This is done to avoid unnecessary repetition and to show where the programs overlap. Second, program subheadings (grey bars) are used when the programs address the standard in different ways. This allows reviewers to easily see how programs differ. We are using this format because it provides a clear and accurate reporting of our student and program outcomes while reinforcing the fact that they are interconnected and largely administered in conjunction with a single faculty and shared strategic plan.

A. Student Learning Outcomes

1. Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture?

The student work, as presented in the student work documents and revealed in displays throughout Lee Hall, clearly demonstrates the range and quality of our students' growth, development, knowledge, skills, and competencies. The student work satisfies all subject areas required by LAAB including those necessary for an entry-level position in landscape architecture (see SER Standard 3 B.). The next three questions (2, 3, 4) explain in more detail how CULA faculty assess student learning outcomes and ensure that our graduates are prepared for careers in landscape architecture and beyond. Additionally, assessment criteria and related guidelines are also included in each course syllabus. Please refer to Standard 3 C for more information about the assessment information included in each syllabus.

Generally, BLA and MLA student work is evaluated by faculty members, guest reviewers, and students using the same evaluative methods and assessment techniques (see previous discussions and A.2. below). However, outcome-oriented expectations associated with each degree program diverge in some important ways including: (1) program specific features, (2) intrinsic differences between graduate and undergraduate education, (3) different LAAB expectations pertaining to BLA and MLA degrees, and, (4) the generational and life differences inherent in the undergraduate and graduate student populations. These variations are addressed as needed in course syllabi. Also, faculty members consider these differences when assessing student outcomes. The next two sections describe some of these programmatic differences that can be observed in the student work.

BLA

The BLA student work demonstrates competency and readiness. The BLA work also features a significant off-campus component since all BLA students study in Charleston, Genoa, or Barcelona. The off-campus experience also translates into a deeper interdisciplinary set of work products. BLA students also engage in regional design and GIS as well as an extended set of beginning design exercises as a part of their curriculum.

MLA

The MLA student work also demonstrates competency and readiness. The MLA work features a strong research component and series of courses. There is a significant emphasis on community

design. Planting design and the incorporation of natural systems is also a recent emphasis seen in the MLA student work.

2. How does the program assess student work and how does it demonstrate students are competent to obtain entry-level positions in the profession?

Clemson University Landscape Architecture's assessment approach is guided by the traditions of design education (e.g., desk critiques, pin-ups, jury reviews, peer assessment) combined with Clemson University's Office of Assessment's best practices <https://www.clemson.edu/assessment/>. At CULA, we believe that effective assessment of student learning outcomes is a primary responsibility of each individual faculty member. This is because effective assessment has two principal forms. These are: (1) formative: processes and products arising during learning and performance (diagrams, concepts, discussions, sketchbooks, ideas, planning); and (2) summative: the final presentation or documentation of learning and performance (e.g. final drawings, portfolios, presentations, results, conclusions). We believe that for both formative and summative assessment, it is the teacher who in cooperation with the learner has the best perspective on what is to be learned and whether or not each student met the learning expectations.

To assess student work, each faculty member uses combinations of assessment techniques common to design education like desk crits and juries as well as traditional assessments like testing, written response, evaluative rubrics, oral presentations, and similar methods. More importantly, each faculty member uses his or her colleagues in the Program and School along with guest reviewers as key sources of feedback on student progress. This input is critical since it informs the faculty member, helping him or her make effective assessments while at the same time developing successful learning interventions. Overall, we believe that our assessment approach is holistic, collaborative, and comprehensive while still giving each teacher the autonomy to put his or her own content knowledge and pedagogic skills to work.

Underlying our assessment approach is the belief that student work (both formative and summative) should correspond to the learning outcomes stated in each course syllabus (as previously detailed in SER Standard 3 C.2.). Likewise, the learning outcomes should correspond to the broader professional curriculum by reflecting the ideal sequence of learning outcomes over the entire set of courses and coursework. Thus, if students are successfully progressing through each exercise and project, course by course, all along meeting prerequisites and achieving expected learning outcomes, then we believe that the student is likely developing competency and expertise as they advance. This means that if faculty members regularly and effectively assess student learning at the course level in both formative and summative ways then they are contributing to a culture of assessment that constantly monitors the competency of each student for the purpose of evaluating progress and providing targeted instruction. It is important to mention that an effective culture of assessment and shared progress monitoring includes students as well as faculty members. For this reason, many faculty members encourage teamwork and peer review. The learning environment of Lee Hall supports this culture of assessment as well.

During 2017-18, CULA faculty reviewed our assessment approach by asking each faculty member to examine and revise his or her course learning outcomes to ensure internal consistency within the course and to link together learning outcomes between courses. For this exercise, we discussed as a faculty both the BLA and MLA curriculums. Then, we sequenced the revised learning outcomes by course and curriculum to ensure that we covered all necessary course content in a logical, incremental, and efficacious way. Our primary goal with this exercise was to make sure that our course learning outcomes covered all LAAB expectations while providing a pattern of growth and rhythm within the overall curricular sequence.

Student Preparedness and Competency

CULA uses multiple measures to gauge each student's professional readiness and competency. These indicators include:

- firms like EDSA, LandDesign, Clark Condon, and others that repeatedly hire Clemson graduates;
- hiring professionals' responses to the annual DesignIntelligence survey that positively rates our graduates (especially BLA graduates);
- student award-winning work at the local, state, and regional levels;
- strong job placements within six months of graduation; and,
- assessments by professionals including:
 - faculty in allied fields like architecture;
 - guest reviewers from practice;
 - student awards jurors from the SC-ASLA; and,
 - members of the Advisory Board.

It is important to note that our graduates often use what they have learned at Clemson to take them into careers outside of landscape architecture. This occurs because CULA and SoA coupled with the Lee Hall learning environment engenders collegiality, collaboration, leadership, problem-solving, and critical thinking. These characteristics are often tacit and difficult to assess in student work documents such as those presented to LAAB. Nevertheless, these intangibles make our students highly sought after within the profession and in the community. For example, our graduates have used what they've learned through a Clemson design education to become highly successful mayors, small business owners, firm principals, studio leaders, farmers, product representatives, professors, and so much more. Therefore, while it is important to demonstrate that our students are ready for a career in landscape architecture, it is also valuable to note that they are also prepared to contribute to their communities and our society in other meaningful ways that may not show in the LAAB student work documents.

BLA

The BLA program uses the assessment philosophy and techniques described in the previous sections as well as exit interviews and surveys to evaluate student competency. However, one significant difference between the two programs occurs in the fourth year during the Key Issues

course and Exit Studio project. This sequence of courses, culminating in a final capstone project, prepares students for an entry-level position by having them take a project from proposal to completion. Two separate instruments are used to evaluate each BLA student competency. These are shown below.

Landscape Architecture Body of Knowledge (LABOK) Survey

In the fourth year, we use a summarized version of the Landscape Architecture Body of Knowledge study, [available here](#), as a survey to ascertain each student's professional knowledge, competency, and readiness. This survey, which complements other assessments, asks each student to rate his or her understanding of essential landscape architecture knowledge and skills identified in the LABOK. The Key Issues and Exit Studio instructors use survey results to provide differentiated instruction aimed at reinforcing or remediating misunderstanding or gaps in an individual student's competency.

BLA Professional Competencies and Readiness (LABOK) Survey

| Expectation | Rating: A(5), B(4), C(3), D(1), F(0) |
|---|--------------------------------------|
| Landscape Architecture History and Criticism | |
| o history of landscape architecture and allied professions | 5 4 3 2 1 |
| o develop an ability to synthesize and make connections between aspects of landscape architecture and disciplines outside of landscape architecture | 5 4 3 2 1 |
| Natural and Cultural Systems | |
| o land information sources | 5 4 3 2 1 |
| o patterns of land use and built form | 5 4 3 2 1 |
| o natural site conditions and ecosystems | 5 4 3 2 1 |
| o social and cultural influences on design | 5 4 3 2 1 |
| o conduct field investigations to identify significant natural and cultural features, characteristics, and systems | 5 4 3 2 1 |
| o predict implications of design, planning, and management proposals on natural cultural systems both within the site and in the larger context | 5 4 3 2 1 |
| Design and Planning Theories and Methodologies | |
| o creativity and process including design theory and problem-solving strategies | 5 4 3 2 1 |
| o aesthetic principles of design | 5 4 3 2 1 |
| o human factors such as behavior, perception, psychological and sensory response | 5 4 3 2 1 |
| o natural factors such as ecological relationships | 5 4 3 2 1 |
| o influence of context on design, planning, and management decisions | 5 4 3 2 1 |
| Design, Planning, and Management at Various Scales and Applications | |
| o visual resource assessment | 5 4 3 2 1 |
| o urban landscape | 5 4 3 2 1 |
| o planning principles including regional community and neighborhood planning | 5 4 3 2 1 |
| o conservation of natural resources | 5 4 3 2 1 |
| o ecological planning principles | 5 4 3 2 1 |
| o design for protection and management of land resources (e.g. land forms, vegetation, habitat, erosion and sedimentation control) | 5 4 3 2 1 |
| o design for protection and management of water resources (e.g. storm water, water supply, ground water) | 5 4 3 2 1 |
| o design pedestrian, vehicular, and non-motorized circulation systems | 5 4 3 2 1 |
| o design elements for construction considering materials, structural issues, and construction technologies | 5 4 3 2 1 |
| Site Design and Engineering: Materials, Methods, Technologies and Applications | |
| o develop a design program based on users' needs and clients' goals and resources | 5 4 3 2 1 |
| o analyze relationships among design elements by determining opportunities and constraints | 5 4 3 2 1 |
| o develop conceptual design, planning, and management solutions | 5 4 3 2 1 |

| | | | | | |
|--|---|---|---|---|---|
| o evaluate design alternatives to determine the appropriate solution | 5 | 4 | 3 | 2 | 1 |
| o design needs for special populations | 5 | 4 | 3 | 2 | 1 |
| o accessibility regulations | 5 | 4 | 3 | 2 | 1 |
| o roadway design principles | 5 | 4 | 3 | 2 | 1 |
| o elements of vehicular and pedestrian circulation systems and their design requirements | 5 | 4 | 3 | 2 | 1 |
| o landscape maintenance techniques, materials, equipment, and practices | 5 | 4 | 3 | 2 | 1 |
| o grading, drainage and stormwater treatment | 5 | 4 | 3 | 2 | 1 |
| o erosion and sedimentation control | 5 | 4 | 3 | 2 | 1 |
| o structural considerations | 5 | 4 | 3 | 2 | 1 |
| o design for protection and management of land resources (e.g. land forms, vegetation, habitat, erosion and sedimentation control) | 5 | 4 | 3 | 2 | 1 |
| o design for protection and management of water resources (e.g. storm water, water supply, ground water) | 5 | 4 | 3 | 2 | 1 |
| o design pedestrian, vehicular, and non-motorized circulation systems | 5 | 4 | 3 | 2 | 1 |
| o design elements for construction considering materials, structural issues, and construction technologies | 5 | 4 | 3 | 2 | 1 |
| Construction Documentation and Administration | | | | | |
| o prepare construction documents including plans, working drawings, and technical specifications | 5 | 4 | 3 | 2 | 1 |
| Communication | | | | | |
| o prepare and deliver oral presentations such as meetings, demonstrations, and outreach | 5 | 4 | 3 | 2 | 1 |
| o the roles of visual communication, including photographic and video documentation | 5 | 4 | 3 | 2 | 1 |
| o graphic presentation techniques, systems and symbols | 5 | 4 | 3 | 2 | 1 |
| Values and Ethics in Practice | | | | | |
| o environmental ethics | 5 | 4 | 3 | 2 | 1 |
| o social responsibility in design | 5 | 4 | 3 | 2 | 1 |
| o maintain and promote professional and ethical standards | 5 | 4 | 3 | 2 | 1 |
| Professional Readiness | | | | | |
| o professionalism | 5 | 4 | 3 | 2 | 1 |
| o mentoring | 5 | 4 | 3 | 2 | 1 |
| o internship | 5 | 4 | 3 | 2 | 1 |
| o interpersonal communication | 5 | 4 | 3 | 2 | 1 |
| o resume and portfolio | 5 | 4 | 3 | 2 | 1 |
| o job searching | 5 | 4 | 3 | 2 | 1 |
| o interviewing | 5 | 4 | 3 | 2 | 1 |
| o networking | 5 | 4 | 3 | 2 | 1 |

Exit Project Rubrics

The fourth year Exit Studio results in an independent final capstone project that measures professional competency. The following series of formative checklists and rubrics are used at specific points throughout the semester to monitor progress. The final checklist is a summative rubric used by the studio professor and guest reviewers to evaluate the final product of the exit project. Additionally, each student must fill out a self-assessment rubric after each scheduled review.

ASSESSMENT GUIDELINES

WEEK 4 REVIEW: FEBRUARY 1

The Week 4 Review should include project planning, programming, site analysis, preliminary conceptual framework, diagrams, schematics, and alternatives as needed. Additional items may also be included.

Guidelines for each items are listed below.

DESIGN PROBLEM

- o What is the design problem?
- o What are the key issue(s)?
- o What is unknown and known about the site?
- o What are the opportunities and constraints?
- o What is the significance of the design problem?
 - o What are the benefits of resolving this problem?
 - o What are the costs of not addressing the problem?

CONCEPTUAL FRAMEWORK

- o What is your conceptual framework or big idea underlying the design?
- o What are your precedents and inspirations for this concept?
- o How does your concept work? What does it do?
- o Why use this concept - what makes it fitting?
- o What are the central features or themes of the design concept?
- o Overall, what is so great and noteworthy about your big idea?

SITE ANALYSIS

- o Why did you choose this site/project?
- o Where is the site? Can you visit this site - access, private?
- o What is adjacent to the site?
- o What is the size of the site?
- o What is the current use of the site?
- o What does the site currently look like?
- o What are the most significant conditions of the existing site?
- o How do social, cultural, historic, land use, environmental, ecological, and other similar factors shape the site and frame the design?
- o What are the strengths, weakness, threats, and opportunities associated with the site and its surroundings?
- o How would you summarize the analysis? What is the overall "so what?"
- o How does the analysis inform the design problem and shape the design program and concept?

Week 4 Assessment - Page One (above)

PROGRAMMING

- What is the overall scope of work for the site/project?
- What are the project goals and objectives including the role of sustainability (or other factors you are emphasizing)?
- What are your client's goals and objectives for the project?
- What are the notable design elements you are proposing to include in the design?
- What kinds of environmental and social data were collected and analyzed during programming?
- What were the case studies you conducted and what did you learn?
- How has precedent shaped your program?
- How do the results of the case studies, precedent, and other data inform the program?
- What options or alternatives have you built into the program?
- What are your expected deliverables?
- What is your timeline for completing key parts of your project?
- What are the major milestones for your project?

DRAWINGS incl. diagrams, schematics, alternatives

- What is your rationale for using diagrams, schematics, and other drawings to illustrate the items above?
- How effective is each illustration to the understanding of the problem, program, site, and concept?
- How effective is each illustration to the overall Week 4 presentation?

GENERAL ASSESSMENT CRITERIA FOR PRESENTATION MATERIALS AND ILLUSTRATIONS

- There is internal consistency between all elements in the project
- Illustrations are well designed, ordered, and balanced with appropriate amount of content
- Materials are labeled properly incl. title, date, name, etc.
- All work is free of misspellings, mistakes, and inaccuracies
- Weights, tones, and other graphic conventions are appropriate and effective
- Each item reflects and demonstrates:
 - High quality craftsmanship
 - Thoughtfulness and carefulness
 - Clear, communicative, and effective
 - Appropriateness to overall presentation
 - Sized and scaled appropriately

Week 4 Assessment - Page Two (above)

ASSESSMENT GUIDELINES

WEEK 8 REVIEW: March 3

The Week 8 Review should include summary analysis, programming, conceptual framework, preliminary master plan with alternatives, supplemental drawings/models, detail options. Additional items may also be included.

Guidelines for each items are listed below.

SUMMARY ANALYSIS

- o Where is your site?
- o How is the site and adjacent land currently used?
- o What is the site context - cultural, social, and ecological?
- o What are the most significant existing conditions and issues to know? For example, you should speak to and diagram things like circulation, hydrology, land use, utilities, vegetation, soils, and adjacencies if these are significant and noteworthy.
- o What are the big opportunities to leverage?
- o What are the big weakness and threats to avoid or mitigate?
- o What stays and what will be removed from the site?

PROGRAMMING

- o What is the scope of the project?
- o What are the goals and objectives of the project?
- o What are (or do you think are) the client's goals for the project?
- o Who and/or what is the site being designed for?
- o How will people experience the site?
- o What are the notable design elements you are proposing?
- o How have you addressed environmental/ecological issues in your program?
- o How have you addressed social/cultural issues in your program?
- o What is the signature or most outstanding attraction of the site?
- o How do the different elements of the program relate to one another?
- o How are options or alternatives built into your program?
- o What is the timeline including major milestones for design?

CONCEPTUAL FRAMEWORK

- o What is the design problem?
- o How do the most significant conditions/issues frame the design problem?
- o What is the concept or "big idea"?
- o How does this concept/big idea function as an interconnected framework of ideas and elements aimed at resolving the design problem?
- o What central themes or threads run throughout your conceptual framework?
- o What precedent and inspiration are you using for this conceptual framework?
- o How do opportunities (on- and off-site) factor into your design concept?
- o How does your conceptual framework respond to social, cultural, and environmental issues?
- o Why do you think this conceptual framework will work for this site and project?

Week 8 Assessment - Page One (above)

CONCEPTUAL MASTER PLAN INCLUDING CONCEPTUAL DRAWINGS

- What form(s) have you given to your conceptual framework?
- What does the concept and program look like when applied to your site?
- How are design elements arranged on the site?
- How do design elements respond to each other?
- How clearly do your drawings and plans show a responsiveness to existing conditions including opportunities and weaknesses?
- What alternatives have you developed within your conceptual master plan?
- How well does your conceptual master plan drawings explain your conceptual framework and program?
- How effectively does your plan and drawings illustrate an appropriate design response to the design problem?
- What level of problem resolution does your master plan represent?

DRAWINGS incl. diagrams, schematics, alternatives

- What is your rationale for using diagrams, schematics, and other drawings to illustrate the items above?
- How effective is each illustration to the understanding of the problem, program, site, and concept?
- How effective and essential is each illustration to the overall Week 8 presentation?

GENERAL ASSESSMENT CRITERIA FOR PRESENTATION MATERIALS AND ILLUSTRATIONS

- There is internal consistency between all elements in the project
- Illustrations are well designed, ordered, and balanced with appropriate amounts of content
- Materials are labeled properly incl. title, date, name, scale, etc.
- All work is free of misspellings, mistakes, and inaccuracies
- Weights, tones, and other graphic conventions are appropriate and effective
- Each item reflects and demonstrates:
 - High quality craftsmanship
 - Thoughtfulness and carefulness
 - Clear, communicative, and effective
 - Appropriateness to overall presentation
 - Sized and scaled appropriately

Week 8 Assessment - Page Two (above)

Final Review Considerations and Checklists: April 28

DESIGN PROBLEM

- Why did you choose this site/project?
- What is the design problem?
- What are the key issue(s)?
- What is unknown and known about the site?
- What are the opportunities and constraints?
- What is the significance of the design problem?
 - What are the benefits of resolving this problem?
 - What are the costs of not addressing the problem?

CONCEPTUAL FRAMEWORK AND PRECEDENT

- What is your conceptual framework or big idea underlying the design?
- What precedent and inspiration are you using for this conceptual framework?
- How do opportunities (on- and off-site) factor into your design concept?
- How does your conceptual framework respond to social, cultural, and environmental issues?
- How does your concept work? What does it do?
- Why do you think this conceptual framework will work for this site and project?
- Why use this concept - what makes it fitting?
- What are the central features or themes of the design concept?
- Overall, what is so great and noteworthy about your big idea?

SITE ANALYSIS AND EXISTING CONDITIONS

- Where is the site? Can you visit this site - access, private?
- What is adjacent to the site?
- What is the size of the site?
- What is the current use of the site?
- What does the site currently look like?
- How do social, cultural, historic, land use, environmental, ecological, and other similar factors shape the site and frame the design?
- What are the most significant existing conditions and issues to know? For example, you should speak to and **diagram** things like circulation, hydrology, land use, utilities, vegetation, soils, and adjacencies if these are significant and noteworthy.
- What are the big opportunities to leverage?
- What are the big weakness and threats to avoid or mitigate?
- What stays and what will be removed from the site?
- How would you summarize the analysis? What is the overall "so what?"
- How does the analysis inform the design problem and shape the design program and concept?

Final Assessment - Page One (above)

PROGRAMMING

- What is the scope of the project?
- What are the goals and objectives of the project?
- What are (or do you think are) the client's goals for the project?
- Who and/or what is the site being designed for?
- How will people experience the site?
- What are the notable design elements you are proposing?
- How have you addressed environmental/ecological issues in your program?
- How have you addressed social/cultural issues in your program?
- What is the signature or most outstanding attraction of the site?
- How do the different elements of the program relate to one another?
- How are options or alternatives built into your program?
- What is the timeline including major milestones for design?

MASTER PLAN INCLUDING CONCEPTUAL DRAWINGS

- What form(s) have you given to your conceptual framework?
- What does the concept and program look like when applied to your site?
- How are design elements arranged on the site?
- How do design elements respond to each other?
- How clearly do your drawings and plans show a responsiveness to existing conditions including opportunities and weaknesses?
- What alternatives have you developed within your master plan?
- How well does your master plan drawings explain your conceptual framework and program?
- How effectively does your plan and drawings illustrate an appropriate design response to the design problem?
- What level of problem resolution does your master plan represent?

Supplemental Drawings, Details, and Diagrams

- What illustrations are necessary to explain the master plan fully?
- What are the most important things - how did you detail these?
- How do things relate - from concept to detail?
- What are the materials?
- How are the most important elements to be constructed?
- How do the details including materials and construction contribute to a coherent design language?

Conclusion

- How do you want to finish the presentation?
- What do you want reviewers thinking about when the presentation concludes?
- What are the two or three final points to be made?
- What were the highlights?
- How can you connect the end to the beginning?
- What did you learn?
- So what?

Final Assessment - Page Two (above)

GENERAL ASSESSMENT CRITERIA FOR PRESENTATION MATERIALS AND ILLUSTRATIONS

- The presentation tells a story
- The presentation is clear and compelling
- There is a clear rationale for using diagrams, schematics, and other drawings to illustrate the items above
- Each illustration is effective in helping to understand the problem, program, site, and concept
- Each illustration is effective and essential to the overall final presentation
- There is internal consistency between all elements in the project
- Illustrations are well designed, ordered, and balanced with appropriate amounts of content and text (labels)
- Materials are labeled properly incl. title, date, name, scale, etc.
- All work is free of misspellings, mistakes, and inaccuracies
- Weights, tones, and other graphic conventions are appropriate and effective
- Each item reflects and demonstrates:
 - High quality craftsmanship
 - Thoughtfulness and carefulness
 - Clear, communicative, and effective
 - Appropriateness to overall presentation
 - Sized and scaled appropriately

Final Assessment - Page Three (above)

Reviewer Name: _____ Presenter Name: _____

| BLA: ASSESSMENT RUBRIC | | | | | | |
|--|----------------------|-----------------------|-----------------|-----------------------|-----------------|------------|
| Evaluation Criteria | Excellent (5) | Above Avg. (4) | Avg. (3) | Below Avg. (2) | Poor (1) | N/A |
| To what degree does the student's project demonstrate effective "conceptual thinking"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate effective "critical thinking"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate effective "problem solving"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate effective "graphic and visual communication techniques"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate effective "verbal presentation skills"? | 5 | 4 | 3 | 2 | 1 | n/a |
| What is your Overall rating of the "Research and Analysis" component of the student's project? | 5 | 4 | 3 | 2 | 1 | n/a |
| What is your Overall rating of the "Design and Planning" component of the student's project? | 5 | 4 | 3 | 2 | 1 | n/a |

COMMENTS:

Final Project Rubric (above)

Desk Critique Review Worksheet

Date: _____

Reviewer's Name: _____

Please list major issues, concerns, and/or questions to discuss with reviewer:

-
-
-
-
-
-

Please list the reviewer's major comments and suggestions:

-
-
-
-
-

So what? Please list at least 3 important things you learned and/or need to do:

-
-
-

Student Self-Assessment and Review Reflection (above)

MLA

The MLA program uses the same assessment philosophy and techniques as the BLA. However, one significant difference between the two programs occurs in the MLA program's research sequence of courses, culminating in the thesis project studio. This sequence of courses is designed to not only develop and demonstrate competency at different levels but also provide a unique element of research or knowledge-based design as evident in the final thesis project. Thus, a key instrument for MLA evaluation is the following rubric. All committee members and reviewers at the students' final thesis project presentations complete this rubric. The course instructor then aggregates the reviewers' answers and uses them to assess each individual and cohort's professional competency and preparation.

Thesis Project Rubric

Reviewer Name: _____ Student Name: _____

| MLA THESIS PROJECT: ASSESSMENT RUBRIC | | | | | | |
|---|----------------------|-----------------------|-----------------|-----------------------|-----------------|------------|
| Learning Criteria | Excellent (5) | Above Avg. (4) | Avg. (3) | Below Avg. (2) | Poor (1) | N/A |
| To what degree does the student's project demonstrate the "effective description and illustration of a problem/issue" relevant to landscape architecture? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate the "effective use of existing literature, precedent, and case studies" to inform and support the investigation? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate the "effective planning and implementation of an appropriate research methodology" for the investigation? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate the ability to "analyze and synthesize research results to inform a viable solution to the stated problem/issue"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate an "effective and targeted exploration and analysis of a site – as required by the problem/issue"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate effective "conceptual thinking"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate effective "critical thinking"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate effective "graphic and visual communication techniques"? | 5 | 4 | 3 | 2 | 1 | n/a |
| To what degree does the student's project demonstrate effective "verbal presentation skills"? | 5 | 4 | 3 | 2 | 1 | n/a |
| <i>What is your Overall rating of the "Research and Scholarship" component of the student's project?</i> | 5 | 4 | 3 | 2 | 1 | n/a |
| <i>What is your Overall rating of the "Design and Planning" component of the student's project?</i> | 5 | 4 | 3 | 2 | 1 | n/a |

PLEASE PUT ANY COMMENTS ON THE BACK OF THE SHEET

Note: The next two questions (3 and 4) provide additional details about how juries, reviews, and other assessment techniques are used and how these methods help us determine BLA and MLA student competency and preparedness.

3. How do students demonstrate their achievement of the program's learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

The topics of Project Definition, Problem Identification, Information Collection, Analysis, Synthesis, Conceptualization and Implementation are introduced in the first 1/2 to 2/3 of the BLA and MLA curriculums (please refer to SER Standard 3 B.1. for more information about content organization). As the matrixes presented in SER 3 indicate, essential concepts are reinforced and developed in subsequent studios at increasingly complex levels. Both oral and written feedback are given to individuals and groups during (1) desk critiques, (2) individual and team presentations (by both the instructors and the students as we encourage the students to be critical thinkers), and (3) formal public presentations including those by guest reviewers.

The principal way that student work is reviewed in the program is through desk critiques, pin-ups, and reviews. Desk critiques are most often performed by the instructor while pin-ups may include additional faculty members and professionals. Both are formative assessments that serve the function of providing feedback and instruction while monitoring and assessing progress. Juries tend to be summative assessments and useful for determining final learning outcomes.

At a Clemson review, you will hear more questions than opinions on the part of the jurors. The idea, of course, is to get the student to think about and articulate the salient points of his or her project. It is not uncommon, for several days following juries, for faculty members to have "one-on-one" reviews with each student. The purpose is to review the project in light of the jury experience. It is a great opportunity for a faculty member to create in the student the understanding that design is not as subjective as it may seem when you are all alone "defending" your project.

BLA

BLA students demonstrate their achievement of program learning outcomes through the deliverables of each course and studio. The deliverables include typical artifacts like drawings, boards, written reports, and presentations. We expect each studio and course beginning in the first year to introduce and subsequently reinforce program objectives including the development of creativity, critical thinking, communications, and design process. The matrix in Standard 3 B illustrates this expectation. The most significant studio in terms of demonstrating the acquisition of program learning objectives is the final exit studio. A rubric and set of criteria for assessing learning outcomes in the exit studio is included in Standard 3 C. In all cases, the instructor uses a combination of assessment techniques like desk critiques and reviews in conjunction with performance based criteria and project rubrics to evaluate outcomes.

MLA

MLA students are assessed similarly to BLA students. However, there is a greater expectation of research in the MLA program. Thus, in research-oriented courses, seminars, and colloquia, the principal way that student work is reviewed in the program is through written research papers, research projects, and oral presentations. The course instructor typically provides critiques through oral and written feedback. Student presentations may include additional faculty members and professionals with expertise and interest in the student's research topic. For graduate thesis and terminal projects, MLA students work closely with their graduate committee which consists of a graduate advisor and at least two more committee members. Student work is reviewed throughout their final year and culminates with their final graduate thesis/terminal project, final examination to their committee, and a public presentation.

4. How does the program assess the preparation of students in the above areas?

We assess student preparation through desk critiques, reviews, juries, job placements, and feedback from alumni, colleagues, and hiring professionals. We also use the different assessment techniques and measures discussed previously and in Standard 3. Also, we use the online assessment platform WEAVE, especially for final projects.

Overall, we utilize the aforementioned assessments in regular, ongoing ways during all studios and coursework. However, our two most significant assessments of student learning outcomes and professional readiness, especially in terms of design and planning, are the BLA Exit Project and MLA Thesis Project. The next two sections focus on these two studios since they provide an effective means by which competency and preparation is assessed.

BLA

The most comprehensive evaluation of student achievement (and program curriculum) is the "exit project." When students are in their final year, they identify a key issue and site with which they will do their most comprehensive work. Guided by faculty, the student identifies the problem to solve and determines the type and breadth of data to collect. Then he or she analyzes and synthesizes that data to define a program and create a design solution that couples the synthesis with the program elements. Throughout the process, the student decides how to communicate their thoughts and ideas best. The exit studio is where a student demonstrates all of the skills and abilities he or she has learned in one comprehensive project.

At the conclusion of the semester, the student presents his or her semester-long effort. The presentation is followed by an open question and answer period. At an appropriate faculty meeting in the days following the exit project presentation, in-depth discussions about the studio and each student's accomplishments are often held to assist in revealing the strengths and weaknesses of the student, program, and curriculum.

The exit studio instructor uses a rubric at the final project exit reviews to capture the reviewers' assessment of each student's learning outcomes related to topics such as problem identification,

information collection, analysis, synthesis, implementation and communication among other topics. Interim reviews, including associated rubrics, also measure these expectations. The intent of these assessments is to assist and guide the students in development of their semester long work (and future as professionals), while also evaluating them using a consistent measure of outcomes. Additionally, the rubrics complement and corroborate reviews, desk critiques, and other assessment techniques and feedback the student receives.

MLA

The most comprehensive evaluation of student achievement (and the program curriculum) comes during the terminal thesis project including its final artifacts and public presentation. When students are in their final year, they investigate a topic of their choosing, apply their research to a planning and design problem, and demonstrate that they have met the program's learning outcomes. Guided by their thesis advisor, each individual identifies a research question, conducts a literature review, and determines the research methods (typically cases studies) needed to collect relevant data. The student then analyzes and synthesizes their data and literature into a framework for design. Next, the student applies his or her research-based design framework to a site of his or her choosing. Finally, the student completes the design project and presents it to their committee and the public.

A written report describing all aspects of the thesis project is required for all MLA students. The report discusses how students utilized various concepts in their design frameworks and how their frameworks shaped their thinking, process, and outcomes. This discussion, as well as the process itself, reinforces and illustrates project definition, problem identification, information collection, analysis, synthesis, conceptualization, and implementation. In doing so, the MLA thesis project provides the most comprehensive way for students to demonstrate their individuality, critical thinking, creativity, and knowledge of design while highlighting an emergent understanding of research and its relationship to design and planning.

B. Student Advising

1. How does the student academic advising and career mentoring function?

We believe that student advising begins prior to the student's arrival on campus. This is because we dedicate a significant amount of time and resources to recruiting and outreach, student tours, and the ongoing relationships we build with prospective students. More formally, we begin advising admitted students during summer orientations. The next sections discuss how students in the BLA and MLA programs are advised.

BLA

BLA Freshmen/Transfer Summer Orientation

Summer orientation lasts about one month and provides multiple advising sessions each week. The purpose of the new student orientation at Clemson University is to ensure that new students have a successful transition and integration into college life. The program promotes discussion among parents, new students, continuing students, and faculty and staff on the expectations and perceptions of the campus community. By attending orientation, students will:

- receive a comprehensive academic advising session
- Complete a class schedule for their first semester
- Gain more knowledge of student support services, the Division of Student Affairs, and the Clemson academic experience
- Gain a better understanding of the personal and financial responsibilities of attending college
- Reduce anxiety about the transition to collegiate life
- Understand the necessity of students taking ownership and academic responsibility in their educational process
- Begin to embrace Clemson's traditions and experience the Clemson Family

The BLA program Director and the Student Services Coordinator, who constitute the BLA advising team, participate in many of the activities listed above at appropriate points. Specifically, the advising team meets with admitted students and their parents during specified CAAH information sessions. Afterwards, the student and his or her parents meet privately with the BLA advising team to discuss his or her fall class schedule and to answer questions. At this time, transfer credits and Advanced Placement are discussed. Each advising session concludes with

students registering for fall classes at a central location with assistance from the CAAH Admissions Office and the CULA advising team.

Once on campus, freshmen and transfer students are officially assigned to the BLA advising team (Student Services Coordinator and BLA program Director) for advising. The use of an advising team is particularly effective for freshmen students and transfers because they have multiple people and resources to help ensure their academic success. The two members of the advising team also develop unique skills that help share the advising load while developing expertise in certain aspects of advising. For example, the Student Services Coordinator receives special training to address the common issues associated with freshmen students. In addition, the Student Services Coordinator completes special progress reports that are required to be completed for all freshmen students. In a complementary role, the BLA program Director communicates information about specific landscape architecture courses, the overall curriculum, and helps the students understand the major and the profession better.

BLA Sophomore-to-Senior Advising

Students entering into the sophomore/second year are also advised by the BLA advising team. Thus, advising undergraduate students is not required of regular faculty members, adjuncts, and others. The primary reason for this model is to provide students with clear, consistent advising. Furthermore, centralized advising means that less people (faculty members) are responsible for staying abreast of the many changes, processes, forms, and requirements associated with undergraduate education at Clemson. As a result, faculty members can spend more time developing their courses and assessing student progress.

BLA students are advised in November for Spring Semester registration and March for Fall Semester Registration. Actual registration times are determined by student credit hour per University regulation. During advising, the advising team first meets with each year of students as a group or cohort. Students are asked to bring to their group advising session a laptop computer and a degree progress worksheet that shows their advancement. The advising team conducts group advising for these students and answers any questions that they have. Typically, 75% of students are effectively advised and ready to register for classes upon completion of group advising. For other students who have special issues, additional individual advising sessions are scheduled. At this time, any necessary paperwork or permissions are obtained and completed in order to allow the student to register on time.

BLA Formal Mentoring

For BLA students, mentoring also occurs through the College. For the past few years, the College has had a very successful mentoring program. This program is described in more detail in SER Standard 6 Outreach. However, the college is beginning a new program called CAAH On-DECK. This new program will feature an online mentoring platform, part of the larger TigerLink platform, and will take the place of our College's previous mentoring program. Here are some details of the new program:

- The mentoring works something like a dating app: students use filters to search profiles of available mentors.
- Mentoring can be short-term (answering quick questions) or long-term. Mentors decide what they want to do and for how many students.
- Mentor contact information is not released by the platform, so their privacy is protected. All interaction can take place within the online platform, unless the mentor pair decides they would like to meet in person.
- Overall, the program looks for people who are in the chairs our current students hope to sit in someday, who want to give back to Clemson through service to the university, and who are eager to share their stories and experiences.

BLA Mentoring - Informal

Mentoring for BLA students occurs informally between students and faculty members of their choice. This form of mentoring is natural and created through relationships built over time. Informal mentoring also occurs between students. It is important to note that this form of mentoring is strengthened by the routine interactions that occur within the Lee Hall physical environment and studios.

Another form of mentoring that is largely informal occurs via membership in CU-ASLA. As members of this student organization, students interact with each other, especially those in different years. Membership also allows students to meet with professionals who provide a degree of mentoring. These different forms of mentoring help inform students, often indirectly, about the curriculum, courses, and professional opportunities available to them. In turn, mentoring shapes the conversations between the advising team and students.

Additional information about advising and mentoring is discussed in the following sections and Standard 6 Outreach.

MLA

MLA Orientations

As with the BLA, CULA believes that student advising begins prior to the student's arrival on campus. Therefore, we begin advising MLA students in the Spring ahead of the graduate students arrival on campus. This advising is done by the Program's graduate admissions committee and the MLA program Director.

MLA students participate in at least two orientations near the beginning of the fall semester. First, Clemson University holds a new student orientation in August to ensure that students have a successful transition and integration into college life at the graduate level. CULA also hosts a graduate orientation that focuses on welcoming the new MLA students and introducing them to the Program faculty, staff, and current student body. School and Program leadership along with faculty and staff, the CAAH Associate Dean for Research and Graduate Studies, and current MLA students attend and participate in this orientation. More specifically, the orientation involves a

luncheon and discussion that addresses introductions, student life, curriculum, expectations, policies, and the MLA handbook. Additionally, many MLA students and international students also attend other orientations, workshops, and advising-related events hosted by the Graduate School.

MLA First-to-Third Year Advising

The MLA program Director advises all students on administrative and general curriculum matters, as well as advising all first-year incoming students. After the first year, the Program faculty and a faculty advisor of their choosing share MLA student advising responsibilities. Advisors assist students in choosing their electives based on their interests. This is especially true for third year students who are also advised by their thesis committee as well as their advisor. CULA faculty members are well equipped to offer ideas and advice regarding internship, careers, and employment because of their professional expertise and diverse areas of interests.

MLA Mentoring - Informal

Mentoring for MLA students occurs informally between students and faculty members of their choice. One of the most important forms of informal mentoring occurs between students. In both cases, students informal mentoring is strengthened by the routine interactions that occur within the Lee Hall physical environment and studios.

Another form of mentoring that is largely informal occurs via membership in CU-ASLA. As members of this student organization, students interact with each other, especially those in different years. As a result, students indirectly help each other select and manage courses among other advising-related activities. Membership in CU-ASLA also allows students to meet with professionals who provide another layer of mentoring and advising.

2. How does the program assess the effectiveness of the student advising and mentoring program?

CULA uses exit interviews, alumni surveys, the Student Advisory Council, and ongoing discussions with students to ascertain the effectiveness of student advising and mentoring. The results are discussed among faculty members in regular meetings and routinely evaluated for effectiveness. For example, the shift to a BLA advising team was based on a recommendation of students combined with faculty discussion.

BLA

To date, our BLA advising team has worked successfully to ensure that all students in the last four years have graduated on time. Also, BLA program Director Matt Powers was awarded the College Advisor of the Year in 2016-17. More anecdotally, we have very few complaints about our advising or problems with degree progress and graduation. The fact that we have high retention and graduation rates supports the effectiveness of our advising.

CULA faculty and thesis advisors have worked successfully to ensure that all students in the last four years have graduated on time. We also have very few complaints about our advising or problems with degree progress and graduation. However, two recurring issues that students have communicated to faculty related to advising include clarification of the thesis project expectations and more guidance in terms of elective selections. Both of these issues are currently being addressed by faculty. In fact, an updated list of electives suitable for MLA students has already been created and shared with students.

3. Are students effectively advised and mentored regarding academic and career development?

Students are advised and mentored about their careers in several ways. In most cases, there are few significant differences in how BLA and MLA students are mentored regarding their academic and career development. This is because both programs are leading to professional degrees with an expectation of employment in landscape architecture and closely related fields. Therefore, the following information about mentoring and advising relates to both programs. Any differences that occur are less programmatic and more at the informal level in terms of personal mentoring between a faculty member and student. For example, the Program does not necessarily mentor or prepare graduate students for a career in academia. However, if a student expresses an interest in academia as a career, or any other vocation outside the typical career paths of BLA and MLA graduates, then they are encouraged to discuss their interests with specific person (e.g., faculty member, professional) of their choice. This is also true for BLA students who intend to continue their studies in graduate school. In these ways, mentoring occurs as needed and in a personal way. More typically, the Program provides several opportunities for students to receive mentoring and career advice. Some of these opportunities have already been discussed earlier in question 1. Also, Standard 6 contains more information about mentoring at the BLA and MLA levels, especially as it relates to the profession. The next paragraphs discuss several mentoring and career advisement opportunities that our institution and Program provides.

Michelin Career Center

All students may visit the Michelin Career Center on campus. The Michelin Career Center offers many unique services, such as career workshops, on-campus interviewing, experiential education, and internship programs. The Center is located in a state-of-the-art facility on the third floor of the Hendrix Student Center. Student also receive advice on how to format a resume, write letters of interest, and communicate with prospective employers. The Michelin Career Center also host an annual career fair that includes some large engineering firms that hire landscape architects.

CAAH On-Deck

The CAAH On-Deck mentoring program, initially available to BLA students but soon to include MLA as well, features an online mentoring platform for mentor-mentee interaction. Here are some details of the College-level mentoring program:

- The mentoring works something like a dating app: students use filters to search profiles of available mentors.
- Mentoring can be short-term (answering quick questions) or long-term. Mentors decide what they want to do and for how many students.
- Mentor contact information is not released by the platform, so their privacy is protected. All interaction can take place within the online platform, unless the mentor pair decides they would like to meet in person.
- Overall, the program looks for people who are in the chairs our current students hope to sit in someday, who want to give back to Clemson through service to the university, and who are eager to share their stories and experiences.

SoA Annual Career Fair

All CULA and SoA students are invited to participate in the annual career fair. Held each Spring, this two-day employment/internship fair is hosted by the SoA and includes over 70 firms. These firms are actively hiring. Students sign up for a 20-minute interviews with any of the firms they prefer. As a part of the career fair, faculty members in the SoA provide portfolio and resume workshops along with tips on interviewing. A reception allows students to informally talk with hiring professionals about their careers and work life.

Course and Studio Based Advice

Students are regularly provided information and career advisement informally through their studios and other courses. Also, students often informally seek out mentoring from a specific faculty member or even another student. More formally, courses and electives such as professional practice, key issues, and portfolio provide students with information about the profession.

Alumni and Office Visits

Our alumni regularly return to campus for presentations, lectures, reviews, and other events. When our alumni come to campus we always try to get them to interact with one or more groups of students. Often these interactions include career advice. Incidentally, the content of many speakers at our SoA lecture series provide career and academic advice. Lastly, when possible, we take our students to visit professional offices run by our alumni and other friends of the Program. Every student in our Program visits a professional office at least once during their study at Clemson.

Internships

Student internships are very helpful in showing students what life is like in the professional realm while connecting them with young and experienced professionals who are willing to share their thoughts on career development. Internships are not required but highly recommended. Many students report that they learn a great deal about the profession through their internships. Some gain lifelong mentors as well.

4. Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

As with mentoring, there is little difference in terms of how the Program introduces students to issues of licensure, professional development, and other professional opportunities. In many ways, these issues are addressed through mentoring, both formal and informal. However, the area in the curriculum whereby these opportunities are specifically addressed and developed is the professional practice course. This course is one of the few courses at CULA that combines BLA and MLA students in a single course. In this course, students are apprised of all laws, requirements, and opportunities that frame and support professional practice. An active practitioner typically teaches the course. For more information about this course, please refer to the course syllabus.

A second way students learn about the profession and its various opportunities, available to both BLA and MLA students, is through participation in CU-ASLA. As members of the student organization, students are able to discuss the profession with practitioners that they meet at conferences and events. Since we tend to have a strong record of student participation at conferences (ASLA National, local chapter, and LABASH), students can see for themselves how continuing education and professional development are vital for individuals and the profession alike.

5. How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

Student satisfaction with their academic experience at Clemson and the BLA and MLA programs is generally very high. In fact, a 2015 report by The Princeton Review ranked Clemson's alumni network No. 1 in the US. Building on this strong tradition, CULA uses three ways to gauge student satisfaction. These strategies apply to both the BLA and MLA programs.

First, we use feedback from interactions that occur between students and faculty/administration throughout the academic year. These meetings may address concerns and/or positive experiences. The nature of these interactions may be informal such as a discussion after class or a discussion while on a field trip. Other interactions are more formal including the Student Advisory Council.

In many cases, faculty members discuss the content of these interactions with administration and other faculty members during Program meetings and retreats in order to address key issues and build on strengths.

Second, all BLA and MLA students are asked to participate in an exit interview and survey. The exit interview involves the completion of a survey and a meeting with the program Director. The results of exit interviews and surveys are discussed with faculty members and others as needed.

One value of the exit interviews is the longitudinal nature of the feedback. In other words, exit interviews allow the Program to see how the curriculum and special programs have functioned over time. Some common themes among recent exit interviews include very high satisfaction with off-campus programs, interdisciplinary relationships, and the overall studio atmosphere. Recent items of concerns for students include issues with sharing the building especially noise and the desire for more summer courses and studio.

Third, we maintain good relationships with many alumni that we regularly call upon for reviews and guest lectures. These individuals are also in a position to reflect upon their experiences at Clemson relative to their experience in the workplace. These individuals tend to be satisfied with their preparation for the profession.

Lastly, student participation in CU-ASLA events and other extracurricular activities as well as our very high studio and course attendance rates and levels of participation suggest that our students enjoy both landscape architecture and CULA. The high levels of energy and productivity among our students is further evidence that our students are engaged, active, and satisfied.

C. Participation in Extracurricular Activities

1. What opportunities do students have to participate in institutional/college organizations, community initiatives, or other activities? How do students take advantage of these opportunities?

Students in the BLA and MLA programs have many of the same opportunities for participating in organizations and activities outside the Program. In fact, CULA as a Program values and supports independent thinking, community service, and leadership skills in all of our students. We believe that these types of skills can be developed through various levels and forms of engagement. CULA makes every attempt possible to provide students with opportunities for engaging the university, college, and community. For example, we provide financial support to the CU-ASLA student leaders and members to attend ASLA annual meetings. Also, we have had several students serving as Resident Advisors on campus, College Ambassadors, and even one who served as the Tiger mascot. The following paragraphs discuss how CULA provides opportunities to both BLA and MLA students. A separate section pertaining to opportunities available only to MLA students is included at the end of the response.

CULA faculty and staff work with all of our students informally and through scheduled advising to help them achieve balance between extracurricular activities, schoolwork, and their lives in general. We make every effort to accommodate student requests concerning their extracurricular activities and work schedules. Overall, our BLA and MLA students participate in extracurricular activities in three broad ways.

First, students become introduced to the value of engagement through studio-related projects. For example, nearly every year, at least one design studio at each level provides an opportunity for students to work on a "real-world" public service project. These types of projects, including involvement with a.LINE.ments, afford students the opportunity to interact with various public officials, design professionals, and allied professionals. Working on real projects begins to hone the student's skills in comprehending how their ideas can positively affect a community and its individuals. In some cases, the studio project may evolve into other ongoing opportunities for students such as volunteering with schools and internships with county and regional organizations.

Second, the CU-ASLA Student Chapter provides opportunities for all of our students, and in particular individuals, to take leadership roles in the Chapter as well as CULA. The four executive officers, and up to eight additional studio/class representatives, work together with CULA and a faculty volunteer who serves as Chapter Advisor to define Chapter plans and activities for each year. These activities range from inviting guest lecturers to hosting workshops on portfolio

development. When CU-ASLA members participate in these activities, many times, they meet and network with local and regional professionals, and in some cases learn about internship opportunities.

For the past several years, the student chapter has worked with the State Chapter to design and implement projects at several regional schools in celebration of Landscape Architecture Month. In addition, student members are also very active participants in regional and national conferences. For example, averages of 12 students per year have attended the national ASLA Conference each of the past six years. We have also had students attend LABASH and other regional conferences focused on historic preservation, green design, and other topics. It is important to note that often our students collaborate with other student groups on events and activities around campus and within the SoA.

Third, internships offer students any number of opportunities to interact with professionals and communities on a range of activities from a professional design office setting to design-build and field installation work. All of these organizations and internships offer the student various opportunities for participating in activities that relate to the profession and larger community. The aforementioned mentoring programs are an extracurricular activity similar to internships in that they introduce students to professionals while generating additional opportunities for professional engagement. The Program communicates these opportunities to all students weekly or as received.

Finally, many students also create and pursue their own opportunities on and off campus. For example, we have students on the track and crew teams, student newspaper, SCASLA lobbying team, church-related outreach, and several who serve as Ambassadors for the College. As mentioned, CULA regularly forwards information about opportunities to students through email and other means in order to encourage them to become engaged in the university and community while building key life and professional skills. At the same time, a significant number of opportunities are identified by the students themselves and shared amongst one another inside and outside Lee Hall.

MLA

Some graduate students participate in student government. In fact, so do some undergraduate students. However, the Graduate Student Government provides additional opportunities for funding professional development. Professional Enrichment Grants (PEGs) from the Graduate Student Government are reimbursement-based grants that supplement graduate student travel to conferences and field experiences. The PEGs are open to any current graduate student at Clemson University.

2. To what degree do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events, and the activities of other professional societies or special interest groups?

Overall, faculty and administration work with both BLA and MLA students to create, provide, and acknowledge the importance of extracurricular activities. Faculty members often allow students flexibility in terms of coursework and attendance in order to encourage student engagement.

As mentioned earlier, our BLA and MLA students are very active participants in regional and national conferences. For the past six years, at least 12 students (both BLA and MLA) from the have attended the ASLA Annual Conference. In most cases, the Student ASLA officers were provided financial support from the Program and the Clemson Architectural Foundation (CAF) to offset travel costs. Students who receive these stipends are required asked to document their trip to the conference and share it with their classmates during a CU-ASLA meeting. Student must also report to the CAF about their experiences.

In most Spring Semesters, the SCASLA, CULA, and CU-ASLA have a joint ASLA event in Clemson. This event coincides with the Spring Awards juries and other on-campus events. Students are invited to attend a mixer and meet/network with professionals from around the state. In addition, SCASLA holds an annual conference that is often attended by numerous students.

LABASH attendance varies depending on the location of the event. In recent years, proximity to campus has resulted in reasonable attendance of about 6-10 students per event. Other local and regional conferences such as Upstate Forever, 10 at the Top, and events at other Universities have attracted many interested students. The South Carolina Botanical Gardens hosts events that some students and faculty attend.

MLA

In recent years, several MLA students have presented work at CELA. Additionally, the MLA students have traveled to a regional conference in Tennessee and hosted a planting design workshop. This fall, students from the interdisciplinary design studio are traveling to Boston.

5. FACULTY

STANDARD 5: The qualifications, academic position, and professional activities and individual development of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

INTENT: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.

A. Credentials

1. Is the faculty's balance of professional practice and academic experience appropriate to the program mission?

The roster of program faculty members includes a very good balance of professional practice and academic experience. Altogether, the CULA faculty has the capacity for meeting the Program's mission to serve as a resource for the state of South Carolina and beyond through excellence in teaching and research in landscape architecture. The CULA faculty is one of the most senior, experienced, and productive faculties of landscape architecture in the U.S..

Our eight full time faculty members include six tenured and two tenure-track faculty (three professors, three associate professors, two assistant professors). Seven faculty members hold a professional degree in landscape architecture and five have PhDs. Three are licensed landscape architects. Our regular roster of part-time faculty members are also highly experienced especially in terms of professional practice. Overall, our full and part-time faculty members include small business owners, former department chairs, successful project managers, award-winning designers, authors, and generally very active and engaged community members.

While our faculty is diverse and experienced, it is also highly regarded. Most CULA faculty members have received multiple awards in design and planning from the ASLA, AIA, and other organizations. Matt Powers, Maria Counts, and Paul Russell have been successful in helping our students win student design awards. Hala Nassar, Robert Hewitt, and Tom Schurch have recently received CELA awards for teaching and service learning, respectively. Mary Padua serves as a founding member of the editorial board for the peer-reviewed journal Landscape Architecture Frontiers that received the ASLA 2015 national honor award in the Communications category. Hyejung Chang has established herself as a scholar and theorist in the area of design aesthetics.

Taken together, our faculty's experience and awards are testimony to our seriousness as designers and educators, as well as our commitment to the profession. Even though our strategic plan is ambitious, we believe that we have the right team of faculty members needed to achieve our mission, complete our long-term plan, and take our BLA and MLA programs to even greater levels of meaning, relevancy, and success within the state, region, and beyond.

2. Are faculty assignments appropriate to the course content and program mission?

Faculty assignments are appropriate to the course content and program mission. Each full-time faculty member in the Program teaches a studio (6 credits) and lecture or seminar course (3 credits)

per semester. Our faculty members often receive course releases for professional and course development, especially tenure-track faculty members and those with administrative duties. Four faculty members received a sabbatical during the four semesters between Fall 2016 and Spring 2018.

Teaching Assignments

Teaching assignments are conducted in a transparent, fair, and targeted way in order to ensure shared governance and to accomplish the Program's goals. The process begins with an annual survey of our faculty members to find out the studios and courses that they feel most qualified to teach and those that they prefer to teach. The Program Director then works with SoA and Program leadership to develop a draft of the semester teaching schedule based on the survey. Next, the Program Director speaks with each faculty member to confirm their assignment or make changes based on preferences and Program goals. Once all courses are assigned, the final schedule is discussed during a faculty meeting. By using this process for teaching assignments, CULA ensures a strong relationship between course content, Program mission, and each individual faculty member's expertise and preferences.

3. How are adjunct and/or part-time faculty integrated into the program's administration and curriculum evaluation/development in a coordinated and organized manner?

Adjunct and part-time faculty are invited to all CULA faculty meetings including faculty retreats. Part-time faculty members are also included in all email and other Program correspondence. It is through these meetings and communications that we integrate all faculty members including part-time faculty into open discussions about Program operations including curriculum evaluation and development. Additionally, adjuncts and part-time faculty review their teaching plans with the Director of Landscape Architecture and Program Directors prior to the beginning of the term.

B. Faculty Development

1. How are faculty activities – such as scholarly inquiry, research, professional practice and service to the profession, university and community – documented and disseminated through appropriate media, such as journals, professional magazines, community, college and university media?

Faculty activities, such as scholarly inquiry, research, professional practice, and service to the profession, university and community at Clemson University are documented and disseminated in three primary ways.

First, faculty members are responsible to keep their CVs current and uploaded to the FAS. As mentioned in Standard 2 Program Autonomy, Governance and Administration, FAS is an online system utilized for documenting faculty activities. Faculty CVs include current research productivity noting where their work is being published, (e.g. peer-reviewed journals, professional journals); teaching assignments; and levels of service (i.e., departmental, college, university, and professional service). In addition to CVs, faculty members including written narratives and reflections about their yearly activities.

Second, CULA uses its website, Facebook page, and Instagram as a means of efficiently sharing faculty accomplishments. Postings on these outlets typically include items like peer-reviewed work presented at CELA and EDRA annual conferences, conference proceedings, book chapters, and field trips, awards, and other significant achievements of interest to our faculty, staff, students, and alumni. These outlets complement those used by the SoA who also include our faculty members' achievements on their own website, Facebook page, Instagram and especially the SoA newsletter.

Finally, the College and University use their website, newsletters, blogs, and many publications to promote faculty success. The CAAH Public Information Director Karen Land and her team are in regular contact with the SoA leadership and CULA faculty members to ensure that Program activities such as faculty scholarship and creative activities as well as innovative teaching and learning are documented and disseminated appropriately. Karen works closely with the University Media Relations to enhance and expand the coverage and dissemination of our faculty members many great works.

2. How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development? Are faculty duties, work load, and opportunities similar to other faculty in related disciplines or academic units?

Clemson University Landscape Architecture faculty teaching and administrative assignments, work load, and opportunities are the same as most other faculty members in the SoA. There is some variance given to each individual based upon his or her particular research, teaching, and service interests. Nevertheless, the expectations for all faculty in the SoA is largely standardized as such:

- Teaching: 1 studio, 1 lecture per semester
- Research: 2 peer-reviewed artifacts per year or equivalent research/creative activity
- Service: Program, School, College, University, or Professional service as appropriate

The Program Director and the Director of the SoA work jointly with each faculty member to ensure that individual assignments are made according to each person's expertise, interests, and career stage coupled with Program goals and the broader needs of the School.

As mentioned in A.2. above and earlier in Standard 2.B., CULA faculty have been successful in receiving sabbaticals, courses releases, and funding for professional development. The Program funds each faculty member's expenses for up to two conferences per year. Overall, landscape architecture faculty routinely receive more of these opportunities than do faculty in many other programs at Clemson.

3. How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?

Formally, faculty are evaluated annually using the Faculty Activity System (FAS) and the Tenure, Promotion, and Reappointment (TPR) procedures. The FAS is based on annual performance and student evaluations of individual faculty members teaching, research, and service activities. It is a three part process:

- Form 1 - goal setting by faculty member with School Director input
- Form 2 - activities report at the end of the year with narratives and explanations
- Form 3 - administrative evaluation conducting by the School Director

Each of these forms in the FAS process focus on teaching effectiveness. As a result, faculty members must provide examples of student work, syllabi, and other course related materials. Student evaluations are also included.

The TPR evaluation is also used to evaluate the progress and teaching effectiveness of untenured faculty members. This process parallels the FAS in terms of its assessment of teaching effectiveness, research productivity, and other typical measures. As a part of the TPR process, administrators at the School and College levels as well as TPR committee members (i.e., all tenured faculty members

in CULA) are required to visit and observe untenured faculty members courses/studios as least once a year. The results of the observation are factored into their evaluations.

Less formally, peer evaluation is used to gauge teaching effectiveness. The jury week tradition of the SoA combined with the openness of our studio reviews encourages diverse participation and critique. As a result, faculty members' teaching effectiveness is assessed by peers and professionals during studio reviews and project presentations. The results of these can be immediate or shared later during information discussions between teachers and their guests.

4. How are the results of these evaluations used for individual and program improvement?

Faculty members receive written evaluations from School and College administration based on their FAS and TPR documents. The TPR evaluation also includes a peer evaluation from the TPR committee comprised of all tenured faculty members in the Program. These evaluations initiate a productive dialogue between School/Program administration and the individual faculty member. Each of these evaluations is intended to provide guidance on the faculty members' effectiveness as an educator. When issues arise, faculty members are given a range of options for remediation including the use of additional documentation of teaching, participation in a workshop from the Institute for Teaching effectiveness, and other such steps.

5. How do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

There are a variety of sources of funds available to CULA faculty. These sources include (1) the Program's operating budget; (2) the Charles Fraser endowment fund; (3) Clemson Architectural Foundation (CAF); (4) Pennell Center for Research in Design & Building; and (5) college-level faculty seed grants for travel or course releases. Some other, less routine sources of funding include: (1) the CAAH Creativity Professorship, attained through nomination and selection by the Dean, and (2) incentive funds (stipends for professional development upon hire and teaching overloads). At the University level, the Vice President for Research and the University Research Grant Committee offer project completion grants and seed grants to faculty members early in their career on a competitive basis.

In terms of the Program's operating budget and the Fraser endowment, faulty members are asked in August to submit requests for funding with expected costs included. The Program Director then works with faculty to allocated the available funds based on the requests. Typically, at least \$18,000 is available for faculty travel and development from these two sources. For other sources, the faculty member works independently with support from the Program leadership to identify and apply for funding.

6. How are the activities of faculty reviewed and recognized by faculty peers?

The review of faculty activities primarily occurs through the FAS and TPR processes indicated previously. However, faculty members, especially tenure-track, are encouraged to invite other faculty members from the Program (or other academic units) to observe their teaching, review their draft presentations and publications, and generally work together to ensure success.

Recognition happens in different ways. At the College level, research activities are recognized through the CAAH Faculty Fellowship Program where a committee of faculty peers reviews faculty proposals. This particular fellowship is non-sabbatical, research-related and allows for a course release for one semester. The College, School, and Program also recognize outstanding activities with annual awards and publication in newsletters, websites, etc..

At the University level, through the Provost's office, the Thomas Green Clemson Award honors outstanding faculty and staff who have made significant contributions to academic life at Clemson. In addition to the Thomas Green Clemson award, other awards include the Board of Trustees Award for Excellence; the President's Commission on the Status of Women Outstanding Woman Award; the Frank A. Burtner Award for Excellence in Advising; Centennial Professorship Award; Dr. Martin Luther King Awards for Excellence.

7. How do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

Each CULA faculty member participates in various service activities as expected and commensurate with a land-grant institution. The initial emphasis in terms of service is placed on assigning, selecting, and/or electing individuals to committees at the Program and School level. Examples of this include the curriculum committee, honors and awards committee, and the Faculty Advisory Committee. All Program and School committees are listed in our bylaws. For these service activities, all efforts are made to ensure fairness and when possible correspondence with each faculty member's area of interest and expertise.

Outside the School, faculty members generally choose for themselves to participate in College and University service. In these cases, faculty members typically ask for support from their colleagues and Program leadership. Examples of this level of service include Faculty Senate or a search committee for a Vice President. Occasionally, the positive reputation of our faculty may result in solicitation of a faculty member for a service need such as a representative to the Board of Trustees or College advisory committee. As a School, we are obligated to help the College fulfill its service needs and therefore we regularly ask for faculty volunteers to serve on various College committees. Finally, the faculty member, with support from Program and School leadership, initiates professional and community service activities. Examples of this include CELA regional chairs, ASLA national committees, and other such organizations including local boards and committees.

As discussed in Standard 4.B., student advising at the undergraduate level is conducted by the Director of the BLA program with assistance from the Student Services Coordinator. At the graduate level, the MLA Program Director advises students for the first year or until they select a major advisor. Once this occurs, the student is advised by a faculty member. Program guidelines typically restrict MLA student advising to no more than four students per faculty member per year.

C. Faculty Retention

1. Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity? Are they comparable to related disciplines within the institution?

In 2011-12, market adjustments were made across the University as part of the University's 2020 Road Map, which emphasized faculty retention. Clemson University Landscape Architecture faculty members were assessed according to research productivity and their annual FAS evaluations. Faculty salaries were compared to the market salaries and adjustments were made. This was a major effort on the part of the University and the Board of Trustees to recognize the value of faculty and upward adjustments were made in the range of 4% to 17%. Since then, faculty members have received occasional cost of living increases and performance-based bonuses. Overall, the salaries for CULA faculty members are comparable to faculty members in other disciplines in the University, SoA, and competitive nationally.

Recognition for academic and professional achievement is commensurate with various guidelines especially those listed in the SoA's Merit Increase guidelines that were approved in 2018. As with other land grant institutions, CULA faculty members are recognized and rewarded for outstanding teaching, research, and service. Below is SoA guidelines used to identify and recognize faculty achievement and performance.

RATING TEACHING

| 7 <i>Extraordinary</i> | 6 <i>With Distinction</i> | 5 <i>Above Expectations</i> | 4 <i>Expected</i> | 3 <i>Below Expectations</i> |
|---|--|---|--|---|
| <p>Meets the standards for a rating of "6", and additional evidence such as the following:</p> <p>1) National or international publication/presentation of student outcomes, and/or scholarship of teaching and learning;</p> <p>2) National or international student award;</p> <p>3) National or international faculty teaching award or peer recognition;</p> <p>4) Nationally adopted curriculum materials, texts, etc.;</p> <p>5) Selected as a Clemson Alumni Professor.</p> | <p>1) Notably high student outcomes that address the student performance criteria outlined in the course syllabus;</p> <p>2) Consistently above average ratings on Q10 and Q1 in comparison to program;</p> <p>And more than one of the following:</p> <p>3) Publication/presentation of student outcomes, and/or scholarship of teaching and learning;</p> <p>4) Regional or university student award;</p> <p>5) University faculty teaching award or peer recognition;</p> <p>6) Significant academic advising;</p> <p>7) Significant course and/or curriculum development.</p> | <p>1) Very good student outcomes that address the student performance criteria outlined in the course syllabus;</p> <p>2) Above average ratings on Q10 and Q1 in comparison to program;</p> <p>And at least one of the following:</p> <p>3) Publication/presentation of student outcomes, and/or scholarship of teaching and learning;</p> <p>4) Regional or university student award;</p> <p>5) College or local faculty teaching award or peer recognition;</p> <p>6) Significant academic advising;</p> <p>7) Significant course and/or curriculum development.</p> | <p>1) Good student outcomes that address the student performance criteria outlined in the course syllabus;</p> <p>2) Average ratings on Q10 in comparison to program;</p> <p>3) Evidence of reflective teaching.</p> | <p>1) Student outcomes that address the student performance criteria outlined in the course syllabus;</p> <p>2) Mostly average ratings on Q10 in comparison to program.</p> |
| | | | | <p>2</p> <p><i>Well Below Expectations</i></p> <p>The individual is generally NOT performing at the level expected and is significantly below expectations in several of the criteria.</p> |
| | | | | <p>1</p> <p><i>Wholly Inadequate</i></p> <p>The individual is NOT performing at the level expected and is significantly below expectations in several of the criteria with no special circumstances.</p> |
| | | | | |

RATING RESEARCH

| 7 <i>Extraordinary</i> | 6 <i>With Distinction</i> | 5 <i>Above Expectations</i> | 4 <i>Expected</i> | 3 <i>Below Expectations</i> |
|--|---|---|---|---|
| <p>Meets the standards for a rating of "6", and in addition has at least one more of the following:</p> <p>1) A significant published book for a major press, (counts as a minimum of 2 artifacts);</p> <p>2) Documented progress towards a significant book chapter or book for a major press or other significant creative work;</p> <p>3) Significant <u>external</u> funding award for research;</p> <p>4) A <u>national/international</u> peer-reviewed journal publication, juried exhibition, or design award;</p> <p>5) A national/international design competition award;</p> <p>6) Best paper/book award in a national or international venue;</p> <p>7) Patented work receives award or becomes industry standard.</p> | <p>Meets the standards for a rating of "5", and in addition has at least one more of the following:</p> <p>1) A <u>national/international</u> peer-reviewed artifact (at a minimum a significant publication or journal, national design award, or national juried exhibition);</p> <p>2) Documented progress towards a book chapter or book for a major press or other significant creative work;</p> <p>3) <u>External</u> funding award for research;</p> <p>4) Receipt of a competitive research fellowship;</p> <p>5) Invited plenary/keynote address at national/international conference;</p> <p>6) Patent awarded for research work.</p> | <p>At least one of these:</p> <p>1) A <u>national/international</u> peer-reviewed artifact (at minimum the equivalent of a conference proceedings publication);</p> <p>And at least one of these:</p> <p>1) <u>Regional</u> peer-reviewed artifact (see description under "4");</p> <p>2) <u>National/international</u> peer-reviewed work-in-progress;</p> <p>3) National/international invited lecture;</p> <p>4) <u>Internal</u> research funding award;</p> <p>5) Submission of a proposal for <u>external</u> funding;</p> <p>6) Demonstrable collaborative, interdisciplinary and/or community activity.</p> <p>7) Significant citations of work.</p> | <p>Any two of any of these:</p> <p>1) <u>Regional</u> peer-reviewed artifact (e.g. at minimum the equivalent of a conference presentation, regional juried exhibition, or regional design award);</p> <p>2) <u>National/international</u> peer-reviewed work-in-progress (e.g. a poster; a short paper);</p> <p>3) Regional invited presentation or citation;</p> <p>4) <u>Internal</u> research funding award;</p> <p>5) Submission of a proposal for <u>external</u> funding;</p> <p>6) Demonstrable collaborative, interdisciplinary and/or community activity.</p> | <p>Any one of the outcomes listed for a rating of 4.</p> |
| | | | | <p>2</p> <p><i>Well Below Expectations</i></p> <p>The individual is generally NOT performing at the level expected and is significantly below expectations in several of the criteria.</p> |
| | | | | <p>1</p> <p><i>Wholly Inadequate</i></p> <p>The individual is NOT performing at the level expected and is significantly below expectations in several of the criteria with no special circumstances.</p> |
| | | | | |

RATING SERVICE

| 7 <i>Extraordinary</i> | 6 <i>With Distinction</i> | 5 <i>Above Expectations</i> | 4 <i>Expected</i> | 3 <i>Below Expectations</i> |
|---|---|--|--|--|
| Meets the standards for a rating of “5”, and in addition has at least two more of the following: 1) Leadership in a professional or academic body (including Faculty Senate); 2) Service as program or school administrator; 3) Service as conference chair or editorial board member or workshop convener at regional, national or international level; 4) Facilitator of a School, College or University development prospect. | Meets the standards for a rating of “5”, and in addition has at least one more of the following: 1) Leadership in a professional or academic body (including Faculty Senate); 2) Service as program or school administrator; 3) Service as conference chair or editorial board member or workshop convener at regional, national or international level; 4) Facilitator of a School, College or University development prospect. | 1) Active, impactful contributions to at least one school committee. And more than one of these: 2) Chair of a program or school committee; 3) Service on College or University committees/task forces; 4) Service to community, regional, state or national committees; 5) Engagement as peer-reviewer (of e.g. paper submissions, competition entries); 6) Invited speaker or design critic at peer institution or professional meeting/organization; 7) Notable professional practice and/or consulting; 8) Service on national/international review panels. | 1) Active, impactful contributions to at least one school committee. And at least one of these: 2) Chair of a program or school committee; 3) Service on College or University committees/task forces; 4) Service to community, regional, state or national committees; 5) Engagement as peer-reviewer (of e.g. paper submissions, competition entries); 6) Invited speaker or design critic at peer institution or professional meeting/organization; 7) Notable professional practice and/or consulting. | Active, impactful contributions to at least one school, college, university or professional committee. |
| | | | | 2 <i>Well Below Expectations</i> |
| | | | | The individual is generally NOT performing at the level expected and is significantly below expectations in several of the criteria. |
| | | | | 1 <i>Wholly Inadequate</i> |
| | | | | The individual is NOT performing at the level expected and is significantly below expectations in several of the criteria with no special circumstances. |

2. What is the rate of faculty turnover?

In 2014, at the time of the last BLA accreditation, CULA had 7.5 full time tenure/tenure track faculty members (Tom Schurch was 50% LA and 50% planning). We had the same 7.5 faculty in 2016 at the time of the MLA accreditation. Currently, we have 8 faculty members since Tom has decided to become 100% full-time in CULA.

In Spring 2017, Martin Holland left Clemson because, as he said, he wanted to move back to his home country of Canada where he now is on faculty at the University of Guelph. As a result, we hired Jessica Fernandez as a lecturer for one year to fill the position left open by Martin. Then, we held a faculty search and successfully hired Maria Counts to a tenure track position. Thus, we continue to maintain 8 full time faculty members – with one individual (Martin) leaving and being replaced (Maria) in the last four years.

6. OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

STANDARD 6: The program shall have a plan and a record of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

INTENT: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction w. Institution and Public

1. How are service-learning activities incorporated into the curriculum?

Deeply embedded in Clemson University's origins and current mission are the historical land-grant responsibilities of teaching, research, and extended public service. This tri-part mission represents three broad categories of goals that shape CULA's mission, strategic plan, and professional curricula.

One key feature of our BLA and MLA curriculums is the intermixing of teaching, research, and service into a single or series of real world, service-learning projects. In fact, these types of projects are widespread in our studios, discussion-courses, workshops, and extracurricular activities. As such, faculty members and students regularly collaborate with communities, non-profits, and various public agencies to: (1) identify environmental design issues, (2) provide knowledge-based ideas and conceptual frameworks, (3) collect and analyze data, and (4) offer consultation and conceptual design. The result is a web of teaching, research, and service that flows between studio and classroom, laboratory and field, teacher and learner, and finally to local communities and our colleagues in the profession and around the world.

The next sub-sections describe how CULA integrates service learning into its BLA and MLA curriculums.

Studio Projects and Coursework

Clemson University Landscape Architecture faculty members regularly use real-world, service learning projects for helping students meet course and Program learning outcomes. This strategy embeds teaching and learning in authentic, real-world settings and environments – a key component of effective problem-based learning. Moreover, students that participate in authentic, service learning experiences tend to demonstrate greater motivation and deeper interest in a project. In turn, these opportunities positively affect student learning and professional preparedness.

In Fall 2017, CULA offered seven studios (4 BLA + 3 MLA). Of these studios, six utilized service-learning projects. Several faculty members also used service learning in their implementation, theory, and other courses. In Spring 2018, another six studios offered service learning experiences.

These examples from AY 2017-18 represent a normal level of service learning in our studios and courses.

More specifically, service-learning projects are used regularly in both the BLA and MLA Community Design, Urban Design, and Regional Design studios. Most BLA and MLA students in their final year complete an independent project that often contains a significant level of service learning. In 2017-18, over 10 projects between BLA and MLA students engaged the community. Planting design and many design implementation courses have effectively integrated service learning into their syllabi and projects. The matrixes below list each BLA and MLA course and indicate whether they have a service-learning component or not.

| BLA FALL SEMESTER | | |
|-------------------|-----------------------|----------------------------|
| Course # | Course Title | Service Learning Component |
| 1150 | Intro to LA | |
| 1280/81 | Technical Graphics | |
| 1510 | Basic Design | |
| 2510/11 | Fundamentals/Site | ✓ |
| 2620/21 | Design Imp I | |
| 3510/11 | Regional Design & Eco | ✓ |
| 4620/21 | Design Imp III | ✓ |
| 4530 | Key Issues in LA | ✓ |
| 4540/41 | Urban Design | ✓ |

| BLA SPRING SEMESTER | | |
|---------------------|--------------------------|----------------------------|
| Course # | Course Title | Service Learning Component |
| 1160/01 | History of LA | |
| 1520 | Basic Design II | ✓ |
| 2550/2551 | Community Design | ✓ |
| 3190 | Off-Campus Field Study | |
| 3210 | LA Architectural Seminar | ✓ |
| 3550/3551 | Off-Campus Studio | ✓ |
| 3620/3621 | Design Imp II | ✓ |
| 4280/4281 | LA Computer Design | |
| 4540 | Urban Design | ✓ |
| 4550 | LA Exit Project | ✓ |
| 4810 | LA Pro Practice | ✓ |

| MLA FALL SEMESTER | | |
|-------------------|--------------------------|----------------------------|
| Course # | Course Title | Service Learning Component |
| 6530 | Key Issues in LA | |
| 8010/11 | Orientation I | |
| 8230/31 | Community Design | ✓ |
| 8610 | Design Imp I | |
| 8210 | Research Methods | |
| 8430/31 | Interdisciplinary Design | ✓ |
| 8500 | Graduate Colloquium | ✓ |
| 8130 | Adv. Regional Design | ✓ |

| MLA SPRING SEMESTER | | |
|---------------------|---------------------|----------------------------|
| Course # | Course Title | Service Learning Component |
| 6280/6281 | LA Computer Design | |
| 8020/8021 | LA Orientation II | ✓ |
| 8300 | Grad Seminar I | |
| 8520/8521 | Adv Urban Design | ✓ |
| 8620 | Design Imp II | ✓ |
| 8920 | LA Terminal Project | ✓ |
| 6810 | LA Pro Practice | ✓ |

Creative Inquiry

Creative Inquiry is a university-wide undergraduate research program. It provides financial support for faculty who engage students in long-term research. Creative Inquiry provides opportunities for faculty and students to investigate outreach projects at a deeper level. Some faculty begin these projects in studio classrooms then provide the opportunity for students to continue their involvement with clients/projects throughout the year. One recent project included a partnership with local elementary/middle schools to develop a learning landscape aimed at enhancing student math skills (Dr. Matt Powers). This project led to a dissertation topic for one of our PhD students and subsequently, many presentations and publications. Paul Russell collaborated with the South Carolina Botanical Gardens to assess and provide conceptual plans for stormwater management. This project served as a senior project and subject for design-build. Seven bridges were built and implemented into the SC Botanical Gardens because of this Creative Inquiry.

a.LINE.ments

Clemson University Landscape Architecture houses the award-winning *a.LINE.ments* public service studio. The *a.LINE.ments* studio was established in 2006 to engage in projects that provide service-learning opportunities for students, research opportunities for faculty, and needed services to communities. It is allied with the Community Research + Design Center (CR+DC), which is directed by SoA Professor Dan Harding. This means that *a.LINE.ments* projects with interdisciplinary potential are highly valued. In the past, partner departments on campus have included Parks, Recreation & Tourism Management; Planning; Architecture; Applied Economics; Campus Recreation; and Clemson Extension Services.

In 2010, the Studio was awarded the South Carolina Commission on Higher Education award for service learning. The program offers students the opportunity to work on design projects in cities and towns throughout South Carolina. Students have worked with communities to provide master plans for parks, plans for downtown streetscapes, concepts for corporate campuses, recommendations for neighborhood revitalization, trails and recreation areas, a Safe Routes to School proposal, and a series of National Endowment for the Arts grants including a Your Town charrette. In 2014, *a.LINE.ments*, aided by the assistance of Clemson's UPIC internship program, hosted a multi-disciplinary undergraduate design team to work with Campus Recreation. In 2015-16, Dr. Padua led an advanced studio for a service-learning project that investigated design strategies for a low-income housing project for the Lake City Housing Authority.

a.LINE.ments is "staffed" largely by MLA students. Funding associated with the projects is used to provide support for the graduate program. The number of students involved in the projects varies on a project-by-project basis. It can be a team of three graduate students or a full studio of students with support of a graduate team and faculty member. The flexibility of many *a.LINE.ments* projects

is that they are not tied to an academic calendar or curricular demands, thus allowing different forms and levels of engagement that complement the curriculum and each student's overall development. For our MLA students, *a.LINE.ments* offers an opportunity for long-term involvement in cross-disciplinary projects that often integrate both research and design components with direct client involvement. Some of the *a.LINE.ments* projects are performed in the context of an ongoing design studio and other projects are conducted outside the classroom as independent graduate student projects.

Currently, *a.LINE.ments* is in the middle of a transitional phase. Dr. Mary Padua has served as the acting Director of *a.LINE.ments* since the retirement of the former Director and co-founder Mary Beth McCubbin in 2014. However, Dr. Padua's service is beyond her formal appointment and as a result neither she nor our faculty members have been able to provide *a.LINE.ments* the attention it deserves. Therefore, CULA has made it a priority to reevaluate, reset, and restart *a.LINE.ments* in a way that builds upon its prior success.

Service Alliance

The [Clemson University Service Alliance](#) is another on campus program that is administered through the Public Services Activities (PSA) Program that is part of the Office of Economic Development. The PSA Program provides development funding for faculty through their Faculty Fellows program. The Fellowship requires recipients to offer consultation and mentoring for other faculty in designing and revising courses that include a service component. Faculty Fellows also disseminate their service-learning work through public workshops and seminars; presentations at conferences; and in webcasts. Faculty in the Department who have been appointed as Fellows are Mary Beth McCubbin (2010-12 and 2013-14), recently retired, and Paul Russell (2013-14). The Alliance also provides support to students to attend conferences and for travel related to service activities.

2. How are service activities documented on a regular basis?

Currently, CULA reports all service-learning related student work to the *Clemson University Service Alliance* and *Synergy*. On their website here, [Synergy](#), they track these activities across the University and publishes an annual report of activities. Service-related projects are featured on our web page, SoA newsletter, the Program's Facebook page and Instagram, and have garnered attention through the College and University newsletters. Many of these can be seen at the Clemson Media Relations website here [Media](#) and College . *a.LINE.ments* also publishes technical reports to sponsors/clients and project summaries on the [a.LINE.ments homepage](#). Additionally, our faculty have built strong relationships with local news media that often feature our student work.

3. How does the program interact with the institution and the public, aside from service learning?

There are several ways that the program interacts with the institution and the public. Within the University, faculty members Robert Hewitt and Matt Powers have served as Faculty Senators. Matt and Robert along with Mary Padua, Tom Schurch, and Hala Nassar have all served on numerous College and University committees including the Search Committee for Vice Provost for Enrollment Management, Undergraduate Student Grievance Committee, College Research committee, and College Curriculum committee. As members of the SoA, CULA faculty members also serve on school-wide committees and represent the SoA at College, University, and Community functions.

The CULA Program Director serves as the LA program representative at various meetings at the College and University levels, and is also invited to public events. The Program Director is an ex-officio member of the SC-ASLA and participates in monthly conference calls, leadership retreats, and other events. The majority of CULA faculty are members of the SC-ASLA.

Interactions within the institution also involve individual faculty members engaging in cross-disciplinary research and co-teaching with faculty members from outside the Program. Some faculty members, like Tom Schurch, often interact with the public as members of local design review boards. Some faculty members like Paul Russell, are engaged in professional practice and have clients from the public sector. It is through the efforts of our faculty members and the services they provide, whether as a volunteer, professional, or Clemson University faculty member, that CULA develops the network of relationships necessary for successful landscape architecture education and professional advocacy.

4. How does the program assess its effectiveness in interacting with the institution and the public?

The program does not have a formal mechanism for assessing its effectiveness in interacting with the institution and public. However, we do have indicators of success that encourage us to continue our engagement and interaction. For example, the continued interest in our Program from local communities, homeowners, and government officials who routinely request student and faculty assistance points to our strong reputation within the region. Indeed, our interactions with these groups is positive and central to our extensive integration of service learning into the curriculums. In terms of the institution, several of our faculty members are invited or asked to serve on university-level committees, or are successfully elected. This suggests that CULA is known within the institution for its level of engagement and effective faculty participation. Additionally,

faculty members who are active practitioners working in the public realm have had projects covered in news media ~ another positive indicator of effective public awareness.

B. Interaction with the Profession, Alumni, and Practitioners

1. How does the program recognize professional organizations, alumni, and practitioners as resources?

Professional Organizations

The most important relationship for CULA is with the ASLA, specifically the South Carolina Chapter of the ASLA. This reciprocal relationship centers on our common interests and the fact that many SC-ASLA members are also CULA Alumni.

Currently, SC-ASLA supports our CU Student Chapter of the ASLA by providing financial support for back to school and end of the term banquets. They also support our students as they travel to the National ASLA Conference. Members of the SC-ASLA provide instruction about emerging professionals, graphics, interviewing, and other topics to our students at student chapter meetings. Finally, SC-ASLA and CU-ASLA coordinate and conduct the annual student awards jury including the ASLA Awards of Honor and Merit. As part of the student awards, SC-ASLA financially sponsors the SC-ASLA Student Award whereby SC-ASLA donates \$500 in the winning student's honor to the Lee Hall Library and reimburses the winner's travel expenses to the National ASLA meeting.

A faculty member (currently Matt Powers) serves as advisor to the CU-ASLA student chapter and effectively serves as a liaison between the Student Chapter, CULA, and the SC-ASLA. Matt participates in monthly conference calls, face-to-face meetings, and other events as both Student Chapter Advisor and CULA Program Director. Communication with the SC-ASLA is invaluable since they are a critical professional resource for the Program and students.

Most CULA faculty members are also members of the ASLA. Moreover, CULA is a member of CELA. At times 100% of CULA faculty members have attended the annual CELA conference. Many faculty members also participate in EDRA, ULI, and other professional organizations depending on their interests.

Practitioners

Practitioners have been engaged as resources on several levels: (1) part-time instructors; (2) visiting studio reviews; (3) hosts for office visits; and (4) Professional Advisory Board. Highlights of our relationship with practitioners includes utilization of two licensed professionals in 2017-18 as part-time instructors including one who taught our senior exit studio and one who taught Professional Practice. Practitioners also serve on numerous design juries throughout the year. In fact, during SoA Review Week (end of each term) we often have up to 10 professionals in total serving as studio reviewers and guest lecturers.

The Professional Advisory Board is also a way for practitioners to interact with our Program. The Professional Advisory Board was started in 2014 and worked effectively for several years. However, as we transitioned into the SoA last year we dedicated significant time to the development of School bylaws, strategic plans, and tenure and promotion guidelines. As a result, we felt like we needed to solidify our Program's place within the School before meeting with the Advisory Board. Thus, we did not meet with board last year. This year we plan to begin the process of reevaluating the mission and membership of the Advisory Board with the intent to rekindle this group and our important relationship by Fall Semester 2018-19.

Alumni

Alumni are a critical resource for our program. Many are members of the ASLA and practicing landscape architects. As a result, our engagement with practitioners and the ASLA allow us a direct connection to our alumni. This means that our alumni often interact with our faculty and students during critiques, office visits, conferences, and in the studio/classroom.

2. Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?

Clemson University Landscape Architecture maintains a database and registry of alumni. As part of the exit interview, graduating students provide employment and contact information. Updates to the registry occur through information gathered by faculty members in a variety of ways like anecdotally; relationships with former students; contact with the Program website; social media outlets like Facebook, Instagram, and LinkedIn; and at professional meetings. Periodically, the Program cross-references its registry with Clemson Alumni Association's database.

Clemson Alumni Association also keeps a database of alumni, which it shares with the College, School, and Program. The Alumni Association, as their [homepage](#) shows, keeps accurate records

of addresses, employment, biographical information, etc. on all alumni of the University. The Clemson Alumni Association has been recognized on numerous occasions over its history as one of the top such organizations in the country. Regular programs designed to strengthen the high loyalty and great interest that alumni have in their Alma Mater are conducted both on- and off-campus year-round. Clemson Clubs, closely affiliated with the Alumni Association, exist throughout the world. All functions and services of the Alumni Association are coordinated out of the Clemson Alumni Center.

Publications that connect us to our alumni include the Clemson World Magazine, published quarterly, it features interest articles and news bits about graduates by year and major. The CAAH distributes a magazine highlighting the accomplishments of faculty, students, and alumni of the College. This is distributed by mail to faculty, donors and alumni. Additionally, the College issues a monthly newsletter to all College alumni. The SoA publishes a newsletter each semester that it sends to all alumni in architecture and landscape architecture. Finally, we use Facebook and Instagram as a means of sharing information and good news with our alumni.

3. Does the program use the alumni registry to interact with alumni?

The Program carefully and sparingly uses the registry for specific CULA events such as inviting alumni to the 25th Silver Anniversary Alumni Banquet. This strategy is important in order to avoid duplicating and over-communicating information sent from the Alumni Association, College, and School. In fact, the University prefers that we use the Alumni Association as a conduit for communicating with our Program alumni. Moreover, they must approve all communications prior to mass communiques. Nevertheless, we often hear from our alumni that the combination of University, College, and School newsletters combined with Facebook and return visits to Lee Hall for sporting events and studio reviews helps them stay well informed and included.

4. How does the program engage alumni, practitioners, allied professionals and friends in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education, etc?

Studio Reviewers

Clemson University Landscape Architecture has had a long-tradition of including alumni and practitioners in our studio presentations and critiques. Clemson's location in the northwest corner of the State presents minor challenges when engaging professionals from South Carolina who tend to work in and around Charleston. However, rapid growth in the Greenville-Spartanburg area (35

minutes to the east) is providing more opportunities for professional interaction with our students and faculty. Also, Atlanta, Charlotte, and Ashville are all less than a two hour drive from campus. Thus, CULA has been successful in engaging professionals and our alumni as jurors, guest lecturers, and visiting faculty. Landscape architects, planners, architects, urban designers, horticulturalists, soil scientists, park and recreation specialists have all participated on studio projects, and as members of exit-thesis project committees. As mentioned earlier, we often have more than 10 professionals per semester serving as guest reviewers and lecturers throughout the BLA and MLA programs.

Office Visits

Our students have multiple opportunities to visit professional offices during fieldtrips related to course work, studios, and off-campus study. Students regularly visit design offices in Charleston, Greenville, Hilton Head, Bluffton, Atlanta, GA, Charlotte, N.C., as well as offices in Boston, New York, San Francisco, and in countries like Spain and Italy while studying abroad. During these office visits, student learn more about the daily activities of practicing landscape architects. We also use office visits to reinforce the interdisciplinary nature of professional practice. On average each BLA and MLA student will have visited and toured four professional offices prior to graduation.

Professional Advisory Board

The CULA Professional Advisory Board was established in 2013. It is composed of fourteen members including many alumni. The Advisory Board gives students exposure to professionals and allows the board members to get to know our students and faculty. More importantly, the Board provides CULA with their perspective on our curriculum, strategic plan, and other Program activities. As mentioned earlier, the Board did not meet last year (17-18). However, CULA plans to reconstitute the Board and begin meeting again within the next year.

Clemson Architectural Foundation

The Clemson Architectural Foundation was founded in 1956 to support and enrich the professional programs in the College of Architecture. That partnership has grown from one program in 1956 to five in 1993, including a college name change to support the programs supported. These are South Carolina's only programs in architecture, landscape architecture, city and regional planning, and construction science management, and they join the fine arts in forming a uniquely integrated school of professional studies within the College of Architecture, Arts, and Humanities.

One of the CAF's most significant accomplishments has been the establishment of the Charles E. Daniel Center for Building Research and Urban Study in Genoa, Italy - in a villa owned and operated by the CAF for the benefit of the College and University. Each semester twenty-two students representing all disciplines in the college study and analyze Italian and European building construction, architecture, planning, landscape architecture, art and history. The lessons learned here by the students are brought back home to apply after graduation to the built environment of South Carolina. Over 1,400 students, faculty, and professionals have been in residence at the Daniel Center since its founding in 1973. Since then, the School of Design + Building has established study programs in Barcelona, Spain and Charleston, South Carolina; both of which the CAF also supports.

More information about the CAF is on their [website](#).

ASLA and SC-ASLA

The faculty and students of the Department maintain close relations with both the SC-ASLA and the national Society. On the state level, Prof. Robert Hewitt has served in a variety of offices including the SC-ASLA President in 2012. David Lycke, FASLA was a visiting faculty member for two years and is also a member of the ASLA Board of Trustees. President-elect Natasha Sexton has also taught in our BLA program. Past-President Josh Tiller is a CAF board member. The student chapter "CU-ASLA," has been increasingly active with the professional organization and outreach to our alumni. CU-ASLA participates in Parking Day, hosts several social events, organizes various workshops, and co-sponsors student attendance and travel to LABASH and ASLA meetings. Faculty members and students attend both state and national ASLA conferences on a regular basis and for the past few years we have hosted an alumni table at the ASLA meetings.

The SC-ASLA also plays an integral role in our program's annual student awards process providing 6-8 jurors, reviewing portfolios, and attending student presentations. Occasionally, we hold a joint SC-ASLA and CULA meeting to coincide with the awards jury.

Internships and Employment

The BLA and MLA programs do not require internships. However, they are strongly encouraged and many BLA students that study off-campus in Charleston have internships. In fact, most faculty members spend a significant amount of time in the winter writing recommendation letters and assisting students in finding internships. Many of our students have been successful in securing summer and occasionally fall/spring employment in the region. A wide range of firms including regional and local design firms; planning agencies; civil engineering; and design-build firms typically employ our students. Numbers vary by year but usually over half of our students find summer employment in landscape architecture and associated industries. Almost all students who

study off-campus in Charleston receive an internship during the semester they are studying there. Up to three MLA students receive work-study positions that function like internships. These positions complement our nine assistantships for graduate students.

Currently, the process for acquiring a student internship (or any employment) begins with the notice of a position. For example, we receive numerous job advertisements and posters about upcoming internships and employment. At times, faculty members are proactive in seeking employment opportunities for our students. Once notified, CULA uses its internal listserv to notify all of our students about the employment opportunity. We believe that notifying all students, rather than prescreening or sharing with only a chosen few, is the fairest way to serve both students and potential employers. Once students are aware of job availability, they approach faculty members for assistance and support in the application process. This process has been effective for internships and long-term employment. Hiring professionals know that if they get us an advertisement then all of our students will see it. Furthermore, we typically share the advertisement on our Facebook page and Program website – thus, circulating the job advertisement to alumni as well.

Career Fair and Employment Opportunities

For several years, CULA and CU Architecture have collaborated on a Spring career fair. Last year, this event was held at the University's Conference Center. The career fairs typically lasts two days and features up to 80 firms. During the career fair, students have the opportunity to meet with potential employers, conduct interviews, and participate in portfolio reviews. The career fair has been successful and more landscape architecture office are now participating (between 6 and 10 firms hiring LAs).

The employment opportunities for our students have greatly improved. In the last few years, most of our graduates have found employment within a year of graduation. Our Program's relationship with the profession continues to build a strong network of potential employers. For example, at least twice a semester we have representatives from firms like EDSA, Design Workshop, Land Design, and others come to campus to interview our students and share information about their firms. These opportunities provide a useful supplement to our career fair.

Mentorship Programs

The CAAH Mentor Program was created in 2014 to provide a unique and valuable opportunity for students to gain skills, knowledge and expertise from a mentor with firsthand knowledge of the profession. Mentors selected for this program are Clemson alumni and friends who are successful and accomplished, and who have offered to volunteer their time and talents to mentor our

students. Within its first year, the mentoring program grew from 40 total participants to 234, with tremendous results for both students and alumni of the College.

The CAAH Mentoring program has few requirements. Mentors must be five years out of school and committed to communicating with their student mentee a minimum of one time each month. Communication can be face-to-face, email, over the phone, or Skype. The CAAH Mentor Program hosts a reception each semester.

The College has plans to expand its mentoring program. Clemson University Landscape Architecture has been working with Carrie Brooks in the College Advising Office to help identify future mentors and students for the programs. Overall, the mentorship program is a valuable resource for our students that we anticipate growing in the next few years.

Continuing Education

Many faculty members participate and acquire continuing education credits as a part of their licensure. For these individuals, continuing education occurs at ASLA conferences and meetings. However, other faculty members take advantage of continuing education opportunities within the University such as the Center for Teaching Effectiveness. Currently, CULA does not provide continuing education instruction or workshops but our faculty have discussed becoming providers rather than just consumers of continuing education instruction. Continuing education and online education are two areas that CULA intends to explore as future services to the profession as well as a method for reinforcing our knowledge-oriented relationship with the profession.

5. How does the program assess its effectiveness in engaging alumni and practitioners?

Time is provided at each faculty meeting for discussing studio projects, professional issues, and SC-ASLA and ASLA news. During these discussions, we share our experiences and thoughts on how to improve. Much of this discussion is framed by our relationship with the profession and our personal relationships with practitioners, alumni, and others. Therefore, we continually – though informally – assess our levels of engagement during faculty meetings.

Additionally, our faculty members and students interact with many alumni and practitioners during studio reviews, lecture series, awards juries, celebrations, and office visits. Through these interactions, we receive direct feedback about our Program's efficacy and the stability of our relationship with the profession. For example, the willingness of professionals to serve as critics and on our Advisory Board suggests strong interest in our students and Program while creating the basis for an effective professional relationship.

Lastly, when alumni and practitioners do have issues and concerns about our Program they typically share those with us. Likewise, we try to address their concerns as quickly as possible. This scenario, though rare, is a testament to the strength of our relationship and the trust we share. For example, when the Department of Landscape Architecture moved into the SoA we had several calls and emails from alumni and practitioners with questions about what was happening. Their concerns, many of which were shared by our own faculty, were taken seriously and addressed positively. This example reveals the shared values and interests between academics and professionals in terms of wanting what is best for both CULA and the profession of landscape architecture.

7. FACILITIES, EQUIPMENT & TECHNOLOGY

STANDARD 7: Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program’s mission and objectives.

INTENT: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.

OUR HOME – LEE HALL

Clemson University Landscape Architecture is located in Lee Hall, or more specifically Lee III. Lee III is a 55,000 square-foot addition to the Lee Hall complex completed in January 2012. Lee III roughly doubled the overall size of the original Lee Hall complex. The building is highly energy efficient and zero-energy ready, with geothermal heating and cooling, natural ventilation, 53 external and internal skylights, and a 30,000 square-foot green roof. It is a certified LEED Gold building. The building was designed by Clemson alumnus Thomas Phifer of Thomas Phifer and Partners, New York, with McMillian Pazden Smith Architects of Greenville, SC. The total cost of the Lee Hall restoration, renovation, and expansion was \$31.6 million dollars.

Lee III provides designated studio spaces for our undergraduate and graduate students, faculty offices, administrative staff offices, seminar rooms, and shared spaces. The large open area known as “The Wedge” is available for special events such as award ceremonies and social events. Lee III is shared with other programs in the SoA, Department of Art, and Department of City Planning and Real Estate Development. Overall, the Lee Hall complex houses multiple programs in the College including Construction Science & Management, City Planning, Art, and the SoA.

Concurrent with the construction of Lee III was the remodeling of Lee II. The remodeled Lee II includes four remodeled classrooms and a Technology Lab containing desktop computers with GIS software, two projectors with screens, a new instructional podium, and a printer. Improvements to the large auditorium (Lee-2-111) and a smaller auditorium (Lee I-100) were also completed.

OUR HOME AWAY FROM HOME – OFF-CAMPUS LOCATIONS

Clemson University Landscape Architecture has three off-campus locations for our students. Every BLA student must study in one of these locations prior to graduation. MLA students have the option of off-campus study.

In 1972, Clemson was one of the first architecture programs in the country to establish a satellite center in Europe. Since then, the School has built a "Fluid Campus" with semester-long opportunities for students to study and gain a greater understanding of the built environment and urban cultures. With centers in Charleston SC, Barcelona, and Genoa, students can complete their degree requirements while becoming acquainted with the distinct cultures of four remarkable cities. These off-campus centers comprise Clemson's extended urban campus and are referred to as the Fluid Campus.

The "Fluid Campus," which includes Lee Hall and our main campus, refers to our geographically-distributed learning opportunities, the integration of these opportunities within our degree-earning graduate and undergraduate curricula, and the fluidity of communication and work practices in our increasingly digital and globally-interconnected world. Each center, including our Clemson campus, offers unique courses, experiences, and study opportunities. Each center is also unique in their organization: The Charles E. Daniel Center (the "Villa") in Genoa provides a relatively self-contained experience, where students work and live in the Villa. In Charleston, the CAC.C is housed in the newly renovated Cigar Factory, while students find their own apartments in the city. In Barcelona, where we partner with the Barcelona Architecture Center, Clemson students share a studio with students from Texas A&M and live in a nearby university dormitory. Our NYC Studio provides a summer study opportunity in one of the USA's greatest cities.

For more information about our off-campus facilities and opportunities please visit the [fluid campus website](#).

A. Facilities

1. How are faculty, staff, and administration provided with appropriate office space?

The CULA central office is Lee 3-112. This is the office of Michelle Marchesse, our Administrative Assistant and Student Services Coordinator. Michelle's office is adjacent to other SoA and CAAH staff offices and near the entrance to Lee III. The location of staff offices helps identify the Programs while providing an initial point of contact that is convenient and easy to find for students, faculty, and visitors.

Most CULA faculty offices are located in Lee III on the top floor. These offices are interspersed with architecture faculty offices. This intermixing encourages collaboration and a feeling of togetherness. The offices are easily accessible by students and visitors. Two faculty members preferred offices located in Lee II. These offices are also mixed with faculty members from other Programs and are easily accessible.

The Program Director uses his or her faculty office rather than a dedicated or separate administrative office. Thus, the central and immediate location of the staff office is important for directing visitors or guests to the Program Director's office.

Adjunct and visiting faculty members are also provided office space when available. These spaces are often a single office equipped with one or two separate workspaces depending on the number of adjuncts and the overall availability of office space.

The assignment and reassignment of all faculty and staff offices occurred during the renovation of Lee Hall. Since then, faculty members are regularly asked to express their satisfaction with their offices. To date, everyone has been satisfied with his or her office and its location. In the future, if a faculty member would like to move his or her office then all efforts will be made to accommodate the request.

2. How are students assigned permanent studio workstations adequate to meet the program needs?

At the beginning of each semester, Program Directors in landscape architecture and architecture coordinate the locations of all design studios. Design studios are located based on course

enrollment. In addition, continuity between year levels and programs is also considered when assigning design studio spaces. The location of each studio space consequently results in the location of student workstations for the academic year.

Each student is assigned (or selects) a workstation within his or her assigned studio space. This will be the student's workstation for the semester. Each student workstation includes a desk with locking cubbies, adjustable height rolling chair, and lockable small three-drawer cabinet. We are fortunate to have enough space so that students have distinct rather than shared workstations. In fact, all of our off-campus locations also provide each student with his or her own desk.

Each studio space also has several additional desks for sharing, laying out work, as well as pin-up spaces. All studios are in close proximity to light tables, printing, and other amenities. Overall, the studio spaces and student workstations are outstanding and adequate for our Program's needs.

3. How are facilities maintained to meet the needs of the program?

From a custodial standpoint, the building is cleaned daily. Receptacles for recyclable materials and garbage are provided in strategic locations for the students, staff, and faculty. In addition, there is a collective spirit for keeping the kitchen area and the refrigerator clean. The refrigerator is for all users in the Lee III wing and cleaned weekly by different studios. The custodial staff has changed several times in the past few years in an effort to find the best possible maintenance crew.

4. Are facilities in compliance with ADA, life-safety, and applicable building codes?

Lee III and the remodeling of the Lee II building made the Lee Hall building complex facilities compliant with current ADA, life-safety, and applicable building codes. All floors are accessible by elevator, with ADA parking and building ingress/egress. Off campus locations such as the Cigar Factory in Charleston is compliant. The Barcelona Architecture Center and Daniel Center in Genoa are also in compliance with all local, applicable codes.

5. If known deficiencies exist, what steps is the institution taking to correct the situation? (Provide documentation on reasonable accommodation from the institution's ADA compliance office and/or facilities or risk management office.)

Recently, the university funded a few minor renovations at the Barcelona Architecture Center to accommodate a wheelchair-bound Architecture student. There are no other deficiencies known at this time.

B. Information Systems and Technical Equipment and Facilities

1. How does the program ensure that students and faculty have sufficient access to computer equipment and software, workshops, wetlabs and work yards, as appropriate?

All faculty and staff are provided computers and access to printers. Students are required to have their own laptops. A list of recommended computers is provided to faculty, staff, and students to assist in selecting the appropriate computing system.

For software, all faculty and students have free access to the Adobe Creative Suite for download on their computers. AutoCAD, ArcGIS, and other programs are also available for free download from Clemson University.

Clemson University's Computing and Information Technology center (CCIT) provides and maintains the university's electronic infrastructure. The College of Architecture, Arts & Humanities has three dedicated technicians who are available to assist faculty and students with setting up new computers, installing software, network support, print and CAD/CAM facilities, and other trouble shooting. CCIT's help desk can be contacted by phone or email and responds quickly with assistance.

CCIT provides software training to students and faculty in a wide array of software in the classroom and by webinars. Courses are offered almost every day of the semester in various programs. The University utilizes Canvas and provides technical support for this course management system.

All SoA facilities in Clemson and off-campus are equipped with Wi-Fi. Lee Hall also has Ethernet connections for higher speed connections. On the Clemson campus, students and faculty also have access to the Cyber Infrastructure Technology Integration (CITI) research computing group, a high-performance and high-throughput computing infrastructure.

Lee III has a large format printer and Gunnin Library has scanners, copiers, and an 11" x 17" color printer for students' use.

The following lab spaces are also used by landscape architecture faculty and students:

Clemson University School of Architecture Digital Design Shop

The Clemson University School of Architecture Digital Design Shop (cusa.dds) is a cad/cam research lab for students and faculty experimenting with digital fabrication, cad/cam, and rapid prototyping. The facility has a full array of state of the art equipment (laser cutters, cnc routers, and 3d printers) to undertake and pursue these research agendas. The cusa.dds facility is spread between a 3000 SF materials lab hosting traditional wood working equipment and large format CNC machines, and a 1000 SF digital lab hosting a variety of laser and knife cutters, 3D printers, and 15 high end workstations. The cusa.dds explores the possibilities of digital design and issues of materiality/tactility by synthesizing these tools into one facility and is designed as a platform for experimentation in these research areas.

<http://www.clemson.edu/caah/departments/architecture/campuses/cusa-dds/index.html>

Clemson University School of Architecture Materials Lab

The materials lab is located on the basement floor of Lee Hall. The fully equipped woodshop facility enables students from varying majors to manipulate wood and various other materials. Students are encouraged to use the Shop for academic assignments and other projects. Courses are offered in furniture, design/build, and product design. In their first year, students are required to take an orientation covering the use of the equipment and safety issues.

Student Makerspace

The Clemson Makerspace exists on campus to help undergraduate and graduate students, faculty, and staff members take their ideas from concept to prototyping. It is a space for individuals to collaborate on projects and use machines that are too expensive or large for any one person to reasonably afford. Makerspace technicians are available, but training is required before individuals may use the printers without assistance.

Adobe Digital Studio

The Adobe Digital Studio in Clemson University's R.M. Cooper Library moves the School forward as a flagship institution for developing new applications for digital publishing and content creation. The studio gives the Clemson community a place to work together, using technology powered by the entire Adobe Creative Cloud and Digital Publishing Solution, the industry-leading solution for creating engaging mobile apps. The studio features a soundproof audio production studio, a video production studio, collaborative workstations, a high-resolution scanner and a nine-display Behance wall that serves as a focal point for inspiration.

Center for Geospatial Technologies

The Center, located on the fourth floor of R.M. Cooper Library, aims to build up geospatial expertise (data or technology that has a geographical or spatial aspect) University-wide through support, teaching and outreach. The mission of CCGT is to build a community of interdisciplinary geospatial science practitioners through the support of research, teaching, and outreach activities using technologies that enable the collection, analysis, and application of geospatial data. The Center is dedicated to assisting faculty and students in the integration of geospatial technologies within their scholarly activities across all disciplines at Clemson University and building connections between academic, industrial, governmental and non-governmental institutions throughout the world.

CDC.C Shop

The Clemson Architecture Center in Charleston Workshop provides equipment facilities, staff and instruction to registered CAC.C students for the enrichment of their educational experience. Other roles of the Workshop and its staff include: support of faculty and staff in the design and construction of furnishings and support of CAC.C staff in University functions. The Workshop provides a full complement of power and hand tools for the manipulation of wood, and related media. A limited selection of equipment for the working of metals and other materials is also available. The Workshop staff provides facility maintenance, user assistance, training and supervision while offering users an extensive knowledge of materials, tools, processes and safety.

2. What are the program's policies on the maintenance, updating, and replacement of computer hardware and software and other technical tools such as GPS, drones, water-sampling kits, cameras, as appropriate?

Clemson University Landscape Architecture and the SoA use a policy aimed at replacing faculty and staff computers every three years or as needed. The Program and School also purchase, repair, and replace other items needed in the Digital Design and Materials Lab as needed, funded by Lab Fees and the new Program Enhancement Fee. Monitors, projectors, and other such items are purchased and replaced as needed.

Shared Lee Hall computer/media resources are maintained by the University and the College. CCIT's client support is responsible for administrative IT support, software licensing, technical support, and training for CCIT supported computer labs.

In recent years, the Provost has asked for grant proposals for infrastructure upgrades, funded by Lab Fees. When this occurs, CULA faculty quickly assess and determine what we need and create

a proposal. For example, on one occasion we asked for two large format flat panel monitors for studio instruction. We were successful in acquiring the funds needed to purchase these stations.

3. What are the hours that the computer lab and workshops (if applicable), and studios are open to students / faculty?

Lee Hall studios are open daily during business hours and after-hours/weekends with the use of the Tiger One Card. The shop hours are posted online.

The hours for other facilities vary by semester as listed on each facility's respective website. However, all School and University labs are open during regular business hours at a minimum – with evening and weekend hours often offered.

4. How does the program determine if these times are sufficient to serve the needs of the program?

Currently, feedback from students helps to determine if the times are sufficient to serve the needs of the Program. In fact, if there is anything insufficient or inconvenient about the labs – we are promptly told by the students. Additionally, Program Directors in the SoA regularly meet with student leaders about their needs and solicit feedback from the staff who operate our facilities.

5. How does the program assess the adequacy of equipment needed to achieve its mission and objectives?

The Program does not have a formal assessment for determining the adequacy of equipment because we generally agree that our equipment is at least adequate. However, faculty members and staff may request additional equipment or raise equipment-related concerns at any time – thus initiating a discussion at a faculty meeting or other appropriate time.

C. Library Resources

1. What traditional and digital library resources are available to students, faculty, and staff?

Clemson University Landscape Architecture students, faculty, and staff have access to excellent library resources on-campus including Cooper Library (the main library) and Gunnin Library located in Lee Hall. More information about these two libraries can be found on their homepages at [Cooper Library](#) and [Gunnin Library](#).

More specifically, Kathy Edwards, Librarian, and subject liaison for Landscape Architecture has provided the following information.

Library Holdings, Staffing, and Facilities

Landscape architecture students and faculty at Clemson have ready access to all Clemson Libraries facilities, services, and resources. General academic print and media collections are housed in the Robert M. Cooper Library at the center of the campus. Materials specific to design, building, and landscape programs are housed in the Emery A. Gunnin Architecture Library, which is co-located in Lee Hall with the SoA; Planning, Development & Preservation; Art; and Construction Science & Management. Additionally, the Gunnin Library has a small 'branch' collection at the Clemson Architecture Center in Charleston (CACC), South Carolina.

R.M. Cooper Library

Holdings:

- 1,345,574 print volumes
- 163,493 electronic books
- 45,209 electronic journal subscriptions
- 484 electronic databases
- 1,170,355 microforms
- 164,567 audio/visuals

Staffing:

- 26 faculty
- 60 staff
- 70 student assistants

Facilities:

- 184,839 square feet
- Seating for 1,750
- Largest computer lab on campus with 108 stations, 4 laser printers, and one color printer
- 12 study rooms for student use
- Open 138 hours per week during regular semesters

Emery A. Gunnin Library + Clemson Design Center in Charleston (CDCC)

Holdings:

- 67,967 print volumes (49,489 onsite; 18,478 in remote storage) + 2,210 CACC
- 111 print periodical subscriptions + 11 CACC
- 2,251 audio/visuals

CDCC Staffing:

- 2 faculty
- 2.5 staff
- 6 student assistants

Facilities:

- 7,515 square feet + 600 square feet
- Seating for 75
- 5 computer stations
- Color scanner/copier
- Networked printer
- 2 study rooms
- Open 80.5 hours per week during regular semesters

Materials in electronic formats, e-books, e-journals, online article indexes, reference and other e-content databases, and streaming video belonging to or licensed to Clemson Libraries are

accessible via the Libraries website from any device capable of an Internet connection. Only users with current Clemson University IDs may access licensed subscriptions.

Interlibrary Loan and Consortia Resources

Clemson Universities participate in the OCLC ILLiad system of resource sharing across all ILLiad subscribers. Through it, Clemson students, faculty, and staff can borrow circulating materials from other academic and research libraries at no charge to the borrower. Clemson Libraries also subscribe to the WorldCat union catalog of holdings in thousands of libraries in over 100 countries. For items Clemson does not own, links to ILLiad's online request form are provided directly in the WorldCat catalog record.

Additionally, Clemson University Libraries participate in Partnership Among South Carolina Academic Libraries (PASCAL)* along with 54 other academic library partners in the state. Any item Clemson Libraries owns that is also available from another PASCAL library can be requested online directly from the item record in the CU Libraries catalog, simply by clicking on the PASCAL icon and filling in the online request form. This is especially useful for high-demand items with one or more pending 'holds' already in the system. Clemson ID holders can also search the online PASCAL union catalog to request items CU does not own directly from the partner library.

Library Services in Support of Landscape Architecture

The Clemson Libraries subject specialist librarian for landscape architecture (LARCH) is also the research support and collection development librarian for the Gunnin Library. As required of all full-time faculty librarians at Clemson, she holds a library and information science master's degree (MLIS) from an American Libraries Association-accredited library degree program. She also holds an M.A. degree in American Studies, with a focus in cultural landscape studies, and completed graduate work and passed qualifying exams toward a Ph.D. in architectural history, with specialization in vernacular building and landscapes.

In addition to selecting and purchasing all LARCH library materials, the LARCH librarian provides:

- Subject support for LARCH students and faculty, via an online research guide
- In-class instruction in finding and fully exploiting the capabilities of available subject resources, at the request of and by prior arrangement with LARCH faculty members
- Reference and library resource use instruction services in the Gunnin Library and in Lee Hall five days a week (in person, via email, or by phone)
- Research support for special projects and faculty research
- Special materials purchasing per faculty requests

A faculty librarian assigned to the Gunnin Library provides additional reference and instruction support.

The Gunnin Library's two full-time library staff members (Library Manager and Library Specialist/Student Supervisor) and up to six student assistants/semester help students and faculty identify, locate, and access the materials they need for learning and teaching. Staff are on hand daily to troubleshoot circulation, access, and availability issues related to the borrowing of books, journals, media, equipment (e.g., surveying tools, video and still-image cameras), and reference and online resources. A half-time Library Specialist provides these services to students and faculty who use the collections at CACC.

The Cooper Library also offers a range of workshops in specific research skills and in the use of library resources in general, to all students, staff, and faculty. These resources are described on the Clemson Library Training resource guide: <http://libguides.clemson.edu/librarytraining>. The training calendar lists upcoming classes and links directly to a registration page. The menu of classes changes from month to month, depending on the progress of each semester. All classes and workshops are free and can be repeated.

Landscape Architecture Research Guide

The online research guide for landscape architecture, found here [LA Research Guide](#), provides students and faculty with lists, descriptions, and direct links to recommended resources.

The guide covers:

- how to find books and e-books in the catalog and beyond Clemson,
- what databases and indexes to use to locate articles or conference proceedings,
- what peer-reviewed and trade/professional journals Clemson Libraries subscribe to,
- reference resources for landscape architecture fundamentals,
- resources on research methods,
- useful and relevant local, state, and federal government resources, and
- how to cite academic and professional resources.

Top-tier Landscape Architecture Article Indexes and Databases

The Clemson Libraries subscribes to and provides continual access to the following online resource indexes useful in the study of landscape architecture (many others, especially in natural and social sciences available).

- AgEcon Search
- Art Full Text
- Art Index Retrospective
- ARTbibliographies Modern
- ARTstor Digital Library
- Avery Index to Architectural Periodicals
- Bibliography of the History of Art
- British Architectural Library Catalogue
- BuildingGreen Suite
- CAB Abstracts Archives
- Design and Applied Arts Index
- Engineering Village (Compendex)
- Environmental Sciences and Pollution Management
- Greenfile
- Oxford Art Online
- Urban Studies Abstracts
- Web of Knowledge
- Web of Science

Other Resources in Support of Landscape Architecture

Clemson Libraries subscribe to the ARTstor Digital Library, which includes image resources from Society of Architectural Historians collections as well as examples of garden design, land art, and designed landscapes.

Funding of Library Acquisitions in Support of Landscape Architecture

Journal and periodical subscriptions, along with online article indexes, reference databases, and some e-book subscriptions, are paid for with general library funds.

- Total Clemson Libraries library materials expenditures: \$13,781,574 (approximately \$700 per CU student).
- \$5.8 million budget for electronic databases and journals
- \$352,000 budget for print periodicals
- \$603,525 budget for books (including electronic books) and media

Funds available for landscape architecture print and media resources, specifically, are part of the annual allocation for all Lee Hall-located programs.

2. How does the program determine if the library collections are adequate to meet its needs?

The Gunnin Library staff and trained librarians are diligent about ensuring the library collections are adequate. Additionally, the majority of the faculty members are highly active researchers who track their particular expertise and are sure to coordinate their needs with library staff. In addition, the librarian often reaches out to Program Directors and faculty members to ensure that our needs are met, especially near the end of the fiscal year, when dollars must be fully expended.

3. How do instructional courses integrate the library and other resources?

Faculty members are careful to note the importance of the various resources available to the students. In fact, during orientation, students are introduced to our libraries and the other facilities available to them. The use of the LA research guide –mentioned in the previous section – is helpful for students when engaging library resources. Lastly, in-class instruction from trained librarians is available at the request of CULA faculty members.

It is a University requirement for faculty members to include in their syllabi the required, recommended, and selected readings for any course.

4. What are the hours that library is open to students and faculty?

The Gunnin Library schedule (subject to change; most recent schedule on website):

Fall and Spring Semester

- Monday - Thursday 7:30 a.m. to 10 p.m.
- Fridays 7:30 a.m. to 5 p.m.
- Saturday Closed
- Sunday 2 p.m. to 10 p.m.

Summer

- Monday – Friday 7:30 a.m. – 5 p.m.
- Saturday – Sunday Closed

5. How does the program determine if these hours are convenient and adequate to serve the needs of faculty and students?

Students regularly communicate with their instructors who in turn discuss concerns during faculty meetings. In fact, if there is anything insufficient or inconvenient about the library – we are promptly told by the students. To date, we receive significant positive feedback about our libraries and facilities.

6. How does the program assess its library resources?

Currently, there is no formal assessment of library resources. However, the librarians are careful to coordinate with Program Directors and faculty members about their needs, deadlines for expenditures, and other related issues.

ADDENDA

CONTENTS:

- A. Program Details
- B. Curriculum / Syllabi
- C. Student Information
- D. Alumni Information
- E. Faculty Information
- F. Facilities Information

A. PROGRAM DETAILS

Faculty Resources (Bachelors/Masters Dual Program Review)

1. Budgeted Faculty Resources: TOTAL by Program

| | | Current Year 2017-2018 | | Last year 2016-2017 | | 2 Years Ago 2015-2016 | | 3 Years Ago 2014-2015 | | 4 Years Ago 2013-2014 | | 5 Years Ago 2012-2013 | |
|---|---------------------------|---------------------------|-------|------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|
| | | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. |
| Tenured & Tenure-track Faculty | Professors (Full) | .66 | 1.84 | – | 1.5 | – | 1.5 | .70 | .80 | – | .50 | – | .50 |
| | Associate Professors | 1.94 | 1.06 | 1.63 | 2.37 | 1.66 | 1.34 | 1.60 | 1.40 | 1.58 | 1.42 | 1.58 | 1.42 |
| | Assistant Professors | .17 | .83 | 1.43 | .57 | 1.8 | 1.2 | 2.03 | .97 | .60 | .40 | .80 | .20 |
| | Instructors/ Lecturers | | | | | | | | | | | | |
| Non-Tenured & Non-Tenure-track Faculty | Professors (Full) | | | | | | | | | | | | |
| | Associate Professors | | | | | | | | | | | | |
| | Assistant Professors | | | | | | | | | | | | |
| | Instructors/ Lecturers | 1.71 | .29 | .15 | .15 | .15 | .15 | .30 | .30 | 2.55 | .95 | 2.25 | 1.95 |
| | Adjunct Faculty | | | | | | | | | | | | |
| Sessional Faculty | .15 | – | .35 | .50 | .65 | .30 | .30 | .30 | .15 | .15. | .15 | .15 | |
| Totals per program | | 4.63 | 4.02 | 3.56 | 5.09 | 4.26 | 4.49 | 4.93 | 3.77 | 4.88 | 3.42 | 4.78 | 4.22 |
| Aggregate Totals for both LA Programs | | 8.65 | | 8.65 | | 8.75 | | 8.70 | | 8.30 | | 9.00 | |

NOTE: At CULA, faculty members are not assigned to a specific program (BLA or MLA). Instead, our faculty members are assigned to teach courses in one or both programs based on several factors such as expertise, need, sabbaticals, etc.. Therefore, the totals in this chart correlate strongest with recent faculty teaching assignments. The totals do not reflect fixed assignments to a specific program.

Faculty Resources (Bachelors/Masters Dual Program Review - continued)

2. Budgeted Faculty Resources: MALE by Program

| | | Current Year 2017-2018 | | Last year 2016-2017 | | 2 Years Ago 2015-2016 | | 3 Years Ago 2014-2015 | | 4 Years Ago 2013-2015 | | 5 Years Ago 2012-2013 | |
|---|---------------------------|---------------------------|-------|------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|
| | | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. |
| Tenured & Tenure-track Faculty | Professors (Full) | - | .5 | - | .50 | - | .50 | .20 | .30 | - | .50 | - | .50 |
| | Associate Professors | 1.94 | 1.06 | 1.13 | 1.87 | 1.16 | .84 | 1.00 | 1.00 | 1.38 | .62 | 1.38 | .62 |
| | Assistant Professors | - | - | 1.0 | - | 1.80 | .20 | 1.53 | .47 | .60 | .40 | .60 | .40 |
| | Instructors/ Lecturers | | | | | | | | | | | | |
| Non-Tenured & Non-Tenure-track Faculty | Professors (Full) | | | | | | | | | | | | |
| | Associate Professors | | | | | | | | | | | | |
| | Assistant Professors | | | | | | | | | | | | |
| | Instructors/ Lecturers | .15 | .15 | .15 | .15 | .15 | .15 | .30 | .30 | 1.95 | .55 | 1.65 | 1.55 |
| | Adjunct Faculty | | | | | | | | | | | | |
| | Sessional Faculty | - | - | .35 | .15 | .35 | - | - | - | - | - | - | - |
| Totals per program | | 2.09 | 1.71 | 2.63 | 2.67 | 3.46 | 1.69 | 3.03 | 2.07 | 3.93 | 2.07 | 3.63 | 3.07 |
| Aggregate Totals for both LA Programs | | 3.80 | | 5.30 | | 5.15 | | 5.10 | | 6.00 | | 6.70 | |

Faculty Resources (Bachelors/Masters Dual Program Review - continued)

3. Budgeted Faculty Resources: FEMALE by Program

| | | Current Year 2017-2018 | | Last year 2016-2017 | | 2 Years Ago 2015-2016 | | 3 Years Ago 2014-2015 | | 4 Years Ago 2013-2014 | | 5 Years Ago 2012-2013 | |
|---|---------------------------|---------------------------|-------|------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|
| | | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. | Bach. | Mast. |
| Tenured & Tenure-track Faculty | Professors (Full) | .66 | 1.34 | – | 1.0 | – | 1.0 | .50 | .50 | – | – | – | – |
| | Associate Professors | – | – | .5 | .5 | .5 | .5 | .60 | .40 | .80 | .80 | .20 | .80 |
| | Assistant Professors | .17 | .83 | .43 | .57 | – | 1.0 | .50 | .50 | – | – | – | – |
| | Instructors/ Lecturers | | | | | | | | | | | | |
| Non-Tenured & Non-Tenure-track Faculty | Professors (Full) | | | | | | | | | | | | |
| | Associate Professors | | | | | | | | | | | | |
| | Assistant Professors | | | | | | | | | | | | |
| | Instructors/ Lecturers | 1.56 | .14 | – | – | – | – | – | – | .60 | .40 | .60 | .40 |
| | Adjunct Faculty | | | | | | | | | | | | |
| | Sessional Faculty | .15 | – | – | .35 | .30 | .30 | .30 | .30 | .15 | .15 | .15 | .15 |
| Totals per program | | 2.54 | 2.31 | .93 | 2.42 | .80 | 2.80 | 1.90 | 1.70 | .95 | 1.35 | .95 | .15 |
| Aggregate Totals for both LA Programs | | 4.85 | | 3.35 | | 3.60 | | 3.60 | | 2.30 | | 2.30 | |

Faculty Resources (Bachelors/Masters Dual Program Review - continued)

4. Budgeted Faculty Resources: Aggregate Race/Ethnicity

| | Current Year - (2017-2018) | Last Year (2016-2017) | 2 Years Ago (2015-2016) | 3 Years Ago (2014-2015) | 4 Years Ago (2013-2014) | 5 Years Ago (2012-2013) |
|--|-------------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| American Indian/ Alaska Native | | | | | | |
| Asian | 3.15 | 3.50 | 3.35 | 3.60 | 2.30 | 1.30 |
| Native Hawaiian/ Other Pacific Islander | | | | | | |
| Black / African American | | | | | | |
| Hispanic / Latino | | | | | | |
| White / Non-Hispanic | 5.50 | 5.15 | 5.40 | 5.10 | 6.00 | 7.70 |
| Mixed | | | | | | |
| Unknown | | | | | | |
| Totals | 8.65 | 8.65 | 8.75 | 8.70 | 8.30 | 9.00 |

Faculty Resources (Bachelors/Masters Dual Program Review - continued)

5. Budgeted Faculty Resources: FTE Allocation Among Multiple Programs

| | FTE LA Faculty Resources Applied to BLA/BSLA Program | | FTE LA Faculty Resources Applied to MLA Program | | FTE LA Faculty Resources Applied to non-LA Program(s) |
|--|--|---------|---|---------|---|
| | F18-S19 | F17-S18 | F18-S19 | F17-S18 | |
| Professors (Tenured/Tenure-track) | 1.00 | .66 | 2.00 | 1.84 | – |
| Associate Professors (Tenured/Tenure-track) | 1.50 | 1.94 | 1.50 | 1.06 | |
| Assistant Professors (Tenured/Tenure-track) | 1.35 | .17 | .65 | .83 | |
| Instructors/Lecturers (Tenured/Tenure-track) | | | | | |
| Professors (non-Ten./Ten.-track) | | | | | |
| Associate Professors (non-Ten./Ten.-track) | | | | | |
| Assistant Professors (non-Ten./Ten.-track) | | | | | |
| Instructors/Lecturers (non-Ten./Ten.-track) | .50 | 1.71 | .15 | .29 | |
| Adjunct Faculty (non-Ten./Ten.-track) | | | | | |
| Sessional Faculty (non-Ten./Ten.-track) | .15 | | | | |
| Totals | 4.35 | 4.63 | 4.30 | 4.02 | |

NOTES: Fall 2018-Spring 2019 (expected) are shown on the left and Fall 2017-Spring 2018 are on the right in both columns. Also, some faculty members teach courses and advise students in the Planning, Design, and Built Environment (PDBE) PhD program. These faculty members are not assigned to PDBE and faculty resources are not allocated to PDBE. Instead, small adjustments are made in each person's workload to accommodate their service to PDBE.

Faculty Resources (Bachelors/Masters Dual Program Review - continued)

6. Budgeted Faculty Resources: Degrees

| | Undergrad degree in Landscape Architecture (BLA or BSLA) | MLA | Doctorate |
|---|--|-----------------------|-----------------------|
| Professors (Tenured/Tenure-track) | 0 degrees /3 faculty | 1 degrees /3 faculty | 3 degrees /3 faculty |
| Associate Professors (Tenured/Tenure-track) | 2 degrees /3 faculty | 3 degrees /3 faculty | 1 degrees /3 faculty |
| Assistant Professors (Tenured/Tenure-track) | 2 degrees /2 faculty | 2 degrees /2 faculty | 1 degrees /2 faculty |
| Instructors/Lecturers (Tenured/Tenure-track) | | | |
| Professors (non-Ten./Ten.-track) | | | |
| Associate Professors (non-Ten./Ten.-track) | | | |
| Assistant Professors (non-Ten./Ten.-track) | | | |
| Instructors/Lecturers (non-Ten./Ten.-track) | 1 degrees /1 faculty | 1 degrees /1 faculty | - |
| Adjunct Faculty (non-Ten./Ten.-track) | | | |
| Sessional Faculty (non-Ten./Ten.-track) | 2 degrees /2 faculty | 2 degrees /2 faculty | - |
| Totals | 7 degrees /11 faculty | 9 degrees /11 faculty | 5 degrees /11 faculty |

NOTE: Numbers are for current Fall 2018-Spring 2019 faculty members.

Other Program Resources

7. Other Budgeted Resources:

| | Current Year (2017-2018) | Last Year (2016-2017) | 2 Years Ago (2015-2016) | 3 Years Ago (2014-2015) | 4 Years Ago (2013-2014) | 5 Years Ago (2012-2013) |
|---|-----------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Guest Speakers or Critics | 3,059 | | | | | |
| Endowed Positions | 0 | | | | | |
| Undergraduate Teaching Assistantships | 0 | | | | | |
| Graduate Teaching Assistantships | 35,517 | 31,320 | 39,342 | 55,680 | 53,520 | 20,000 |
| Undergraduate Research Assistantships | 0 | | | | | |
| Graduate Research Assistantships (sponsored by the institution) | 5,113 | | | | | 76,400 |
| Graduate Research Assistantships (sponsored by outside sources) | 16,432 | 21,480 | 17,216 | 19,360 | 6,960 | 0 |
| Other (explain) | 279,688 * See below | 30,000 *Operating Budget only | 30,000 *Operating Budget only | 30,000 *Operating Budget only | 30,000 *Operating Budget only | 18,320 *Operating Budget only |

2017-18 Other - explain:

| | |
|---------------------------------|----------------|
| Staff salaries | 48,210 |
| Student hourly wages | 3,629 |
| Grad student tuition remission | 105,768 |
| PDBE PhD student assistantships | 24,000 |
| Faculty travel | 29,612 |
| Student travel | 21,657 |
| <u>Operating expenses</u> | <u>46,812</u> |
| Total Other | 279,688 |

B. CURRICULUM - Bachelors

1. Required / Elective Courses | Bachelors

Total Credit Hours required to graduate: **124 credit hours**

Elective Credit Hours required to graduate: **12 credit hours**

| Required Courses | Credit Hours |
|------------------------------------|---|
| Landscape Architecture | 30 Lecture/Seminar + 48 Design/Studio = 78 |
| Architecture | 12 LARC credits are interdisciplinary with ARCH + minor available |
| City & Regional Planning | minor available |
| Natural Sciences | Nat. Sci. + Math = 10 |
| Horticulture | 3+3 = 6 , minor available |
| Engineering | 0 |
| Art or Design | 3, minor available |
| Computer Applications/Technology | 3 credits in LARC, 3+ more as electives |
| Communications/English | 3+3= 6 |
| Humanities | 3 |
| Social Sciences/Cultural Awareness | 3+3= 6 |
| Free Electives | 12 |

| Group or Controlled Elective Choices | Units/Credit Hours |
|--------------------------------------|-------------------------------------|
| Natural Sciences | 10 incl. Math |
| Social Sciences | 6 |
| English, Speech, Writing | 6 |
| Other | 6 incl. Arts + Humanities |
| Other | 6 incl. Horticulture |
| Free Electives | 12 |

2. Typical Program of Study

| | FALL 1 | SPRING 1 |
|---------------|----------------------------------|--|
| YEAR 1 | LARC 1150 Intro. To LA (3) | LARC 1160 History of LA (3) |
| | LARC 1280 Technical Graphics (3) | LARC 1520 Basic Design II (6) |
| | LARC 1510 Basic Design 1 (3) | LARC 4280 LA Computer Aided Design (3) |
| | | |
| | ENGL 1030 Composition (3) | MATH 1020 Business Calculus 1 (3) |
| | ART 2100 Art Appreciation (3) | |
| total credits | 15 | 15 |

| | FALL 2 | SPRING 2 |
|---------------|--|--|
| YEAR 2 | LARC 2510 LA Design Fundamentals (6) | LARC 2550 Community Design (6) |
| | LARC 2620 Design Implementation I (3) | LARC 3620 Design Implementation II (3) |
| | | |
| | COMM 1500 Intro to Human Comm <i>or</i> COMM 2500 Public Speaking (3) | BIOL 1030 General Biology 1 (3) |
| | HORT 3030 Landscape Plants (3) | BIOL 1050 General Biology Lab (1) |
| | | FOR (HORT) 4270 Urban Tree Care (3) |
| total credits | 15 | 16 |

| | FALL 3 | SPRING 3 |
|---------------|---|--|
| YEAR 3 | LARC 3510 Regional Design & Ecology (6) | LARC 3190 Off-Campus Field Studies (3) |
| | LARC 4620 Design Impl III (3) | LARC 3210 LA Seminar (3) |
| | | LARC 3550 Off-Campus Studio (6) |
| | Mathematics or Natural Science Req (3) | |
| | Social Science Requirement (3) | |
| | Elective (3) | Elective (3) |
| total credits | 18 | 15 |

| | FALL 4 | SPRING 4 |
|---------------|--|--|
| YEAR 4 | LARC 4530 Key Issues in LA (3) | LARC 4550 LA Exit Project (6) |
| | LARC 4540 Urban Design (6) | LARC 4810 Professional Practice (3) |
| | | |
| | Arts and Humanities (Literature) Req (3) | Cross-cultural Awareness Requirement (3) |
| | Elective (3) | Elective (3) |
| total credits | 15 | 15 |
| degree total | 124 | |

3. Landscape Architectural Courses Offered During Past Academic Year

| Course Title | LARC Course Number | Instructor | Credit Hours | Contact Hours / Week | # of Students |
|--------------------------------------|--------------------|-------------------|--------------|----------------------|---------------|
| Intro. To LA | 1150 | Mary Padua | 3 | 3 | 28 |
| History of LA | 1160 | Hala Nassar | 3 | 3 | 90 |
| Technical Graphics | 1280 | Cecile Martin | 3 | 2 | 22 |
| Technical Graphics Lab | 1281 | Cecile Martin | 0 | 2 | 22 |
| Basic Design I | 1510 | Cecile Martin | 3 | 6 | 22 |
| Basic Design II | 1520 | Jessica Fernandez | 6 | 12 | 23 |
| LA Design Fundamentals | 2510 | Jessica Fernandez | 3 | 3 | 24 |
| LA Design Fundamentals Lab | 2511 | Jessica Fernandez | 0 | 10 | 24 |
| Community Design | 2550 | Matthew Powers | 6 | 1 | 24 |
| Community Design Lab | 2551 | Matthew Powers | 0 | 10 | 24 |
| Design Impl I | 2620 | Pai Liu | 3 | 1 | 30 |
| Design Impl I Lab | 2621 | Pai Liu | 0 | 3 | 30 |
| Off-Campus Field Studies Section 400 | 3190 | Ashley Jennings | 3 | 3 | 3 |
| Off-Campus Field Studies Section 600 | 3190 | Henrique Houayek | 3 | 3 | 4 |
| Off-Campus Field Studies Section 601 | 3190 | Miquel Roldan | 3 | 3 | 4 |
| LA Seminar Section 600 | 3210 | Henrique Houayek | 3 | 3 | 4 |
| LA Seminar Section 601 | 3210 | Miguel Roldan | 3 | 3 | 4 |
| Regional Design & Ecology | 3510 | Matthew Powers | 6 | 1 | 16 |
| Regional Design & Ecology Lab | 3511 | Matthew Powers | 0 | 10 | 16 |
| Off-Campus Studio Section 401 | 3550 | David Pastre | 6 | 1 | 3 |
| Off-Campus Studio Section 600 | 3550 | Henrique Houayek | 6 | 1 | 4 |
| Off-Campus Studio Section 601 | 3550 | Miquel Roldan | 6 | 1 | 4 |
| Off-Campus Studio Lab Section 401 | 3551 | David Pastre | 0 | 10 | 3 |
| Off-Campus Studio Lab Section 600 | 3551 | Henrique Houayek | 0 | 10 | 4 |
| Off-Campus Studio Lab Section 601 | 3551 | Miquel Roldan | 0 | 10 | 4 |

| | | | | | |
|-----------------------------------|------|-------------------|-----|-----|----|
| Design Impl II Section 001 | 3620 | Robert Hewitt | 3 | 1 | 15 |
| Design Impl II Section 002 | 3620 | Paul Russell | 3 | 1 | 8 |
| Design Impl II Lab Section 001 | 3621 | Robert Hewitt | 0 | 2 | 15 |
| Design Impl II Lab Section 002 | 3621 | Paul Russell | 0 | 2 | 8 |
| LA Computer Aided Design | 4280 | Jessica Fernandez | 3 | 2 | 21 |
| LA Computer Aided Design Lab | 4281 | Jessica Fernandez | 0 | 2 | 21 |
| Key Issues in LA | 4530 | Matthew Powers | 3 | 3 | 9 |
| Urban Design | 4540 | Paul Russell | 6 | 1 | 10 |
| Urban Design Lab | 4541 | Paul Russell | 0 | 10 | 10 |
| LA Exit Project | 4550 | Natasha Sexton | 6 | 12 | 9 |
| Design Impl III | 4620 | Jessica Fernandez | 3 | 2 | 15 |
| Design Impl III Lab | 4621 | Jessica Fernandez | 0 | 2 | 15 |
| Professional Practice | 4810 | David Lycke | 3 | 3 | 9 |
| Selected Topics - Planting Design | 4970 | Paul Russell | 1-3 | 1-3 | 2 |

B. CURRICULUM - Masters

1. Required / Elective Courses | Masters

Total Credit Hours required to graduate: 81 credit hours

Elective Credit Hours required to graduate: 15 credit hours (see note below)

| Required Courses | Units/Credit Hours |
|----------------------------------|--|
| Landscape Architecture | 24 Lecture/Seminar + 39 Studio/Design = 63 <i>(new planting design course required but not included in current curriculum – will change to 66)</i> |
| Architecture | 6 LARC credits are typically interdisciplinary with ARCH, other electives available |
| City & Regional Planning | electives available |
| Natural Sciences | electives available |
| Horticulture | 3 |
| Engineering | 0 |
| Art or Design | electives available |
| Computer Applications/Technology | 3 credits in LARC, 3+ more as electives |
| Other | |
| Free Electives | 15 (will change to 12, once new curriculum that requires planting design is approved) |

NOTE: 3 credits of free electives are being changed to a required planting design course. We are already advising students to take the planting design course. In fact, one class has already taken the course. This change will officially take effect next year after all curriculum approvals are acquired.

| Group or Controlled Elective Choices | Units/Credit Hours |
|--------------------------------------|---------------------|
| Natural Sciences | 0 |
| Social Sciences | 0 |
| English, Speech, Writing | 0 |
| Other | 3 in horticulture |
| Free Electives | 15 (see note above) |

2. Typical Program of Study

MLA Program

| | |
|---------------|-------------------------------|
| YEAR 1 | SUMMER 1 |
| | LARC 1520 Basic Design II (3) |
| total credits | 3 |

| | | |
|---------------|--------------------------------------|--|
| YEAR 1 | FALL 1 | SPRING 1 |
| | LARC 6530 Key Issues in LA (3) | LARC 6280 LA Computer Aided Design (3) |
| | LARC 8010 Orientation I (studio) (6) | LARC 8020 Orientation II (studio) (6) |
| | | LARC 8300 Graduate Seminar I (history) (3) |
| | HORT 3030 (3) | |
| | Elective 6000/8000 (3) | Elective 6000/8000 (3) |
| total credits | 15 | 15 |

| | | |
|---------------|---|--|
| YEAR 2 | FALL 2 | SPRING 2 |
| | LARC 8610 Design Implementation I (3) | LARC 8620 Design Implementation II (3) |
| | LARC 8210 Research Methods (3) | LARC 6810 Professional Practice (3) |
| | LARC 8230 Advanced Community Design (6) | LARC 8520 Advanced Urban Design (6) |
| | | |
| | Elective 6000/8000 (3) | |
| total credits | 15 | 12 |

| | | |
|---------------|---|---|
| YEAR 3 | FALL 3 | SPRING 3 |
| | LARC 8430 Interdisciplinary Design & Research (6) | LARC 8920 Terminal Project <i>or</i> LARC 8910 Thesis (6) |
| | LARC 8500 Graduate Colloquium (3) | |
| | | |
| | Elective 6000/8000 (3) | Elective 6000/8000 (3) |
| total credits | 12 | 9 |
| degree total | 81 | |

3. Landscape Architectural Courses Offered During Past Academic Year

| Course Title | LARC Course Number | Instructor | Credit Hours | Contact Hours / Week | # of Students |
|---|--------------------|-------------------|--------------|----------------------|---------------|
| LA Computer Aided Design | 6280 | Jessica Fernandez | 3 | 2 | 2 |
| Key Issues in LA | 6530 | Hyejung Chang | 3 | 3 | 5 |
| Professional Practice | 6810 | David Lycke | 3 | 3 | 7 |
| Orientation I | 8010 | Robert Hewitt | 6 | 3 | 5 |
| Orientation II Lab | 8011 | Robert Hewitt | 0 | 9 | 5 |
| Orientation II | 8020 | Paul Russell | 6 | 3 | 6 |
| Orientation II Lab | 8021 | Paul Russell | 0 | 9 | 6 |
| Research Methods | 8210 | Hyejung Chang | 3 | 3 | 6 |
| Advanced Community Design | 8230 | Thomas Schurch | 6 | 3 | 6 |
| Advanced Community Design Lab | 8231 | Thomas Schurch | 0 | 9 | 6 |
| Graduate Seminar I | 8300 | Thomas Schurch | 3 | 3 | 5 |
| Interdisciplinary Design and Research | 8430 | Mary G. Padua | 6 | 3 | 8 |
| Interdisciplinary Design and Research Lab | 8431 | Mary G. Padua | 0 | 9 | 8 |
| Graduate Colloquium | 8500 | Robert Hewitt | 3 | 3 | 9 |
| Design Impl I | 8610 | Paul Russell | 3 | 1 | 6 |
| Design Impl I Lab | 8610 | Paul Russell | 0 | 3 | 6 |
| Design Impl II Section 002 | 8620 | Paul Russell | 3 | 1 | 8 |
| Design Impl II Section 002 | 8620 | Paul Russell | 3 | 1 | 8 |
| Advanced Urban Design | 8520 | Hala Nassar | 6 | 1 | 7 |
| Advanced Urban Design Lab | 8521 | Hala Nassar | 0 | 10 | 7 |
| Terminal Project | 8920 | Hyejung Chang | 6 | 12 | 8 |

C. STUDENT INFORMATION - Bachelors

1. Overview | Bachelors

| Academic Year | In-State | | Out-of-State | | Foreign | | TOTAL | |
|---------------|----------|--------|--------------|--------|---------|--------|-------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| Current Year | 31 | 17 | 5 | 16 | 1 | 3 | 37 | 36 |
| 1 Year Ago | 29 | 15 | 7 | 10 | 1 | 2 | 37 | 27 |
| 2 Years Ago | 26 | 18 | 7 | 9 | 0 | 0 | 33 | 27 |
| 3 Years Ago | 26 | 13 | 8 | 4 | 0 | 1 | 34 | 18 |
| 4 Years Ago | 28 | 13 | 9 | 8 | 0 | 1 | 37 | 22 |

2. Ethnic Group/Diversity

0 % American Indian 9.6 % Hispanic
 2.7 % Black (non-Hispanic) 74 % Caucasian
 2.7 % Asian or Pacific Islander 11 % Other

3. Applications

| | Current Year | Last year | 2 Years Ago | 3 Years Ago | 4 Years Ago | 5 Years Ago |
|------------------------------|--------------|-----------|-------------|-------------|-------------|-------------|
| Total number of applications | 40 | 41 | 49 | 38 | 48 | 60 |
| Applications from males | 23 | 21 | 25 | 24 | 25 | 28 |
| Applications from females | 17 | 20 | 24 | 14 | 23 | 32 |

4. Enrollments

| | Current Year | Last year | 2 Years Ago | 3 Years Ago | 4 Years Ago | 5 Years Ago |
|------------------|--------------|-----------|-------------|-------------|-------------|-------------|
| Total enrollment | 73 | 64 | 60 | 52 | 59 | 71 |
| Males | 37 | 37 | 33 | 34 | 37 | 41 |
| Females | 36 | 27 | 27 | 18 | 22 | 30 |

5. Student Ethnic Backgrounds

| | Caucasian | African-American | African Descent | Asian/Pacific | Hispanic | Native American | Other |
|---------|-----------|------------------|-----------------|---------------|----------|-----------------|-------|
| Total | 54 | 2 | 0 | 2 | 7 | 0 | 4 |
| Males | 29 | 1 | 0 | 0 | 4 | 0 | 1 |
| Females | 25 | 1 | 0 | 2 | 3 | 0 | 3 |

C. STUDENT INFORMATION - Masters

1. Overview | Masters

| Academic Year | In-State | | Out-of-State | | Foreign | | TOTAL | |
|---------------|----------|--------|--------------|--------|---------|--------|-------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| Current Year | 0 | 2 | 0 | 3 | 5 | 9 | 5 | 14 |
| 1 Year Ago | 0 | 1 | 2 | 3 | 5 | 12 | 7 | 16 |
| 2 Years Ago | 0 | 2 | 2 | 4 | 4 | 13 | 6 | 19 |
| 3 Years Ago | 0 | 1 | 2 | 4 | 4 | 11 | 6 | 16 |
| 4 Years Ago | 2 | 1 | 1 | 4 | 4 | 14 | 7 | 19 |

2. Ethnic Group/Diversity

0 % American Indian 5.3 % Hispanic
0 % Black (non-Hispanic) 21.0 % Caucasian
73.7 % Asian or Pacific Islander 0 % Other

3. Applications

| | Current Year | Last year | 2 Years Ago | 3 Years Ago | 4 Years Ago | 5 Years Ago |
|------------------------------|--------------|-----------|-------------|-------------|-------------|-------------|
| Total number of applications | 46 | 53 | 69 | 57 | 59 | 50 |
| Applications from males | 15 | 13 | 18 | 25 | 12 | 16 |
| Applications from females | 31 | 40 | 51 | 32 | 47 | 34 |

4. Enrollments

| | Current Year | Last year | 2 Years Ago | 3 Years Ago | 4 Years Ago | 5 Years Ago |
|------------------|--------------|-----------|-------------|-------------|-------------|-------------|
| Total enrollment | 19 | 23 | 25 | 22 | 26 | 29 |
| Males | 14 | 7 | 19 | 16 | 19 | 19 |
| Females | 5 | 16 | 6 | 6 | 7 | 10 |

5. Student Ethnic Backgrounds

| | Caucasian | African-American | African Descent | Asian/Pacific | Hispanic | Native American | Other Non-Resident Alien |
|---------|-----------|------------------|-----------------|---------------|----------|-----------------|--------------------------|
| Total | 4 | 0 | 0 | 0 | 1 | 0 | 14 |
| Males | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Females | 4 | 0 | 0 | 0 | 1 | 0 | 9 |

D. ALUMNI INFORMATION - Bachelors

1. Degrees Awarded | Bachelors

| Academic Year | Males | Females | TOTAL |
|------------------------|-------|---------|-------|
| Current Year (2018-19) | 7 | 7 | 14 |
| 1 Year Ago | 5 | 4 | 9 |
| 2 Years Ago | 9 | 0 | 9 |
| 3 Years Ago | 7 | 7 | 14 |
| 4 Years Ago | 6 | 5 | 11 |
| 5 Years Ago | 13 | 6 | 19 |

2. Record of Advanced Study

| Institution | Degree | Number of Students | Year LA degree awarded | Year advanced degree awarded |
|-----------------------|--------|--------------------|------------------------|------------------------------|
| Georgetown University | MS | 1 | 2016 | 2019 |
| Cornell University | MLA | 1 | 2016 | 2019 |
| Fordham University | MS | 1 | 2018 | 2021 |

3. Current Employment

| Present Occupation | Males | Females | TOTAL |
|------------------------------|-------|---------|-------|
| Advanced Study and Research | 2 | 1 | 3 |
| Teaching | | | |
| Private Practice | 25 | 12 | 37 |
| Public Practice | | | |
| Landscape Hort./Design Build | 3 | 1 | 4 |
| Volunteer Service (Camps) | 1 | 1 | 2 |
| Other (Product Design) | | 1 | 1 |
| Unknown | 17 | 6 | 23 |
| TOTAL | 48 | 22 | 70 |

C. ALUMNI INFORMATION - Masters

1. Degrees Awarded | Masters

| Academic Year | Males | Females | TOTAL |
|------------------------|-------|---------|-------|
| Current Year (2018-19) | 1 | 5 | 6 |
| 1 Year Ago | 2 | 6 | 8 |
| 2 Years Ago | 5 | 6 | 11 |
| 3 Years Ago | 2 | 6 | 8 |

2. Record of Advanced Study

| Institution | Degree | Number of Students | Year LA degree awarded | Year advanced degree awarded |
|--------------------|--------|--------------------|------------------------|------------------------------|
| Clemson University | M.ARCH | 1 | 2016 | 2019 |
| Clemson University | PhD | 1 | 2016 | 2021 |

3. Current Employment

| Present Occupation | Males | Females | TOTAL |
|------------------------------|-------|---------|-------|
| Advanced Study and Research | 0 | 2 | 2 |
| Teaching | | | |
| Private Practice | 6 | 11 | 17 |
| Public Practice | | | |
| Landscape Hort./Design Build | | | |
| Volunteer Service (Specify) | | | |
| Other (Specify) | | | |
| Unknown | 1 | 5 | 6 |
| TOTAL | 7 | 18 | 25 |

D. FACULTY INFORMATION

1. Previous and Present Faculty

| Rank/Title | Current | 1 Year Ago | 2 Years Ago | TOTAL |
|----------------------------|---------|------------|-------------|-------|
| Professor/LA | 3 | 2 | 2 | 7 |
| Assoc. Professor/LA | 3 | 3 | 3 | 9 |
| Asst. Professor/LA | 2 | 1 | 2 | 5 |
| Instructor | | 1 | 1 | 2 |
| Asst. Professor/Arch. | | | | |
| Visiting Lecturer/ Adjunct | 1 | 3 | 2 | 6 |
| TOTALS | 9 | 10 | 10 | 29 |

2. Instructional Assignments

| Faculty member | Degree | Teaching % | | | Research % | Service % | Admin / other % | TOTAL % |
|-------------------|--------|-------------------------------|-----------------------------|--------------------------|------------|-----------|-----------------|---------|
| | | Land. Arch. Bachelors Program | Land. Arch. Masters Program | Other non-L. A. programs | | | | |
| Matthew Powers | PhD | 30% | 15% | 15% | 10% | 10% | 20% | 100% |
| Hala Nassar | PhD | 20% | 20% | | 45% | 15% | | 100% |
| Mary G. Padua | PhD | 40% | 15% | 5% | 30% | 10% | | 100% |
| Thomas Schurch | PhD | | 50% | 30% | 10% | 10% | | 100% |
| Robert Hewitt | MLA | 30% | 20% | | 35% | 15% | | 100% |
| Paul Russell | MLA | 15% | 55% | 5% | 10% | 5% | 10% | 100% |
| Hyejung Chang | PhD | 10% | 50% | | 30% | 10% | | 100% |
| Jessica Fernandez | PhD | 80% | 10% | | | 10% | | 100% |
| David Lycke | MLA | 50% | 50% | | | | | 100% |
| Cecile Martin | MFA | 100% | | | | | | 100% |
| Natasha Sexton | MLA | 100% | | | | | | 100% |

3. Courses Taught by Individual Faculty Members

Matthew Powers

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|--------------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Directed Studies | LARC 8900 | ST | 6 | 3 | 2 | 1.0 |
| Directed Studies | LARC 8900 | ST | 6 | 3 | 2 | 1.0 |
| Doctoral Dissertation Research | PDBE 9910 | ST | 9 | 9 | 1 | 0.75 |
| Regional Design | LARC 3510 | FS | 6 | 1 | 17 | 6.8 |
| Regional Design Lab | LARC 3511 | FS | 0 | 10 | 17 | 0.0 |
| Key Issues in LA | LARC 4530 | FS | 3 | 3 | 9 | 1.8 |
| LA Honors Research | LARC 4940 | FS | 1-3 | 1-3 | 2 | ?? |
| Doctoral Dissertation Research | PDBE 9910 | FS | 1-5 | 1-5 | 2 | ?? |
| Community Design | LARC 2550 | SS | 6 | 1 | 24 | 9.6 |
| Community Design Lab | LARC 2551 | SS | 0 | 10 | 24 | 0.0 |
| Directed Studies | LARC 4900 | SS | 1-3 | 1-3 | 1 | |
| Instructional Design Delivery | PDBE 8200 | SS | 3 | 3 | 8 | 2.0 |
| Doctoral Dissertation Research | PDBE 9910 | SS | 1-5 | 1-5 | 2 | |

Hala Nassar

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|-----------------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Basic Design I | LARC 1510 | ST | 3 | 6 | 3 | 0.6 |
| History of Landscape Arch Sec 001 | LARC 1160 | SS | 3 | 3 | 68 | 13.6 |
| History of Landscape Arch Sec 002 | LARC 1160 | SS | 3 | 3 | 23 | 4.6 |
| Advanced Urban Design | LARC 8520 | SS | 6 | 1 | 7 | 3.5 |
| Advanced Urban Design Lab | LARC 8521 | SS | 0 | 10 | 7 | 0.0 |

Mary G. Padua

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|--------------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Directed Studies | PDBE 9900 | ST | V | V | 1 | 0.5 |
| Intro to LA | LARC 1150 | FS | 3 | 3 | 28 | 5.6 |
| Interdisciplinary Design | LARC 8430 | FS | 6 | 3 | 8 | 4.0 |
| Interdisciplinary Design Lab | LARC 8431 | FS | 0 | 9 | 8 | 0.0 |
| Directed Studies | LARC 8900 | FS | V | V | 2 | |
| Readings in LA | PDBE 8060 | FS | 3 | 3 | 1 | 0.25 |
| Readings in LA | PDBE 8060 | SS | 3 | 3 | 1 | 0.25 |
| Research Design Practicum | PDBE 8160 | SS | 3 | 3 | 1 | 0.25 |
| Doctoral Dissertation Research | PDBE 9910 | SS | V | V | 1 | 0.08 |

Thomas Schurch

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|-----------------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Terminal Project / Thesis Project | CRP 8600 | FS | 1 | 3 | 1 | 0.25 |
| Advanced Community Design | LARC 8230 | FS | 6 | 3 | 6 | 3.0 |
| Advanced Community Design Lab | LARC 8231 | FS | 0 | 9 | 6 | 0.0 |
| Contemporary Issues in EDP | PDBE 8100 | FS | 3 | 3 | 9 | 2.25 |
| Urban Design | CRP 8220 | SS | 3 | 3 | 14 | 3.5 |
| Plan Terminal Project | CRP 8590 | SS | 3 | 9 | 1 | 0.25 |
| Graduate Seminar I | LARC 8300 | SS | 3 | 3 | 5 | 1.25 |

Robert Hewitt

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|-------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Orientation I | LARC 8010 | FS | 6 | 3 | 5 | 2.5 |
| Orientation I Lab | LARC 8011 | FS | 0 | 9 | 5 | 0.0 |
| Grad Colloquium | LARC 8500 | FS | 3 | 3 | 9 | 2.25 |
| Design Impl II | LARC 3620 | SS | 3 | 1 | 15 | 3.0 |
| Design Impl II Lab | LARC 3621 | SS | 0 | 2 | 15 | 0.0 |
| Urban Design Studio | LARC 4540 | SS | 6 | 1 | 4 | 1.6 |
| Urban Design Studio Lab | LARC 4541 | SS | 0 | 10 | 4 | 0.0 |

Paul Russell

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|-------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Design Impl I | LARC 2620 | FS | 3 | 1 | 5 | 1.0 |
| Design Impl I Lab | LARC 2621 | FS | 0 | 3 | 5 | 0.0 |
| Urban Design Studio | LARC 4540 | FS | 6 | 1 | 10 | 4.0 |
| Urban Design Studio Lab | LARC 4541 | FS | 0 | 10 | 10 | 0.0 |
| Design Impl II | LARC 3620 | SS | 3 | 1 | 16 | 3.2 |
| Design Impl II Lab | LARC 3621 | SS | 0 | 2 | 16 | 0.0 |
| Planting Design | LARC 4970 | SS | V | V | 1 | |
| Orientation II | LARC 8020 | SS | 6 | 3 | 6 | 3.0 |
| Orientation II Lab | LARC 8021 | SS | 0 | 9 | 6 | 0.0 |
| Planting Design | LARC 8400 | SS | 3 | 3 | 11 | 2.75 |
| Directed Studies | LARC 8900 | SS | V | V | 11 | |

Hyejung Chang

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Key Issues in LA | LARC 6530 | FS | 3 | 3 | 5 | 1.25 |
| Research Methods | LARC8210 | FS | 3 | 3 | 6 | 1.5 |
| Terminal Project | LARC 8920 | SS | 6 | 12 | 8 | 4.0 |

Jessica Fernandez

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|----------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| LA Design Fundamentals | LARC 2510 | FS | 6 | 1 | 24 | 9.6 |
| LA Design Fundamentals Lab | LARC 2511 | FS | 0 | 10 | 24 | 0.0 |
| Design Impl IIL | LARC 4620 | FS | 3 | 2 | 16 | 3.2 |
| Design Impl III Lab | LARC 4621 | FS | 0 | 2 | 16 | 0.0 |
| Basic Design II | LARC 1520 | SS | 6 | 12 | 23 | 9.2 |
| Computer-Aided Design | LARC 4280 | SS | 3 | 2 | 22 | 4.4 |
| Computer-Aided Design Lab | LARC 4281 | SS | 0 | 2 | 22 | 0.0 |
| Computer-Aided Design | LARC 6280 | SS | 3 | 2 | 2 | 0.5 |
| Computer-Aided Design Lab | LARC 6281 | SS | 0 | 2 | 2 | 0.0 |

David Lycke

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|-----------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Professional Practice | LARC 4810 | SS | 3 | 3 | 9 | 1.8 |
| Professional Practice | LARC 6810 | SS | 3 | 3 | 7 | 1.75 |

Cecile Martin

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Technical Graphics | LARC 1280 | FS | 3 | 2 | 22 | 4.4 |
| Technical Graphics Lab | LARC 1281 | FS | 0 | 2 | 22 | 0.0 |
| Basic Design I | LARC 1510 | FS | 3 | 6 | 22 | 4.4 |

Natasha Sexton

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|-----------------|---------------|------|--------------|--------------------|--------------------|--------------|
| LA Exit Project | LARC 4550 | SS | 6 | 12 | 9 | 3.6 |

Ashley Jennings

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|------------------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Off-Campus Field Study Section 400 | LARC 3190 | SS | 3 | 2 | 3 | 0.6 |

David A. Pastre

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs / Week | Number Of Students | FTE Students |
|-----------------------------------|---------------|------|--------------|--------------------|--------------------|--------------|
| Off-Campus Studio Section 401 | LARC 3550 | SS | 3 | 2 | 3 | .0.6 |
| Off-Campus Studio Lab Section 401 | LARC 3551 | SS | 0 | 10 | 3 | 0.0 |

Henrique Houavek

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs. / Week | Number Of Students | FTE Students |
|---|---------------|------|--------------|---------------------|--------------------|--------------|
| Off-Campus Field Study Section 600 | LARC 3190 | SS | 3 | 3 | 4 | .0.6 |
| Landscape Architectural Seminar Section 600 | LARC 3210 | SS | 3 | 13 | 4 | 0.8 |
| Off-Campus Studio Section 600 | LARC 3550 | SS | 6 | 1 | 4 | 1.6 |
| Off-Campus Studio Lab Section 600 | LARC 3551 | SS | 0 | 10 | 4 | 0.0 |

Miguel Roldan

| Course Taught | Course Number | Term | Credit Hours | Contact Hrs. / Week | Number Of Students | FTE Students |
|---|---------------|------|--------------|---------------------|--------------------|--------------|
| Off-Campus Field Study Section 601 | LARC 3190 | SS | 3 | 3 | 4 | .06 |
| Landscape Architectural Seminar Section 601 | LARC 3210 | SS | 3 | 13 | 4 | 0.8 |
| Off-Campus Studio Section 601 | LARC 3550 | SS | 6 | 1 | 4 | 1.6 |
| Off-Campus Studio Lab Section 601 | LARC 3551 | SS | 0 | 10 | 4 | 0.0 |

4. Visiting Lecturers/Critics

2017-2018

| Name | Field/Specialty | Date(s) | Contribution |
|-----------------|--|----------|---|
| Scott Ward | Town Council Pendleton SC | 9/6/17 | Guest Critic |
| Ryan Fernandez | Designer RFD + C Greenville SC | 9/27/17 | Guest Lecturer Guest Critic |
| NAACP | | 10/27/17 | |
| Ryan Fernandez | Designer RFD + C Greenville SC | 11/10/17 | Guest Lecturer Guest Critic |
| Kevin Burke | Head Landscape Architect Atlanta Beltline Atlanta GA | | Guest Critic |
| Edward Kinney | Senior Landscape Architect City of Greenville, Greenville SC | 11/15/17 | Guest Critic |
| Brad Cuttino | Recreation Manager City of Greenville, Greenville SC | 11/15/17 | Guest Critic |
| Jeff Bullock | Zoo Director City of Greenville, Greenville SC | 11/15/17 | Guest Critic |
| Jeff Waters | Urban Planner City of Greenville, Greenville SC | 11/15/17 | Guest Critic |
| Robert Glass | | 11/17/17 | |
| Rachel Evans | Artist SCAD Atlanta GA | | Guest Lecturer |
| James Thompson | Board Member Sterling Community Trust Greenville SC | 11/29/17 | Guest Critic |
| Joeb Moore | *Architecture | 1/12/18 | Guest Critic |
| Edward Kinney | Landscape Architect City of Greenville, Greenville SC | 2/2/18 | Guest Critic |
| Will Ayers | Landscape Designer PLM Design Group Greenville SC | 2/2/18 | Guest Critic |
| Lucas Durham | Landscape Contracting | 2.15/18 | Host Visit Planting Design (Off-campus) |
| Ryan Fernandez | Designer RFD + C Greenville SC | 2/26/18 | Guest Lecturer |
| David Pearson | Landscape Architect | 2/28/18 | Guest Critic |
| Jeremiah Sexton | Landscape Architect | 3/2/18 | Guest Lecturer / Guest critic |
| Tony Tidwell | Horticulture | 3/13/18 | Guest Critic / Site Visit Discussion |

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|------------------------|---|--------------|---|
| Stewart Winslow | Arborist/Campus Planner | 3/15/18 | Host Site Visit Wofford/Milliken (Off-campus) |
| Charles "Taze" Fulford | Associate Professor, Landscape Architecture Mississippi State Univ. | 3/26/18 | Guest Lecturer / Guest critic |
| Michelle Crowley | Landscape Architect Michelle Crowley Landscape Architecture Boston MA | 3/29-3/30/18 | Guest Lecturer – Planting Design Workshop |
| Naomi Cottrell | Landscape Architect Michelle Crowley Landscape Architecture Boston MA | 3/29-3/30/18 | Guest Lecturer – Planting Design Workshop |
| Holly Owings | Landscape Architect Earth Design Greenville SC | 3/29/18 | Guest Lecturer |
| Chris Lambka | Senior Landscape Architect TDG in Spartanburg SC | 4/9/18 | Guest critic |
| Tony Tidwell | Horticulturist/City Arborist Clemson SC | 4/12/18 | Guest critic |
| Christa Jordan | Landscape Architect Augusta Recreation & Parks Dept. Augusta GA | 4/13/18 | Juror |
| Clint Rigsby | Landscape Architect Seamonwhiteside, Greenville SC | 4/13/18 | Juror |
| Josh Tiller | Landscape Architect JK Tiller & Assoc. Bluffton SC | 4/13/18 | Juror |
| Natasha Sexton | Landscape Architect | 4/13/18 | Juror |
| David Lycke | Landscape Architect | 4/13/18 | Juror |
| Chris Lambka | Senior Landscape Architect TDG in Spartanburg SC | 4/27/18 | Guest Critic |
| Chris Haynes | Senior Landscape Architect David & Floyd, Charleston SC | 4/27/18 | Guest Critic |
| Jeremiah Sexton | Landscape Architect | 4/27/18 | Guest Critic |
| Claire Sanders | Master of Real Estate Candidate, Clemson University | 4/27/18 | Guest Critic |

2016-2017

| Name | Field/Specialty | Date(s) | Contribution |
|-------------------|--|----------|------------------------------|
| Stuart Coleman | | 9/16/16 | Guest critic |
| Seth Hendler-Voss | Planning & Development Manger + Landscape Architect City of Asheville NC | 10/12/16 | Guest critic |
| Ryan Fernandez | Designer RFD + C Greenville SC | 10/12/16 | Guest critic |
| Seth Hendler-Voss | Planning & Development Manger + Landscape Architect City of Asheville NC | 11/4/16 | Guest critic |
| Ginny Stroud | | 11/30/16 | Guest critic |
| Ryan Fernandez | Designer RFD + C Greenville SC | 12/2/16 | Guest critic Final Reviews |
| Fredrick Guthier | Project Manager, Landscape Architecture | 12/2/16 | Guest critic Final Reviews |
| Andrew Cheatham | Landscape Architect KBSALA Columbia SC | 12/2/16 | Guest critic Final Reviews |
| Averett Tinsley | Landscape Architect TG&R Landscape Group Rock Hill SC | 12/2/16 | Guest critic Final Reviews |
| Charles Godfrey | Landscape Architect CEGLA Spartanburg SC | 12/2/16 | Guest critic Final Reviews |
| Todd Martin | Parks Planner /Manager Parks & Recreation City of Columbia, Columbia SC | 12/2/16 | Guest critic Final Reviews |
| Tipton Pitts | Landscape Architect LandArt Design Group Spartanburg SC | 12/2/16 | Guest critic Final Reviews |
| Kelly Walls | ANOVA Furnishings | 12/2/16 | Guest critic Final Reviews |
| David Mims | | 3/6/17 | |
| John Anderson | | 4/7/17 | |
| Holly Owings | Landscape Architect Earth Design Greenville SC | 4/20/17 | Guest Lecturer |
| Christa Jordan | Community Planner City of Greenville, Greenville SC | 4/26/17 | Guest Lecturer |

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|-------------------|---|---------|--------------------------|
| Laurel Holtzapple | Landscape Architect groundworks studio Charlotte NC | 4/26/17 | Guest Lecturer |
| John Anderson | | 4/28/17 | Juror ASLA Design Jury |
| Sarah Marrs | Landscape Designer CH2M Greenville SC | 4/28/17 | Juror ASLA Design Jury |
| Daniel Merritt | Land Planner SeamonWhiteside Greenville SC | 4/28/17 | Juror ASLA Design Jury |
| Natasha Sexton | Landscape Architect | 4/28/17 | Juror ASLA Design Jury |
| Chad Smith | Associate Landscape Architect + Planner Environmental Concepts Myrtle Beach, SC | 4/28/17 | Juror ASLA Design Jury |

2015-2016

| Name | Field/Specialty | Date(s) | Contribution |
|------------------|---|-----------|--------------------------------------|
| Roberto Rivera | Studio Robert Rovira Florida International | Fall 2015 | CAF Lecture, guest critic |
| John Sitton | Community Activist | 9/28/15 | Guest critic |
| Scott Ward | Community Activist | 9/28/15 | Guest critic |
| Matt Fleahman | Director of Public Works | 9/28/15 | Guest critic |
| Rebecca McKinney | Bon Secours Sustainability Specialist Greenville SC | 9/28/15 | Guest critic |
| Rebecca McKinney | Bon Secours Sustainability Specialist Greenville SC | 10/7/15 | Guest critic |
| Deb Long | Bon Secours St. Francis Health System Greenville SC | 10/19/15 | Guest critic |
| Dana Souza | Director Parks, Recreation and Sustainability City of Greenville, Greenville SC | 10/21/15 | Guest Lecturer Sustainability Cafe |
| Mack Lockhart | Sterling Community Land Trust, Greenville, SC | 10/28/15 | Guest critic |
| Deb Long | Bon Secours St. Francis Health System Greenville SC | 11/11/15 | Guest critic |
| Christa Jordan | Community Planner | 11/11/15 | Guest critic |

| | | | |
|------------------|---|-------------|--------------------------|
| Ginny Stroud | Community Development Office Greenville SC | 11/15/15 | Guest critic |
| Tamy Sanford | City Planner Seneca SC | Fall 2015 | Guest critic |
| Jami Verdosa | Principal, Westminster SC | Fall 2015 | Guest critic |
| Brian Ramey | Mayor -Elect Westminster SC | Fall 2015 | Guest critic |
| Bill Brockington | Mayor Pro Tem | Fall 2015 | Guest critic |
| Jeff Lord | City Administrator | Fall 2015 | Guest critic |
| Edward Kinney | Senior Landscape Architect, City of Greenville, Greenville SC | 2/24/16 | Guest critic |
| Wallace Milling | Landscape Architect Witmer-Jones- Keefer | 3/2/16 | Guest critic |
| Miguel Roldan* | Director, Barcelona | Spring 2016 | CAF Lecture |
| Edward Kinney | Senior Landscape Architect, City of Greenville, Greenville SC | 4/1/16 | Juror ASLA Design Jury |
| Kathleen Duncan | Landscape Architect J.K. Tiller & Associates Bluffton SC | 4/1/16 | Juror ASLA Design Jury |
| Bill Eubanks | Creative Director Seamon Whiteside Greenville SC | 4/1/16 | Juror ASLA Design Jury |
| Natasha Sexton | Principal, Landscape Architect, SGA Architecture Greenville SC | 4/1/16 | Juror ASLA Design Jury |
| Clint Rigsby | Senior Landscape Architect Seamon Whiteside Greenville SC | 4/1/16 | Juror ASLA Design Jury |

5. Individual Faculty Record

Name: Matthew Powers | Ph.D.

Rank: Associate Professor and Director of Landscape Architecture Programs

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|--------------------------|---------------------------------|--------------------------------|
| West Virginia University | 4.5 | BSLA |
| Virginia Tech | 2 | MLA |
| Virginia Tech | 4 | PhD - Env. Design and Planning |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|------------------------|---------------------|---|
| Virginia Tech | 3 | Intro to LA, Site Design, Construction Documents, Regional Design (BLA Level) |
| Florida A&M University | 9 | Same as above, Research Methods, Instructional Design, Natural Communities (MLA Level incl some Architecture courses) |
| Clemson University | 8 | Same as above, Key Issues in LA, Research Design, Basic Design, Community Design (BLA, MLA, PhD Levels incl. some architecture courses) |

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|------------------------------------|------------------------|---|
| Chapman Technical Group | .35 | Internship (various entry level tasks) |
| Environmental Concepts | 2.5 | Designer (entry level, designer, and some project management tasks) |
| Community Design Assistance Center | 2.5 | LA Design and Project Mgmt. |

Professional Registration: Give profession and state/province(s).
NA

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

- o Member of ASLA
- o Clemson Faculty representative to SCASLA and student Ch. Advisor
- o CELA Design Education Track Co-Chair
- o Faculty Senator
- o Faculty Senate Executive Committee, Faculty Welfare Chair
- o President's Commission on the Status of Women
- o President's Leadership Institute - graduate, Class of 2018

- Director of Landscape Architecture and Undergraduate Studies
- Note: CV contains a complete list of committees at the University, College, School, and Program levels

Publications. List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.

Hambright-Belue, S. and Powers, M.N. 2018. Digital Teaching Tools and Their Impact on Student Learning in Large Design Courses. Proceedings of the National Conference on the Beginning Design Student.*

Powers, M.N. et. al. (Co-eds.) 2017. Landscape Research Record. No. 5. Council of Educators in Landscape Architecture.

Jiang, S., M.N. Powers, D. Allison, and E. Vincent. 2016. Informing Healthcare Waiting Area Design Using Transparency Attributes: A Comparative Preference Study. Health Environments Research & Design Journal. 10, 2: pp. 124-146.*

Powers, M.N. 2016. Self-Regulated Design Learning: A Foundation and Framework for Teaching and Learning Design. Routledge Press. *

Powers, M.N. et. al. (Co-eds.) 2016. Landscape Research Record. No. 5. Council of Educators in Landscape Architecture.

Seymour, M. and Powers, M., 2015. Creativity, Costs and Connections: Recruiting the Beginning Design Student. *Proceedings of the National Conference on the Beginning Design Student.* *

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

My contributions to the profession over the last five years include the following:

- Internationally recognized scholarship in design pedagogy including several studies, presentations, and a Routledge published book
- Teach two weeks of HS summer camp focused on environmental design and landscape architecture
- Playing a central role in leading Clemson BLA, a 31-year old regionally and nationally significant undergraduate program, including:
 - directing the program during back to back top 20 DI rankings;
 - increasing enrollment to program highs;
 - enhancing BLA student retention and program satisfaction;
 - increasing the number of female and minority students in the BLA program;
 - authoring and supervising the implementation of a new four year BLA curriculum;
 - advising over 75 student per semester and won advisor of the year award in 2016;
 - strengthening program ties with SCASLA, especially by serving as advisor to our student chapter;
 - first ever landscape architecture professor to teach a full term at the Daniel Center in Genoa, Italy;
 - organized and led the 2014 BLA accreditation which resulted in full reaccreditation.

5. Individual Faculty Record

Name: Hala Nassar | Ph.D.

Rank: Professor

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|-------------------------------|---------------------------------|----------------------------|
| Pennsylvania State University | 2 | MS. Landscape Design /2000 |
| Ain Shams University | 5 | Ph.D. /1998 |
| Ain Shams University | 5 | M.Sc/1993 |
| Ain Shams University | 5 | B.ARCH/ 1988 |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|-------------------------------|---------------------|---|
| Clemson University | 12 | Community Design Studio Urban Design Studio Advanced Urban Design Studio Design Fundamentals History of Landscape Architecture Directed Studies Qualitative & Quantitative Graduate Research Methods Doctoral Reading Studies Doctoral Research Design Practicum Doctoral dissertation |
| West Virginia University | 4 | Sophomore Design Studio Design Fundamentals & Theory of Design Landscape Architectural Graphics Communication Site Design History of Landscape Architecture Independent Studies |
| South Dakota State University | 2 | Site Design Studio Residential Landscape Design Graphics Communication & Theory of Design History of Landscape Architecture Site Planning Study Abroad: Italian Roman, Renaissance and Baroque Villas and Landscapes |
| Pennsylvania State University | 2 | Residential Landscape Design Landscape Planting Design Landscape Construction II Landscape Construction I Architectural Design Studio |

Practice Experience:

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|---|------------------------|----------------------------|
| HewittNassar Studio | 8 | Founding Principal and CEO |
| ESEI-Egyptian-Saudi Incorporation for Estate Investment, Cairo, Egypt | 6 | Designer |
| COPA-Consultant Office for Planning and Architecture, Cairo, Egypt | 4 | Designer |
| EXPO'92- Sociedad Estatal Para La Exposicion Universal de Sevilla 1992 Isla d'la Cartuja, Sevilla, Spain. | 1 | Architecture Internship |
| NAPRED-Gradjevinska Radna Organizacija, Belgrade, Yugoslavia | 1 | Architecture Internship |

Professional Registration: NA

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Professional Memberships and Activities

Council of Educators in Landscape Architecture (CELA) Second Vice President
 CELA Chair of the Awards and Recognition Committee
 CELA Operation and Management Committee
 CELA Abstract and Paper Reviewer
 ALSA Committee on Education
 International Water History Association
 Society of Egyptian Architects, Cairo, Egypt.
 Egyptian Engineering Syndicate, Cairo, Egypt.
 Sigma Lambda Alpha Honor Society

Academic Offices

| | |
|---------------|---|
| 2016- Present | Professor of Landscape Architecture, Clemson University |
| 2018 | Honorary Visiting Professor Appointment at Ain Shams University, Cairo, Egypt |
| 2016-2019 | Honorary Professor at Huazhong Agricultural University, Wuhan, China |
| 2012- 2017 | Graduate MLA Program Director, Clemson University |

Honors and Awards

- 2018 Appointment as Honorary Visiting Professor to the Architecture Department at Ain Shams University, Cairo, Egypt.
- 2016 Appointment as Honorary Professor to the Department of Landscape Architecture of Huzhong Agricultural University, Wuhan, China by the University President

Publications.

Peer-reviewed Journal Articles

- 2017 Nassar, Hala & Robert Hewitt, “Cross-Cultural Participatory Design Assessment across Differing International Political Contexts”, *Landscape Research Record* Vol 6, pp. 304-310.
- 2017 Nassar, Hala & Paul Duggan “Who’s Talking to Whom: Villager Participation in the Relocation of El-Gourna, Egypt”, *Landscape Research Record* Vol 3 pp. 100-112.
- 2016 Robert Hewitt & Nassar, Hala & Taylor, Geoffroy, “Finding Multi-Centers: Using Crowdsourcing Technologies to Define Communities of Landscape Architecture”, *Landscape Research Record* Vol 3, pp. 2-14.
- 2015 Nassar, Hala & Robert Hewitt, “Finding Virtual Center: Tahrir Square and student Perceptions of Socially Mediated Public Space”, *revise and re-submit*
- 2015 Nassar, Hala F. “Gardens and Landscapes: Islamic Garden.” Invited peer-reviewed article. *Oxford Encyclopedia of Philosophy, Science, and Technology in Islam.* Oxford University Press

Book Chapters

- 2017 Nassar, Hala and Paul Duggan “Village Talk: Listening as a Participatory Technique” Edited Volume by Randy Hester and Jeff Hou “Design as Democracy: Techniques for Collective Creativity” . Island Press.
- 2016 Nassar, Hala & Robert Hewitt. “The Sovereign Global City: Omani Post-Traditional Landscape Urbanism” in the Edited Volume by Mohammad Gharipour “Contemporary Urban Landscapes of the Middle East”. Chapter 11. Routledge; Francis and Taylor Publisher.

Conference Presentations

- 2018 Mary Cummings, Nassar, Hala, & Robert Hewitt. “Development of Drone Operator Intent Models”. North Carolina Drone Summit and Flight Expo. Greensboro, North Carolina.
- 2018 Nassar, Hala & Robert Hewitt. “Vertical, Massive, Extensive, On-Structure Landscape Assessment and Management: Potential UAV Applications”, Council of educators in Landscape Architecture, Virginia Tech University, Blacksburg, VA.
- 2018 Hewitt, Robert & Hala Nassar. “The Global City Network” Council of educators in Landscape Architecture, Virginia Tech University, Blacksburg, VA.

- 2017 Nassar, Hala, Mary Cummings, & Robert Hewitt. "Drones and the Design of Public Outdoor Spaces. National Science Foundation, National Robotics Institute Conference, Washington, DC.
- 2017 Hewitt, Robert & Hala Nassar. "Global City Landscape: Addressing Increasing Urbanization and Technological Change". CELA–Beijing, China.
- 2017 Nassar, Hala & Robert Hewitt. "Cross-Cultural Participation in Design Education: Knowledge-Sharing, Flexibility, and Creative Thinking". CELA–Beijing, China.
- 2016 Nassar, Hala & Robert Hewitt. "Defining the Sovereign Global Landscape". CELA–Council of Educators in Landscape Architecture–Salt Lake City, Utah
- 2016 Hewitt, Robert & Hala Nassar. "Cross-Cultural Participatory Design Methods and Techniques Across Differing International political Contexts". CELA– Council of Educators in Landscape Architecture–Salt Lake City, Utah
- 2016 Wilson-Baptist, Karen, Hala Nassar, Joni Palmer, Joern Langhorst, Patricia McGirr. "In Praise of the Field Trip" Panel Presentation. CELA– Council of Educators in Landscape Architecture–Salt Lake City, Utah
- 2015 Nassar, Hala & Robert Hewitt. "Cairo, Dubai & Muscat: effects of Globalization and Modernization on Urban Landscape Change in the Middle East". CELA– *Council of Educators in Landscape Architecture–Manhattan, Kansas.*

Invited Presentations

- 2016 "Challenges of Sustainable Urban Landscapes and Design Processes in the 'Sponge City', China " Huazhong Agricultural University, Wuhan, China
- 2016 "Sustainable Urban Landscapes through the Lens of International Design Competition" Ain Shams University, Cairo, Egypt.
- 2015 Keynote Speaker, Earth Day; Inaugural Water Symposium, Penn State University, Place & People; Historical and Cultural Challenges in Urban Landscape Design along the Nile". Organized by Penn State Institutes of Energy and the Environment.
- 2015 Invited Participant "The Nile Project: Nile Basin Countries: Egypt, Sudan, South Sudan, Eritrea, Ethiopia, Kenya, Uganda, Tanzania, Burundi, DRC, Rwanda" Penn State University.
- 2015 "Contemporary Landscapes of the Middle East; Globalization and Modernization in the Arabian Gulf Region" Abu Dhabi University, Abu Dhabi, United Arab Emirates.

Research & Projects cited or reviewed by others

- 2018 Al Ahram, Egypt "Ain Shams University Participates in First International Engineering Project," 4/1/2018
- 2018 Al-Bawaba News, Saudi Arabia "The International Graduation project at Ain Shams University," 3/19/2018
- 2018 Arab Youm, Egypt, "The First Graduation Project Combines Three Continents to Support Tourism Development in Hurghada," 4/1 2018

Arabi Ahram, Egypt, "The Delegation of the International Graduation Project in Ain Shams University in the Hospitality of the Governor of the Red Sea," 4/1/2018

Dot Masr, "The Governor of the Red Sea Receives the Delegation of the Joint International Graduation Project from Ain Shams University," 4/1/2018

Egypt News, "AinShams University Participates in First International Engineering Project," 4/1/2018

El Bawba News, "Ain Shams University Participates in a Project Between Three Countries," 3/19/2018

El Watan News, Arabi Ahram, Egypt, "Pictures: the Delegation of the International Graduation Project in Ain Shams University visits the Red Sea," 4/1/2018

El Zaman Newspaper, Egypt, "The Delegation of the International Graduation Project in Ain Shams University in the Hospitality of the Governor of the Red Sea," 4/1/2018

Gate Ahram, "Ain Shams University Participates in the First International Engineering Project Between Three Continents," 3/19/2018

El Masrawi, "Chinese Students Visit Ain Shams University," 3/17/2018

Paris News, "Chinese Students Visit Ain Shams University," 3/17/2018

- 2017 "Clemson Partners With Duke to Develop Drone-Deterring Solutions for Public Spaces" Clemson University. <http://newsstand.clemson.edu/mediarelations/clemson-partners-with-duke-to-develop-drone-deterring-solutions-for-public-spaces/> by Tara Romanella.
- 2017 "Clemson partners with Duke to develop drone-deterring solutions for public spaces," School of Architecture, Clemson University Website, <http://www.clemson.edu/caah/departments/architecture/programs/la/index.htm>
- 2017 "Annoyed by pesky drones? Duke Researchers are looking for ways to shoo them away." The Herald Sun, Durham, NC, <http://www.heraldsun.com/news/local/counties/durham-county/article179565316.html>.
- 2017 "Clemson partners with Duke to develop drone-deterring solutions for public spaces," Pickens Sentinel – Progress, <http://www.sentinelprogress.com/news/8838/clemson-partners-with-duke-to-develop-drone-deterring-solutions-for-public-spaces> 2017
- 2015 "Water Symposium to Make a Splash in the HUB this Earth Day". Penn State University. <http://news.psu.edu/story/348895/2015/03/23/research/water-symposium-make-splash-hub-earth-day>

Research Proposals & Funding

- 2018 Co-PI: "Using LIDAR Technology for improving public safety." NIST-PSIAP- PC2-Amended NOFO (\$ 139,900 submitted).
- 2017 *Principal Investigator:* "Drones and the Design of Public Open Space." National Science Foundation research grant. In collaboration with Duke University Departments of Mechanical Engineering, Material Sciences and Human and Autonomy Lab, and Duke Robotics. \$ 750,000 (Funded).
- 2016 *Principal Investigator:* "Defining the Sovereign Global Urban Landscape". Faculty Research Development Grant. College of Architecture, Arts and Humanities. \$ 3,000
- 2016 *Principal Investigator:* "Defining the Sovereign Global Urban Landscape". College Fellowship Research Grant. College of Architecture, Arts and Humanities. \$ 3,000
- 2015 *Principal Investigator:* Bridging Culture through Film: From the Nile to Rio Grande: Hassan Fathy's Life, Work and Teachings.
- 2015 *Principal Investigator;* Negotiating the Global System Between Mountain and Coastal Plain; Modernization and Landscape Globalization in the Middle East". Faculty Research Development Grant. College of Architecture, Arts and Humanities. \$ 3,000 (Funded).
- 2015 *Principal Investigator:* Public Service Agreement Project with Graham Kimak Landscape Design, LLC. (\$ 5,000)
- 2015 *Principal Investigator:* Public Service Agreement Project with Charles E. Godfrey landscape Architects. (\$4,000)
- 2015 *Principal Investigator:* Public Service Agreement Project with The Collins group, Inc. (\$ 5,000)

Contributions. Drones and the design of public outdoor spaces. Design for first responders. Globalization. Historical and Cultural Landscapes of the Middle East. International Education and Multiculturalism.

5. Individual Faculty Record

Name: Mary G. Padua | Ph.D.

Rank: Professor

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|---|---------------------------------|---|
| Edinburgh College of Art, University of Edinburgh | | Doctor of Philosophy |
| UCLA Graduate School of Architecture & Urban Planning | | Master of Arts |
| University of California, Berkeley, College of Environmental Design | | Bachelor of Arts (professionally accredited) |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|--|---------------------|-----------------|
| Clemson University's School of Architecture | 2017 - present | |
| Clemson University's Department of Landscape Architecture | 2013 - 17 | |
| Soochow University School of Architecture, Suzhou, Jiangsu Province, People's Republic of China | 2014 - present | |
| Associate Professor, University of Florida (UF) Department of Landscape Architecture | 2007 - 2013 | |
| Affiliate Faculty, UF Center for European Studies | 2008 -13 | |
| Assistant Professor, University of Hong Kong (HKU) Dept. of Architecture | 2001- 07 | |
| Visiting Professor, Shenyang University, School of Arch | 2006 - 09 | |
| Visiting Professor, Peking University, College of Architecture and Landscape Arch | 2003 - present | |

Part-time assistant professor, 1994-97
University of Hong Kong, Dept.
of Architecture

Part-time lecturer, UCLA 1990-93
Landscape Architecture
Extension Program

Practice Experience:

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|-----------------------|------------------------|-------------------------|
|-----------------------|------------------------|-------------------------|

See CV

Professional Registration:

Registered Landscape Architect, State of
California: Number 2934

Registered Landscape Architect, State of South Carolina: Number 1256

US Council of Landscape Architectural Registration Boards (CLARB): Certificate No. 715

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

American Society of Landscape Architects (ASLA): National, 1988-present

ASLA Professional Practice Network: Women in Landscape Architecture, 1988-present

ASLA National Committee on Education, 2011-2014

International Association for the Study of Traditional Settlements, 1994-present

National Association of Independent Artists, 1994 - present

Society of Architectural Historians, 2005 - present

Dumbarton Oaks, Washington, D.C. (scholar in residence, pre-doctoral studies)

Founding member, Editorial Board, *Landscape Architecture Frontiers*, peer-review academic journal

Publications. List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.

M. G. Padua "China: New cultures and changing urban cultures" in *New Cultural Landscapes*, ed. Roe, M. and Taylor, K. London: Routledge, 2014

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

Dr. Padua's contribution lies in: criticism; advancing theory (theory-building) in contemporary urban/rural China and cultural development (history of landscape architecture in modern China); adaptive urbanism; and the meaning of local and global urban public spaces in the late 20th and 21st centuries. Her creative scholarship investigates visual quality and the notion of place through documentary photography; her prints are held in public and private collections.

5. Individual Faculty Record

Name: Thomas Schurch | Ph.D.

Rank: Professor

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|-----------------------------|---------------------------------|-------------------------------------|
| University of Washington | 3 | PhD Urban Design & Planning 1998 |
| Cal Poly Pomona | 3 | MLA 1978 |
| US International University | 4 | 1971 |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|------------------------------|---------------------|--|
| Clemson University | 2010 to present | Community Design, Urban Design, LA History/Theory; Human Settlements; Thesis Project |
| University of Oklahoma | 1999 to 2010 | Urban Design Theory; Research Methods; various Design Studios, LA History; Design Graphics |
| Mississippi State University | 1997 to 1999 | Design Studios; Presentation Methods; Planting Design; Urban Design; Urban Planning |
| Ball State University | 1989 to 1996 | Basic Design; Env. Design; Design Graphics; Design Communication; Planning Research Studio; Urban Impact Analysis; Intro to Urban Planning; Urban Design Theory; History of urban Form; Graduate Urban Planning Studio; Planning Thesis; |
| Texas Tech University | 1984 to 1986 | Design Studios; LA Seminar; Design Graphics; Special Problems in LA |
| Cal Poly Pomona | Summer 1984 | Design Foundations; Landscape Awareness; Graphic Design |

Practice Experience:

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|-------------------------------|------------------------|-----------------------------|
| Schurch and Company | 1982-1985 | Principal |
| Cunningham Schurch, Inc. | 1981-1982 | Principal |
| Wimmer Yamada & Associates | 1980-1981 | Project Landscape Architect |
| Hirsch & Company | 1979-1980 | Environmental Analyst |
| John Fitzpatrick & Associates | 1978-1979 | Project Designer |

Professional Registration:

Landscape Architect
Planner

California
AICP

Professional & Academic Activities.

Co-Director ASLA Urban Design PPN

Chair, external committee for review of emerging landscape architecture degree, Delaware Valley University 2013.

Project Director – Leadership Pendleton 2013 for the town of Pendleton, SC

Chair, Tenure and Promotion Committee, Department of Landscape Architecture

Clemson Architecture Foundation grant for Community art Engagement- Sterling neighbor, Greenville, South Carolina

Chair, Two-Year Review of the Department Chair, Department of Landscape Architecture, Clemson University

Publications.

*CELA 2018 Paper Presented “An Ecology of Urban Form: the Imperative of the Bioregion.”

* International Conference on the Image 2013; Paper presented: “Towards Theory of Place in Film vis-à-vis Film as a Medium of Universal Civilization.”

* CELA 2013 Poster presented, “Linking the Park to the Bay: Realizing John Nolen’s 1908 Vision for San Diego.”

“Sterling Neighborhood Revitalization,” Greenville, SC. Clemson University 2013-2018.

“Sitton Ag-Eco-Industrial Park,” Pendleton, SC. Clemson University 2015.

“A Town Center for Williamston, SC.” Clemson University. 2013.

“Fencing and Gates for the Historic St. Paul’s Grounds.” Pendleton, SC. Leadership Pendleton Foundation, 2013.

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

Various invited external reviews regarding tenure and promotion for faculty candidates

Research/proposal activities pertaining to sustainable urban form under review with Routledge Press

Various pro bono consulting for communities in the Up State of South Carolina

Co-Director of the ASLA PPN on Urban Design; contributions to The Field

5. Individual Faculty Record

Name: Paul Russell | MLA

Rank: Associate Professor and Director of Graduate Landscape Programs

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|----------------------------|---------------------------------|---|
| Louisiana State University | 3 | MLA/ 2005 |
| University of Tennessee | 4 | B.S. in Ornamental Horticulture & Landscape Design / 2001 |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|----------------------------|---------------------|---|
| Clemson University | 8 | Interdisciplinary Design Studio Exit Studio Creative Inquiry (Architecture) Basic Design II Urban Genesis & Form Design Implementation I Design Implementation II Independent Study Honors Thesis Master's Thesis President's Seminar |
| Louisiana State University | 1 | Landscape Design I Landscape Design II |

Practice Experience:

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|--|------------------------|-----------------------------------|
| Russell Design Office | 3 | Principal |
| Pearson Russell Landscape Architecture | 6 | Principal |
| Reed Hildebrand Associates | 5 | Project Manager, Project Designer |
| Hodgson Douglass LLC | 2 | Intern, Project Designer |

Professional Registration:

N/A

Professional & Academic Activities.

Louisiana State University Advisory Board
Feed & Seed Master Plan Exhibition- LA-Co-Lab, Greenville, SC
Baruch Institute 50th Anniversary Master Plan Exhibit, Georgetown, SC

Publications.

2015 **Thinking Through Making- The Primacy of Hybridization within the Design Process**
Representing Landscapes: Hybrid
Co-Author with Martin Holland
Nadia Amoroso, Editor
2018 **Southern Wesleyan University Memorial Garden, Central, SC**

- 2018 **Making Parts and Pieces**
Representing Landscapes: Analogue
 Nadia Amoroso, Editor
 (Under Contract)
- 2017-18 **Camperdown Academy Verdae Campus, Greenville, SC**
 2015-17 **Wofford College, Spartanburg, SC**
 Rosalind S. Richardson Center for the Arts
- 2015-16 **Clemson City Park Master Plan, Clemson, SC**

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

Professionally, I maintain a manageable and active regional design practice. More work is collaborative and critical with project types ranging from university campuses and parks in the South, to high end residences and gardens along the east coast. With an active regional practice, my creative work and activity represents a significant portion of realized built work within our program. I have worked to integrate within studio and seminar teaching regular student site visits to active construction sites. This enables students to see firsthand issues and challenges we research and learn about in studio and in our construction courses.

Within our community, I have worked with local and regional civic and non-for profit organizations helping to leverage and better communicate their ideas to the public and larger audiences to gain community buy-in and to aid in securing public and private funding for community focused projects.

5. Individual Faculty Record

Name: Hyejung Chang | Ph.D.

Rank: Assistant Professor

Education: (College and higher)

| Institution | Number of Years Attended | Degree/Date Granted |
|--|--------------------------|----------------------------------|
| North Carolina State University, Raleigh, NC | 5 years | Ph.D. in Design |
| University of Minnesota, Minneapolis, MN | 2 years | Master of Landscape Architecture |
| University of Seoul, South Korea | 5 years | BS in Landscape Architecture |

Teaching Experience: (College level)

| Institution | Years Taught | Subjects |
|--|-------------------------|------------------------|
| Clemson University | 4 years | Landscape Architecture |
| University of New Mexico | 5 years | Landscape Architecture |
| North Carolina State University | 2.5 years (5 semesters) | Landscape Architecture |
| Pusan National University, South Korea | 0.5 year (1 semester) | Landscape Architecture |

Practice Experience:

| Firm or Agency | Number of Years | Responsibilities |
|---|-----------------|-----------------------------|
| Terra Tectonics Design Group, FL | 0.5 year | Landscape Architect |
| LA Group Landscape Architecture & Engineering, P.C, NY | 2 years | Landscape Architect |
| Han-kuk Engineers & Architects Co., Seoul, South Korea | 0.5 year | P.E./Section Chief |
| Dasan Engineering & Construction Co. Seoul, South Korea | 0.5 year | Designer, Assistant Manager |
| LG Engineering & Construction Seoul, South Korea | 3.5 years | Designer, Assistant Manager |
| Man-Young Engineering Co, Seoul, South Korea | 1 year | Landscape Designer |

Professional Registration:

| | |
|---|--|
| Professional Engineer of Landscape Architecture, 1999 | National License No. 99157020080U, South Korea |
| 1st grade Engineer of Landscape Architecture, 1991 | National License No. 91202020162Z, South Korea |

Professional & Academic Activities.

- 2018. Jury Board for Faculty Development Grant, University of Tennessee
- 2017- Committee of The ACSF (Architecture, Culture, and Spirituality Forum) Award
- 2014- Organizing Committee & Member of Jury Board, 2A (Art + Architecture) Magazine.

Publications.

Chang, Hyejung. 2018 "Environmental Justice and Community Design." Landscape Journal 37 (forthcoming).

Chang, Hyejung. 2017. "Craftsmanship and Ordinary Landscape: Crafting Normality, Cultivating Morality."

The 9th Annual International Symposium on Architecture, Culture and Spirituality (Online article)

Chang, Hyejung. 2015. "An Aesthetic and Ethical Account of Genius Loci." In Architecture, Culture and Spirituality, edited by T. Barrie, J. Bermudez, and P. Tabb, 71-81. London: Routledge (Book chapter)

Chang, Hyejung. 2015. "Justice Seeking Design." The Field. American Society of Landscape Architects (ASLA), (Online article)

Chang, Hyejung. 2015. "Nature and the Ordinary as Sacred Foundations." Landscape Journal 34 (2): 204-205 (Conference Review).

Chang, Hyejung. 2015. "Community as Virtue: Returning to our Native Spirit." The 7th Annual International Symposium on Architecture, Culture and Spirituality (Online article)

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

I have been a versatile teacher in developing curricular and advancing teaching tools and scopes.

I have been a consistent contributor to major academic conferences/journals in the profession.

I have been invited/served as a peer reviewer of major journals, conferences, books, and other academic activities.

5. Individual Faculty Record

Name: Jessica Fernandez | PLA, ASLA, LEED AP ND

Rank: Lecturer

Education: (College and higher)

| Institution | Number of Years Attended | Degree/Date Granted |
|--------------------|--------------------------|--|
| Auburn University | 4 | B.S. Environmental Design, Business Minor, Spanish Minor, 2005 |
| Auburn University | 2 | M.L.A, 2007 |
| Clemson University | 3 | Ph.D. Planning, Design & the Built Environment, 2018 |

Teaching Experience: (College level)

| Institution | Years Taught | Subjects |
|--------------------|--------------|--|
| Clemson University | 3 | Beginning & intermediate undergraduate design studios; Advanced community design studio; Advanced design implementation; Computer-aided design |

Practice Experience:

| Firm or Agency | Number of Years | Responsibilities |
|---------------------------------|-----------------|--|
| ALPHA Design Group | 3 | Co-Owner; Art Director for Visualization Services; Director of Landscape Architecture |
| RDG Planning & Design | 4 | LA Project Manager, Campus Planner, Business Development, Design, CDs, Construction Administration |
| Ed Castro Landscape | 2 | Design, CDs, Business Development, Director of Sustainability |
| Niles Bolton Associates | 2 | Design, CDs, Master Planning |
| MACTEC Engineering & Consulting | .5 | LA internship |

Professional Registration:

| | |
|---|----------------------------------|
| State of South Carolina Landscape Architect | Registration #1347, 2016-present |
| State of Iowa Landscape Architect | Registration #586, 2011-2016 |
| LEED AP for Neighborhood Development | 2011-present |

Professional & Academic Activities.

Faculty Advisor, Clemson University Student Chapter ASLA, 2017-2018
Member, ASLA; Member, SCUP; Member, USGBC; Member, ASHE; Member, EDRA
School of Architecture Communication & Marketing Committee, Clemson University
Landscape Architecture Program Marketing & Website Committee, Clemson University
Clemson College Town Assessment Steering Committee Member
Clemson Vision 2020, Downtown Planning & Design Report with Members of Clemson City Council
Ankeny Park Board Member, Mayor Appointed, Ankeny, Iowa

Publications.

Fernandez, J. E. (2018). Blurring Boundaries: A Study of Town, Gown, and the Built Environment (doctoral dissertation). Clemson University, Clemson, SC.
*Fernandez, J. E. & Song, Y. (2017). Evaluating Landscape Character through Parametrical Indicators: A Case Study of the Campus-Community Edge. Proceedings, 54th Conference on International Making Cities Livable, Sante Fe, NM.
*Song, Y. & Fernandez, J. E. (2017). A Glimpse of Big Data: How Social Media can Inform Urban Design. Proceedings, 54th Conference on International Making Cities Livable, Sante Fe, NM.
*Song, Y. & Fernandez, J. E. Mapping the Urban Activity Patterns: Using Social Media Data as a Tool for Data Collection and Design Development. Environmental Design Research Association (EDRA), Individual Presentation; Oklahoma City, OK: June 2018
Fernandez, J. E., Song, Y. & Ghazanfari, Z. Placemaking in the Built Environment: A Multi-Case Study of Sense of Place & Landscape Character. (EDRA), Individual Presentation; Oklahoma City, OK: Jun. 2018
Fernandez, J. E. & Song, Y. An Approach to Identifying Landscape Character at the Campus-Community Edge
Council of Educators in Landscape Architecture (CELA), Individual Presentation; Blacksburg, VA: March 2018.
Fernandez, J. E. The Other: Social Construction through the Campus Edge. EDRA, Individual Presentation; Madison, WI: May 2017.

Contributions.

In the past five years I've strived to bridge the professional and academic realms within the field of landscape architecture using several approaches.

First, in my three years of teaching I've conducted three outreach studio projects both locally and regionally which expose students to both clients and professionals in the industry. I've also taught students the relevance to practice in everything I teach based on my decade of practice experience, including in construction and computer visualization/documentation courses.

Second, my research aims to provide empirical evidence for making appropriate design decisions within the industry, and I'm currently working on dissemination of the effects of collaboration during the design and planning process to both academic and practitioner audiences.

5. Individual Faculty Record

Name: David Lycke | MLA

Rank: Lecturer

Education: (College and higher)

| Institution | Number of Years Attended | Degree/Date Granted |
|---------------------|--------------------------|-----------------------------------|
| NC State University | 3 | Masters of Landscape Architecture |
| Clemson University | 4 | Bachelor of Science : Botany |

Teaching Experience: (College level)

| Institution | Years Taught | Subjects |
|---------------------------|-------------------------|--|
| Clemson University | 2012- Present (6 Years) | Capstone Studio, Professional Practice for LA's Key Issues in Landscape Architecture |
| Michigan State University | 2013 (Guest Lecturer) | Professional Practice; Firm Imaging and Marketing |
| NC State University | 1988-89 | Site Planning and Materials & Const |

Practice Experience:

| Firm or Agency | Number of Years | Responsibilities |
|-------------------|-----------------|---|
| PMB/PLaCE Studios | 7 | Principal-Vice President |
| HLA, Inc. | 22 | Director of Landscape Architecture Oversaw Design Direction and Production. |

Professional Registration:

Licensed Landscape Architect South Carolina # 564

Professional & Academic Activities.

National ASLA Vice President of Finance 2012-2014

Chair: Fellows Nominating Committee ASLA South Carolina Chapter; 2015-Present

Professional Landscape Architecture Member, Town of Mount Pleasant Design Review Board. 2008-2017. Chair 2014-2017

Presenter at 2016 Michigan Recreation and Parks Association Annual Meeting and 2015 Carolina Recreation and Parks Association Joint Conference. Topic: "Post Disaster Master Planning: Healing the Neighborhood through Design"

Publications.

Prepared Numerous 5 Year Recreation Plans for government agencies throughout Michigan.
See resume for significant public projects

Contributions.

A consistent contribution to the profession through highly active participation in the professional organization, promoting the profession through participation on municipal design board and educating both professionals and lay persons through participation on panels and presentations.

5. Individual Faculty Record

Name: Cecile Martin | MFA

Rank: Lecturer

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|---------------------|---------------------------------|----------------------------|
| Kutztown University | 4 | BS Art Education |
| Clemson University | 3 | MFA Master of Fine Arts |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|------------------------------|---------------------|--|
| Clemson University | 1 semester | |
| University of Georgia | 2006-2016 | Foundation design and hand graphics studios |
| Clemson University | 1994-2001 | |
| Tri-County Technical College | 1995 | |
| Anderson University | 1990-1991 | Art History |
| Clemson University | 1987-1989 | Printmaking, First Year Design, Architecture |

Practice Experience:

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|-----------------------|------------------------|--|
| Self-Employed | 40 | Independent design, consultant, and commission work including; book illustrations, logo and letterhead designs, color consultation, wall murals, posters, promotional packages, also service as juror, lecturer, panelist, and workshop instructor |

Professional Registration:

N/A

Professional & Academic Activities.

Solo Exhibit, A Partial View, Circle Gallery, UGA, Athens, GA 2017

Group Exhibit, Drawing the Line, Pickens County Art Museum, Pickens, SC 2013

Selected Juried Exhibitions, Southworks, National Juried Art Exhibition. Juror, Nandini Makrandi, chief curator and curator of Contemporary art, Hunter Museum of American Art 2017

Publications.

Invited lecture, presentation on The Shark's Tooth, Newberry Library, Newberry SC 2015

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

5. Individual Faculty Record

Name: Natasha Sexton | MLA

Rank: Lecturer

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|--------------------|---------------------------------|----------------------------|
| Clemson University | 5 | BLA |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|--------------------|----------------------|--------------------|
| Clemson University | Spring Semester 2018 | Exit Studio |
| Clemson University | 2000 | Second Year Studio |

Practice Experience:

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|-------------------------------|------------------------|---|
| Sexton Design and Development | 1 | Landscape Architecture Design; construction project mgmt |
| SGA Architecture | 2 | Business Development. Managed design teams, landscape architecture services |
| Milone and MacBroom | 2 | Lead landscape architect |
| Budd Group | 1 | Account Manager included client management, landscape architectural design and coordinating large scale landscape construction programs |
| Salix Designs, LLC | 1 | President; landscape design build company included design, construction project management, marketing and general business management |
| Site Design Inc. | 3 | Director of Landscape Architecture; includes project management, scheduling, budgeting and supervising staff |

Professional Registration:

N/A

Professional & Academic Activities.

American Society of Landscape Architects, SCASLA Treasurer

Urban Land Institute, ULI Carolinas Regional Initiative - Rethinking Southern Cities, Council member

Commercial Real Estate Women (CREW), Upstate CREW Vice-Chair Career Development Committee

Greenville County Art Museum Commissioner

Pickens County Commerce Park Architectural Review Board, Landscape Architect

Publications.

"Effective Public Involvement and Engagement." NC/SC Recreation and Parks Association

5. Individual Faculty Record

Name: Raymond Huff | B. Arch

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|--------------------|---------------------------------|----------------------------|
| Clemson University | 5 | BArch/1971 |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|--|---------------------|-------------------|
| Clemson Architecture Center in Charleston 2002-present | 21 | Off-Campus Studio |
| Yale University | 1 | |
| Clemson Architecture Center Charleston, SC | 7 | |

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|-------------------------------|------------------------|-------------------------|
| Huff + Gooden Architects, LLC | 18 | Partner |
| Ray Huff Architects, P.A. | 1 | President |
| Huff Riesberg Lunn LLC | 1 | Chief Executive Officer |
| Ray Huff Architects, P.A. | 7 | President |
| James Parrish Brown, P.A. | 2 | Vice President |
| Synergy Architects | 6 | Principal |
| Donald Singer | 1 | |

Professional Registration: Give profession and state/province(s).

South Carolina (#1735), 1974

Mississippi (#4224), 2009

Michigan (#54851), 2009

Kentucky (#6341), 2008

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

2010 - 2013 The Edwin Gardner Task Force, City of Charleston

2000 - 2013 General Services Administration Peer Professional, Washington DC

2004-2013 Charleston Civic Design Center Board of Advisors, Charleston SC

Publications. List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.

2009 "Rebuilding After Disaster: The Biloxi Model Home Program", Edited by Architecture for Humanity

2009 "Diversity in Architecture", by Jonathan Sanchez, SC Architecture

5. Individual Faculty Record

Name: Ashley Jennings | M. Arch.

Rank: Lecturer

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|--------------------|---------------------------------|----------------------------|
| Clemson University | 3 | MArch/1991 |
| Clemson University | 4 | BA Design/1988 |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|--|---------------------|---|
| Clemson Architecture Center in Charleston 2002-present | 13 | Internship Program Mentorship Program Delivery of Architecture Field Study |

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|--|------------------------|-------------------------|
| AJ Architects LLC Charleston, SC | 15 | Principal |
| Bill Huey & Associates Charleston, SC | 2 | Architect |

Professional Registration: Give profession and state/province(s).
South Carolina

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

2003 - 2013 Member of the City of Charleston Commercial Corridor Design Review Board

2011 - 2012 Chairman of the City of Charleston Commercial Corridor Design Review Board

2011 Member of the Faculty Search Committee: Clemson University Architecture

Publications. List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.

Reuse”, Pecha Kucha style presentation of recent work. Architecture for Humanity 20on20:

“Sustainability of Historic Structures”, presentation of a recent project. College of Charleston, Historic Preservation Design Studio

5. Individual Faculty Record

Name: David Pastre | M. Arch

Rank: Lecturer

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|-----------------------------|---------------------------------|----------------------------|
| Clemson University | 4 | MArch/2005 |
| Miami University Oxford, OH | 4 | BA Architecture/1998 |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|---|---------------------|---|
| Clemson University Charleston Campus | 10 | 3 rd Year Design Studio Graduate Design Studio Landscape Design Studio Off-campus Studio Introduction to Craft |

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|--|------------------------|---------------------------------------|
| JMO Woodworks Inc. Charleston, SC | 10 | Designer, Cabinet Maker, Craftsman |
| Will Byram Construction Manitowish Waters, WI | 1 | Carpenter, Craftsman |
| Architutorial Alliance Columbus, OH | 2 | Intern |

5. Individual Faculty Record

Name: Miguel Roldan | M. Arch.

Rank: Lecturer

Education: (College and higher)

| <u>Institution</u> | <u>Number of Years Attended</u> | <u>Degree/Date Granted</u> |
|--------------------|---------------------------------|----------------------------|
| Clemson University | 3 | MArch/1991 |
| Clemson University | 4 | BA Design/1988 |

Teaching Experience: (College level)

| <u>Institution</u> | <u>Years Taught</u> | <u>Subjects</u> |
|--|---------------------|---|
| Clemson Architecture Center in Charleston 2002-present | 13 | Internship Program Mentorship Program Delivery of Architecture Field Study |

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

| <u>Firm or Agency</u> | <u>Number of Years</u> | <u>Responsibilities</u> |
|--|------------------------|-------------------------|
| AJ Architects LLC Charleston, SC | 15 | Principal |
| Bill Huey & Associates Charleston, SC | 2 | Architect |

Professional Registration: Give profession and state/province(s).
South Carolina

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

2003 - 2013 Member of the City of Charleston Commercial Corridor Design Review Board

2011 - 2012 Chairman of the City of Charleston Commercial Corridor Design Review Board

2011 Member of the Faculty Search Committee: Clemson University Architecture

Publications. List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.

Reuse”, Pecha Kucha style presentation of recent work. Architecture for Humanity 20on20:

“Sustainability of Historic Structures”, presentation of a recent project. College of Charleston, Historic Preservation Design Studio

E. FACILITIES INFORMATION

Program Facilities

| Room # | Size (SF) | Max. Capacity Normal Max. Users | Type of Space (studio, office, storage, etc.) | Shared Use (S) Exclusive Use (E) |
|-------------|-----------|---------------------------------------|--|-------------------------------------|
| Lee I-264 | 1120 | 20 | Digital Design Shop | S |
| Lee I-G04 | 3380 | 20/20 | Materials Lab/Wood Shop | S |
| Lee I-100 | 966 | 120 | Auditorium | S |
| Lee II-129 | 508 | 30 | Classroom | S |
| Lee II-139 | 118 | 1 | Office | E |
| Lee II-201 | 923 | 32 | Classroom | S |
| Lee II-209 | 132 | 1 | Office | E |
| Lee II-301 | 923 | 32 | Classroom | S |
| Lee II-318 | 625 | 25 | Classroom | S |
| Lee II-112 | 2097 | 120 | Library | S |
| Lee II-111 | 2990 | 250 | Auditorium | S |
| Lee III-101 | 280 | 16 | Conference Room | E |
| Lee III-104 | 130 | 1 | Office | E |
| Lee III-108 | 110 | 1 | Office | E |
| Lee III-110 | 22 | 1 | Storage | E |
| Lee III-111 | 22 | 1 | Storage | E |
| Lee III-112 | 130 | 1 | Office | E |
| Lee III-116 | 130 | 1 | Office | E |
| Lee III-120 | 130 | 1 | Office | E |
| Lee III-122 | 130 | 1 | Office | E |
| Lee III-124 | 61 | 1 | Office | E |
| Lee III-125 | 110 | 1 | Office | E |
| Lee III-G04 | 280 | 1 | Seminar Room | E |
| Lee III-G05 | 280 | 16 | Seminar Room | E |
| Lee III-G07 | 280 | 16 | Seminar Room | E |
| Lee III-G08 | 280 | 16 | Seminar Room | S |
| Lee III-3B1 | 1260 | 35/30 | Studio | E |
| Lee III-3B2 | 1260 | 35/30 | Studio | E |
| Lee III-3C1 | 1260 | 35/30 | Studio | E |
| Lee III-3C2 | 1260 | 35/30 | Studio | E |
| Lee III-3D1 | 1260 | 35/30 | Studio | E |
| Lee III-3D2 | 1260 | 35/30 | Studio | E |

The Lee III Studio Wing was completed and occupied by students and faculty in January 2012. Combined with that effort, the Lee II building was renovated to include the Digital Design Materials Lab, lecture rooms, and other spaces.

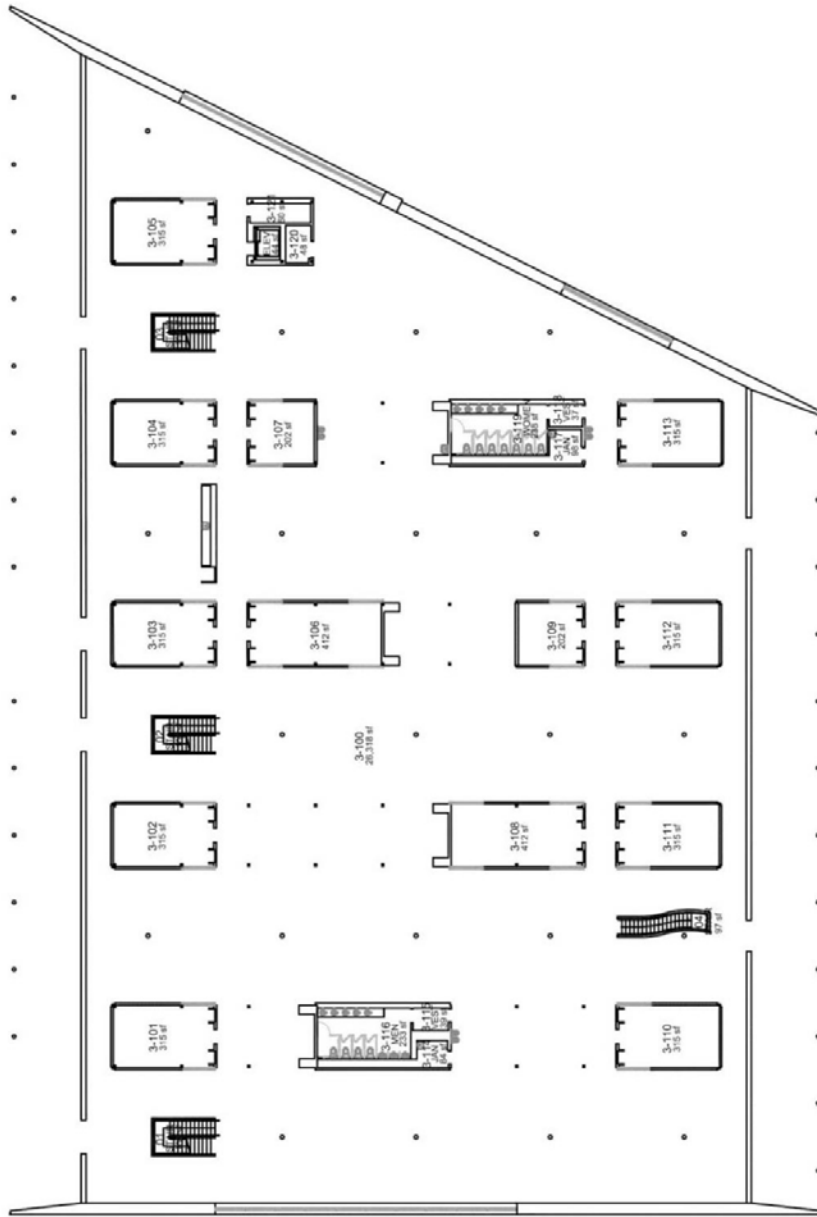
The Lee building complex is comprised of three buildings constructed in different periods and houses faculty and students from the Department of Art (Lee I and Lee II); Department of Construction Science and Management (Lee II); School of Architecture (Lee I, Lee II and Lee III); Landscape Architecture program (design studios and offices in Lee III with offices and storage space in Lee II); Department of Planning and Development (offices in Lee II, classrooms in Lee II and Lee III).

The Lee I and II auditorium spaces are university classrooms, and managed through Registration Services; they give the School of Design and Building academic units and the Department of Art priority depending on class size.

The Lee Gallery is managed by the Department of Art. The Gunnin Library is managed by the university library but with assigned librarians in landscape architecture.

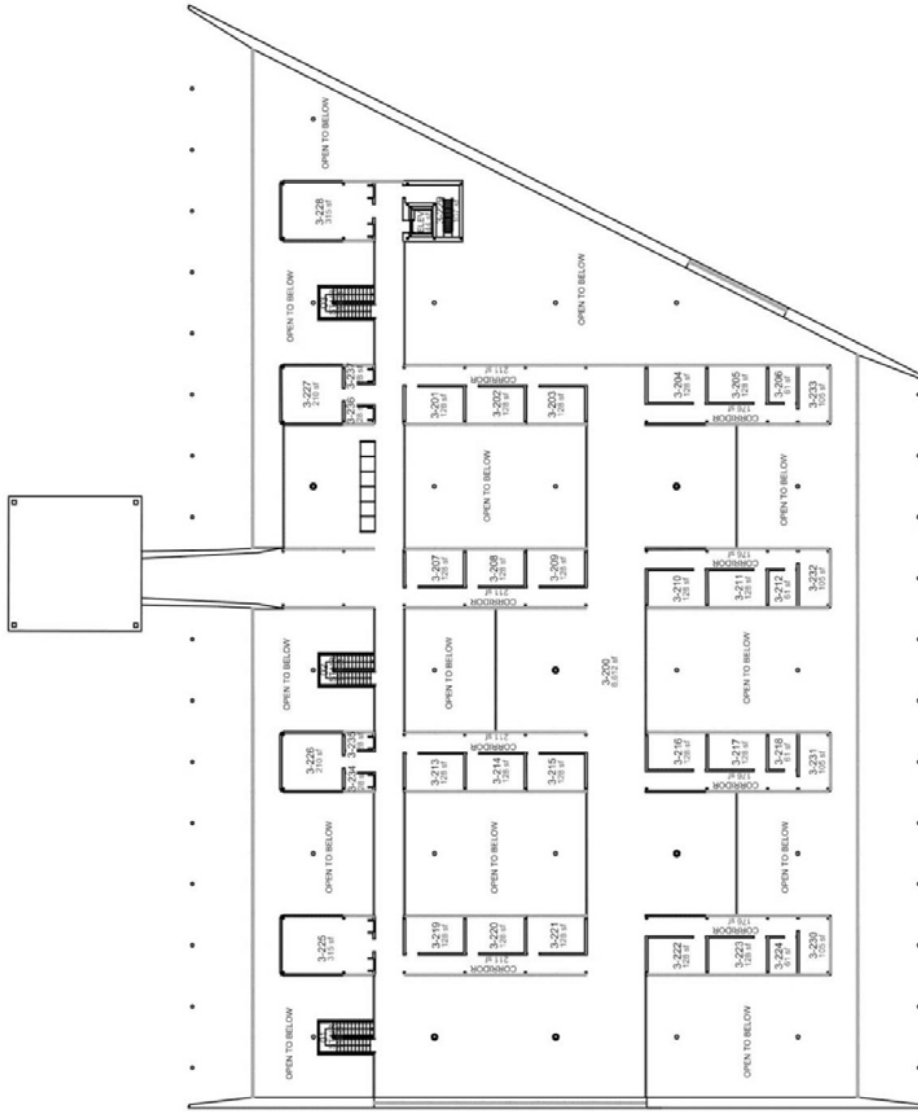
The Digital Design Shop (DDS) and the Materials Lab (including prior Wood Shop) are managed by staff from the School of Architecture.

LA has management over three seminar rooms (G-04, G-05 and G-07) in Lee III; and faculty and staff offices are in the mezzanine level, with all LA students located on the ground level. LA also has storage space in Lee III and Lee II, and a few office spaces in Lee II and Lee I.



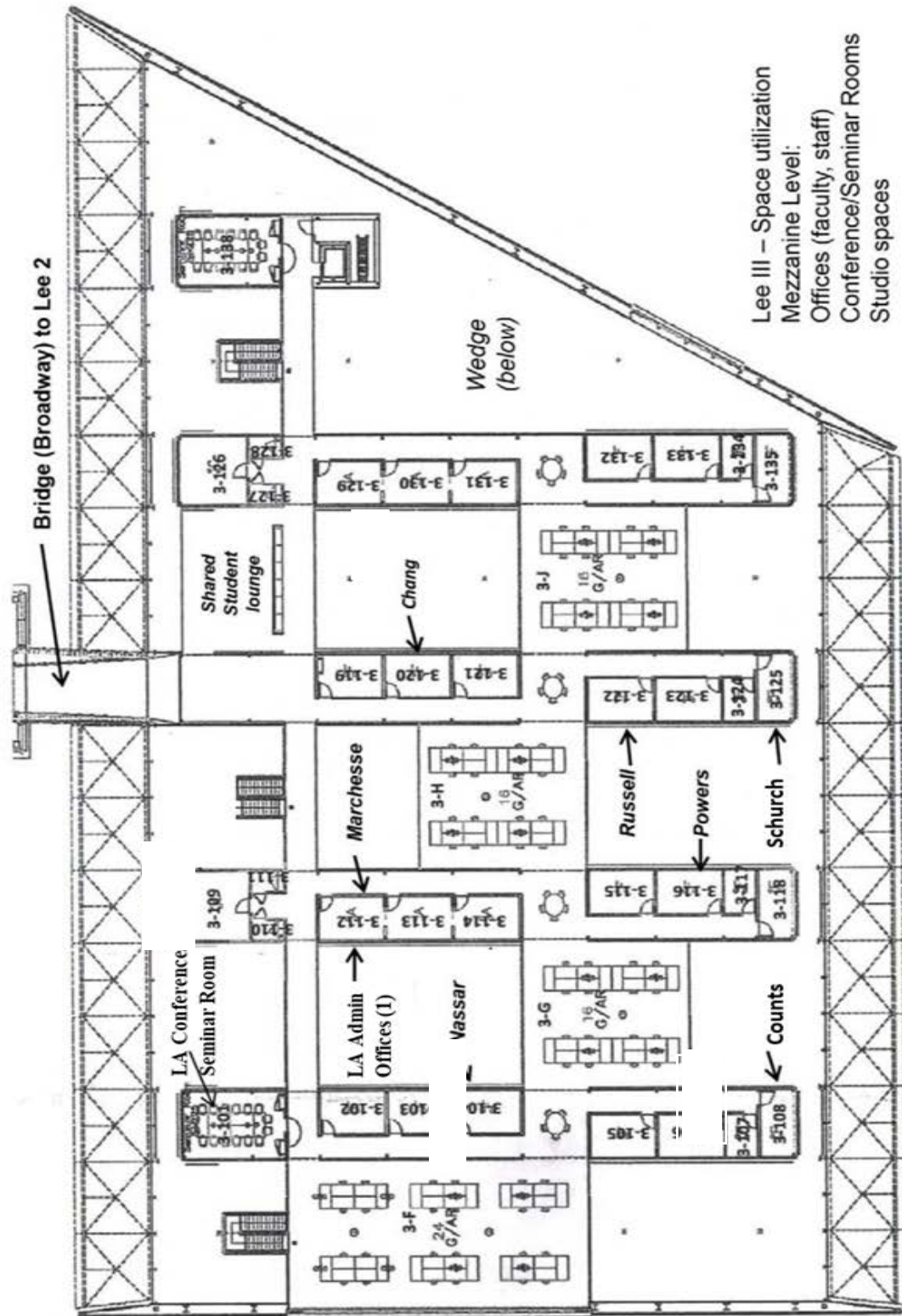
Building: Lee Hall III - 1279
 Floor: First Floor (Ground)
 Gross Square Feet: 33,889
 Perimeter: 897 ft.
 Revision Date: 7-25-12
 Scale: 1" = 40'



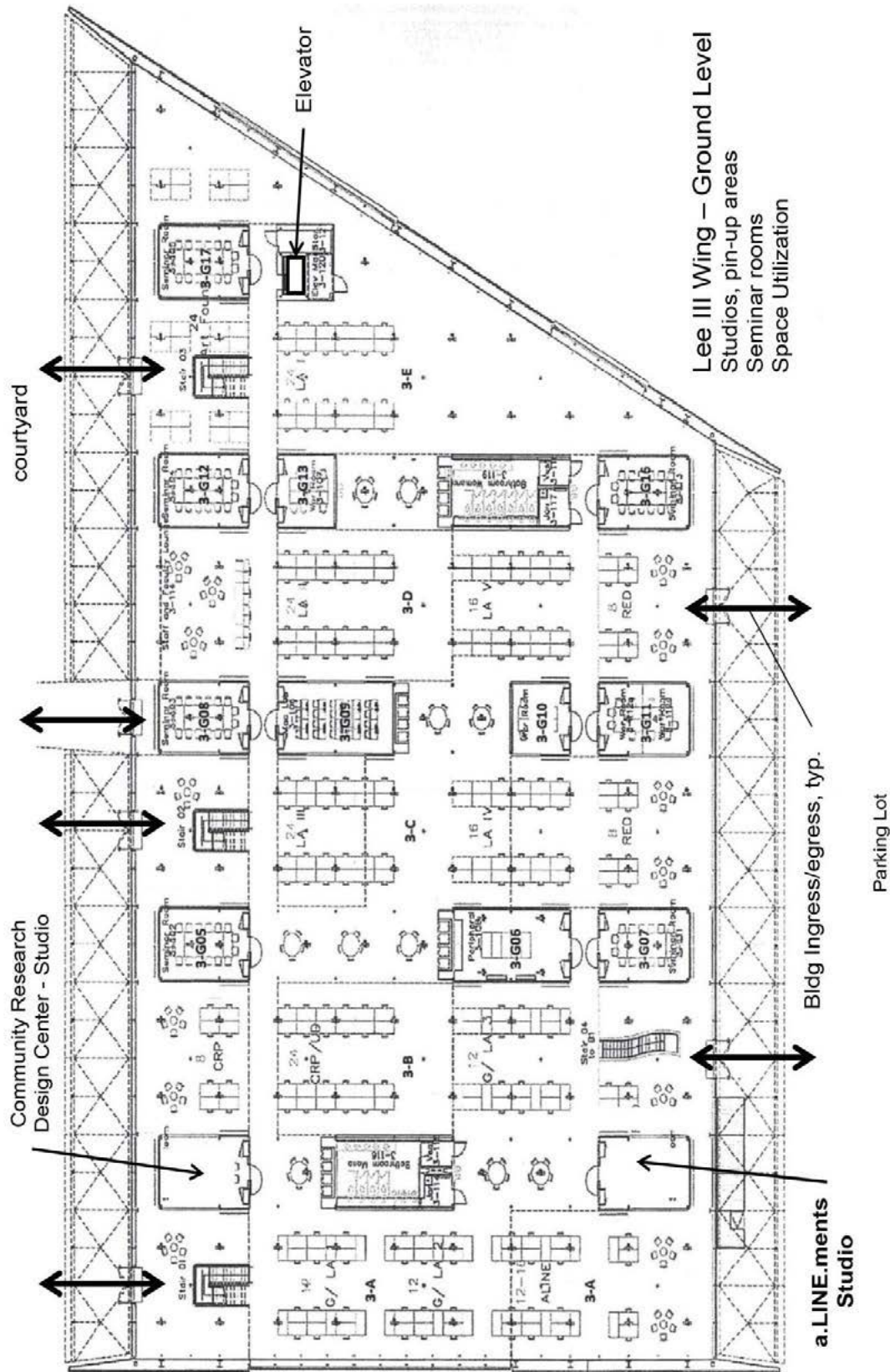


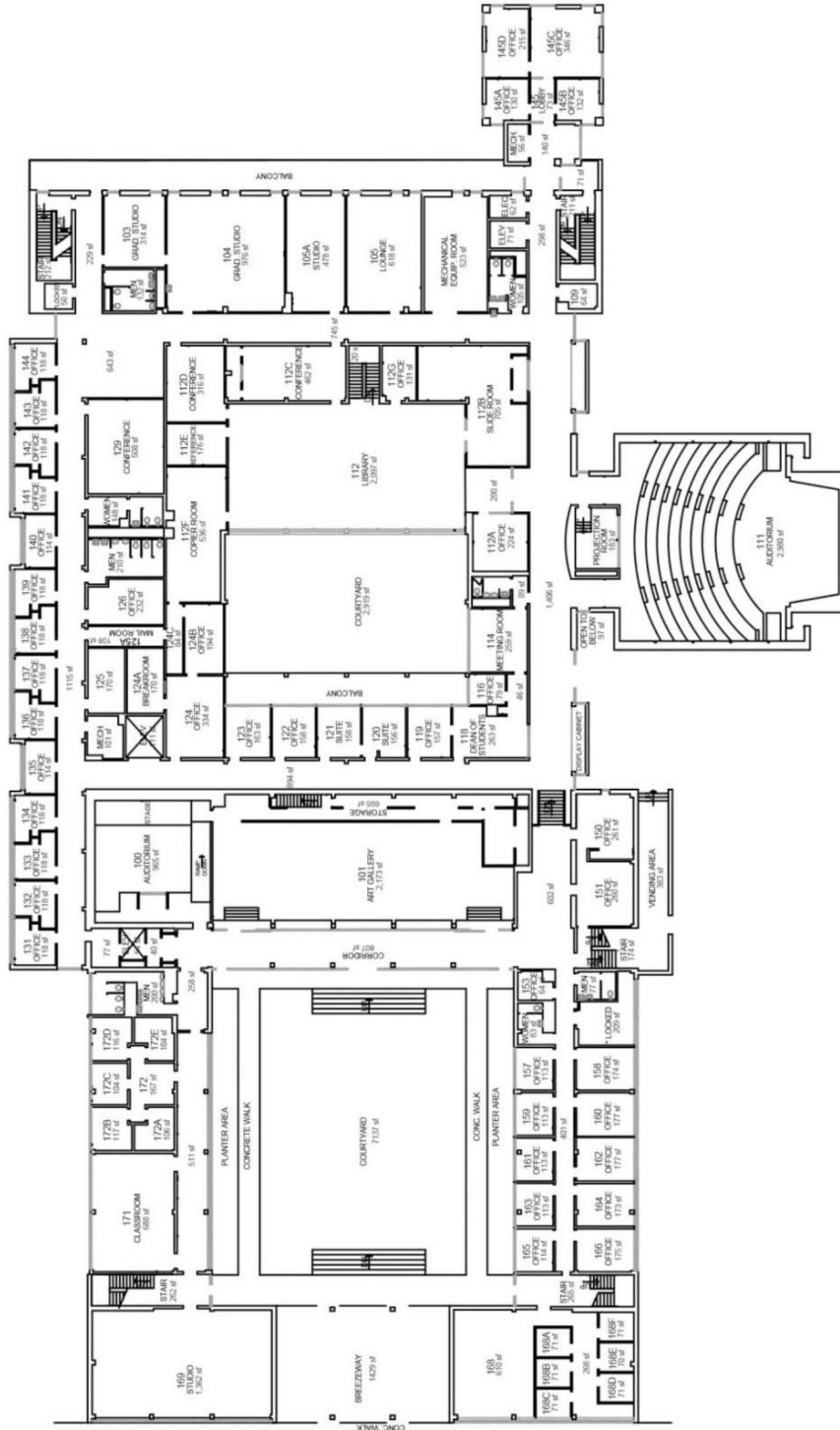
Building: Lee Hall III - 1279
 Floor: Second Floor (Mezzanine)
 Gross Square Feet: 16,181
 Perimeter: 896 ft.
 Revision Date: 7-25-12
 Scale: 1" = 40'





Lee III – Space utilization
 Mezzanine Level:
 Offices (faculty, staff)
 Conference/Seminar Rooms
 Studio spaces



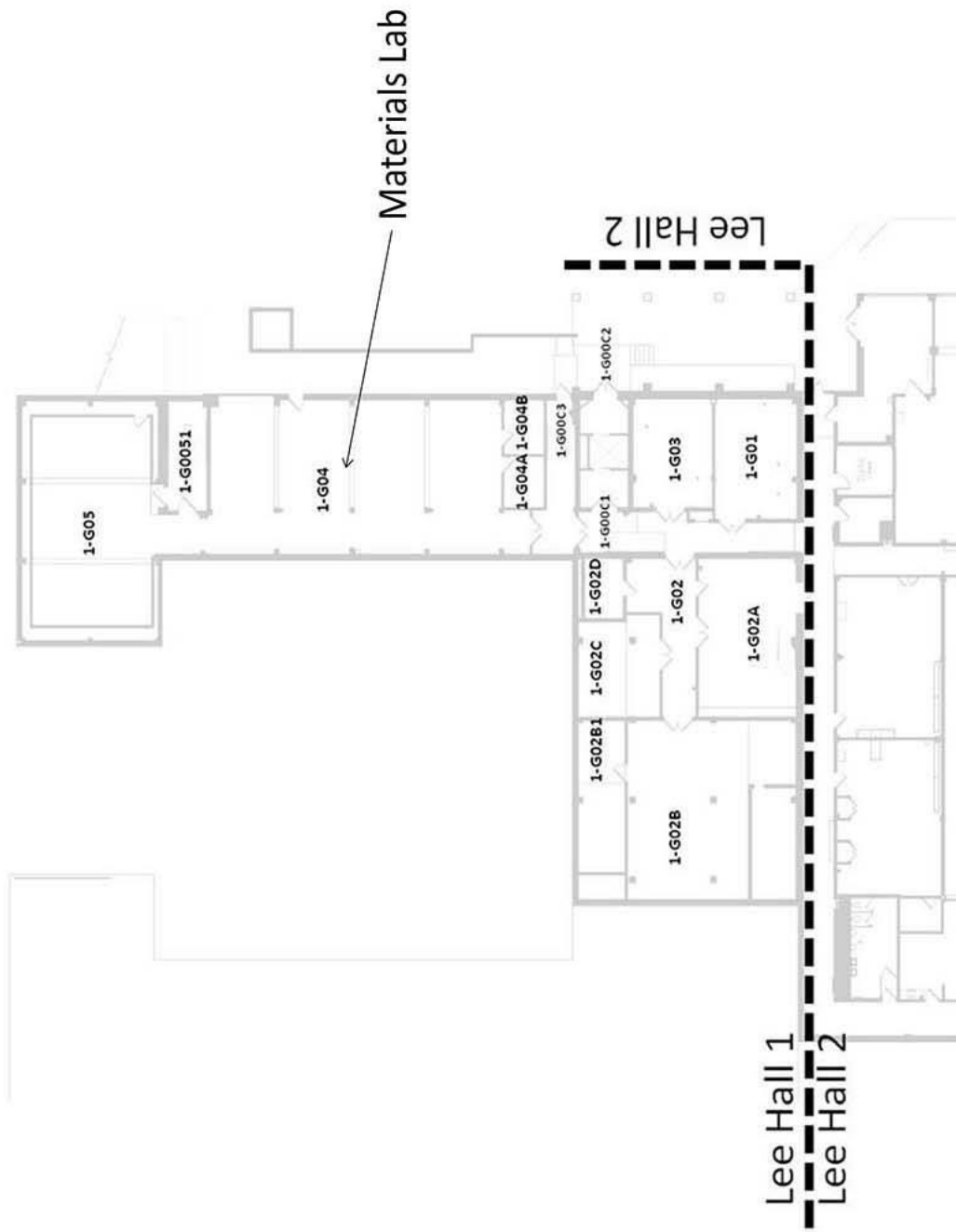


Building: 0028 Lee Hall
 Floor: First Floor
 Gross Square Feet: 43,529
 Perimeter: 1,685 Ft.
 Revision Date: 2-1-13
 Scale: 1" = 50'-0"

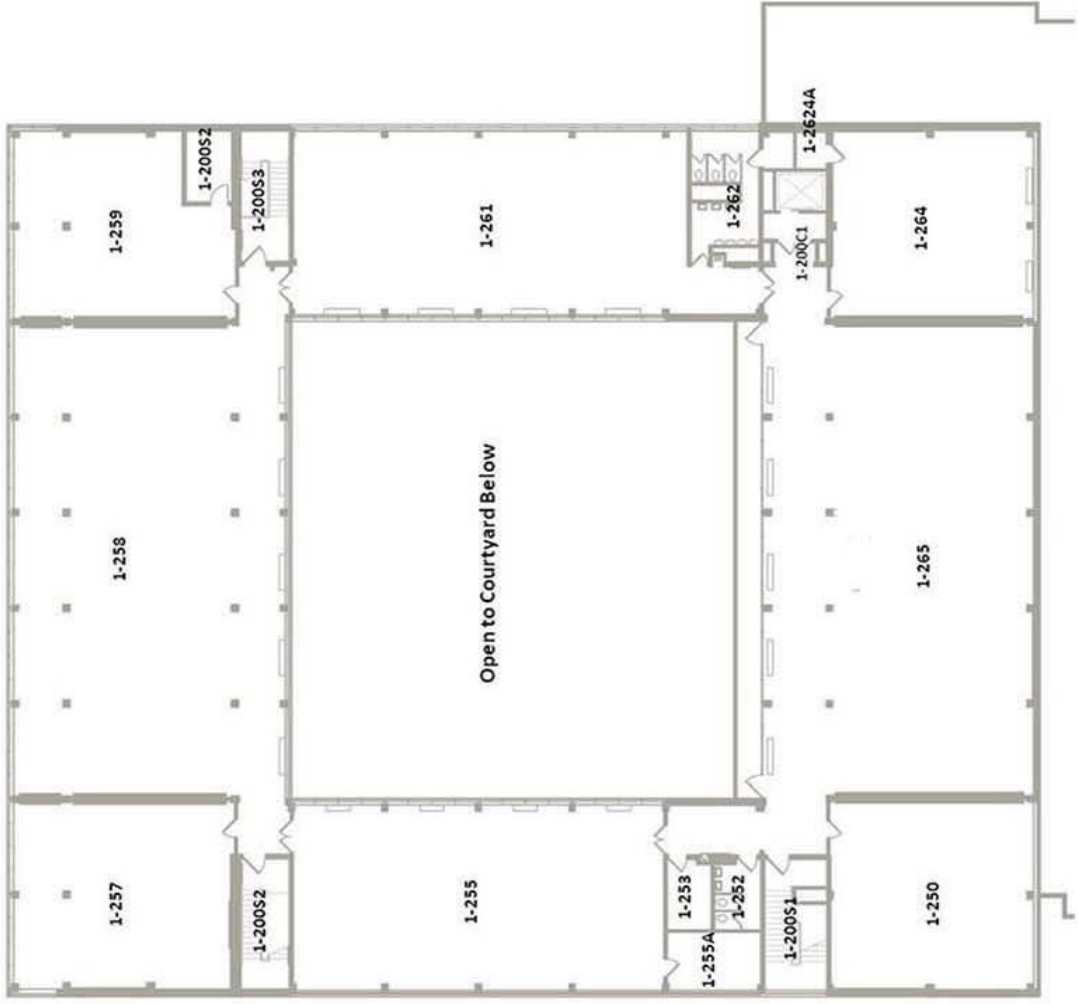




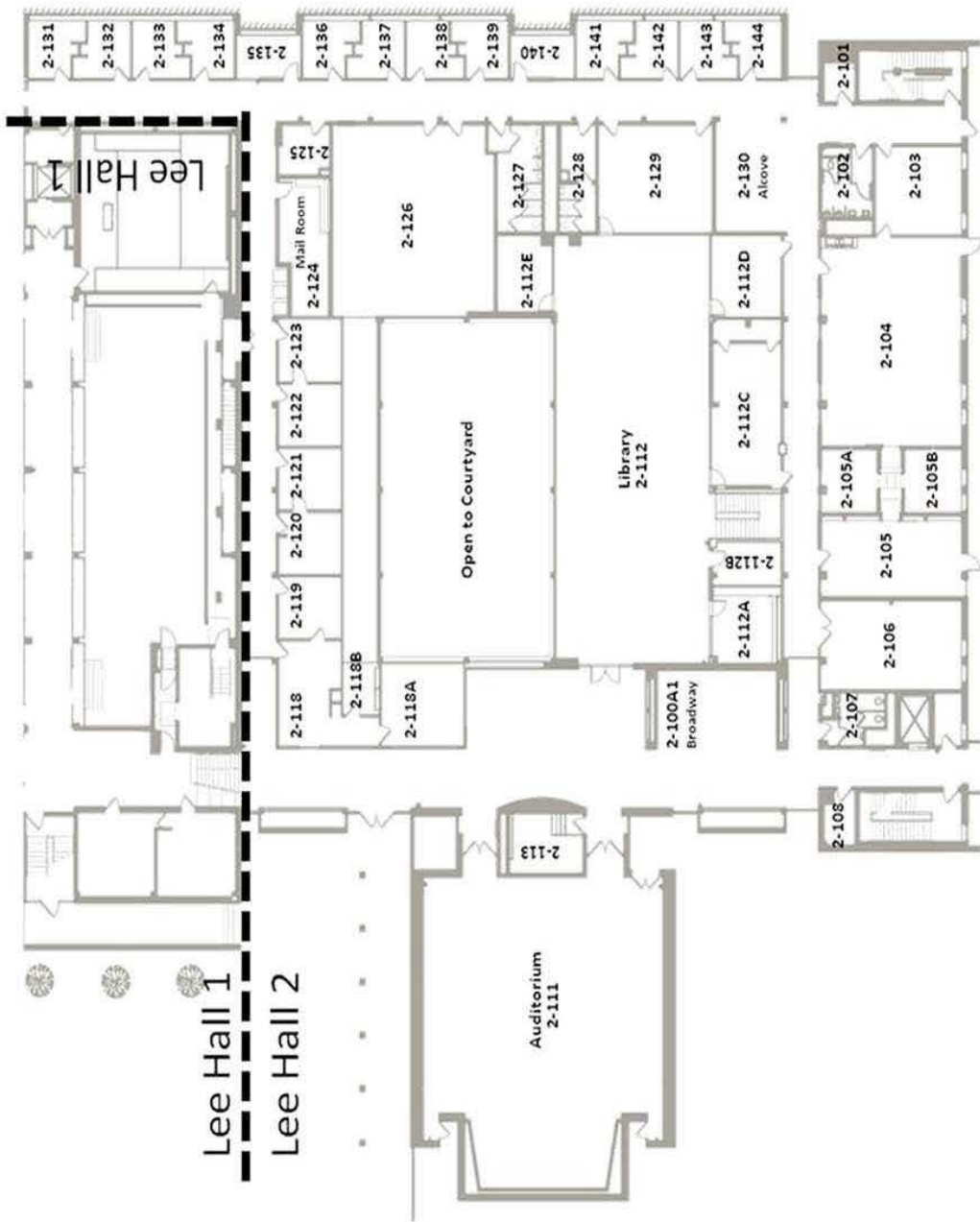
Building: 0028 Lee Hall
 Floor: Ground Level
 Gross Square Feet: 32,163
 Perimeter: 1,095 Ft.
 Revision Date: 2-1-13
 Scale: 1" = 60'-0"



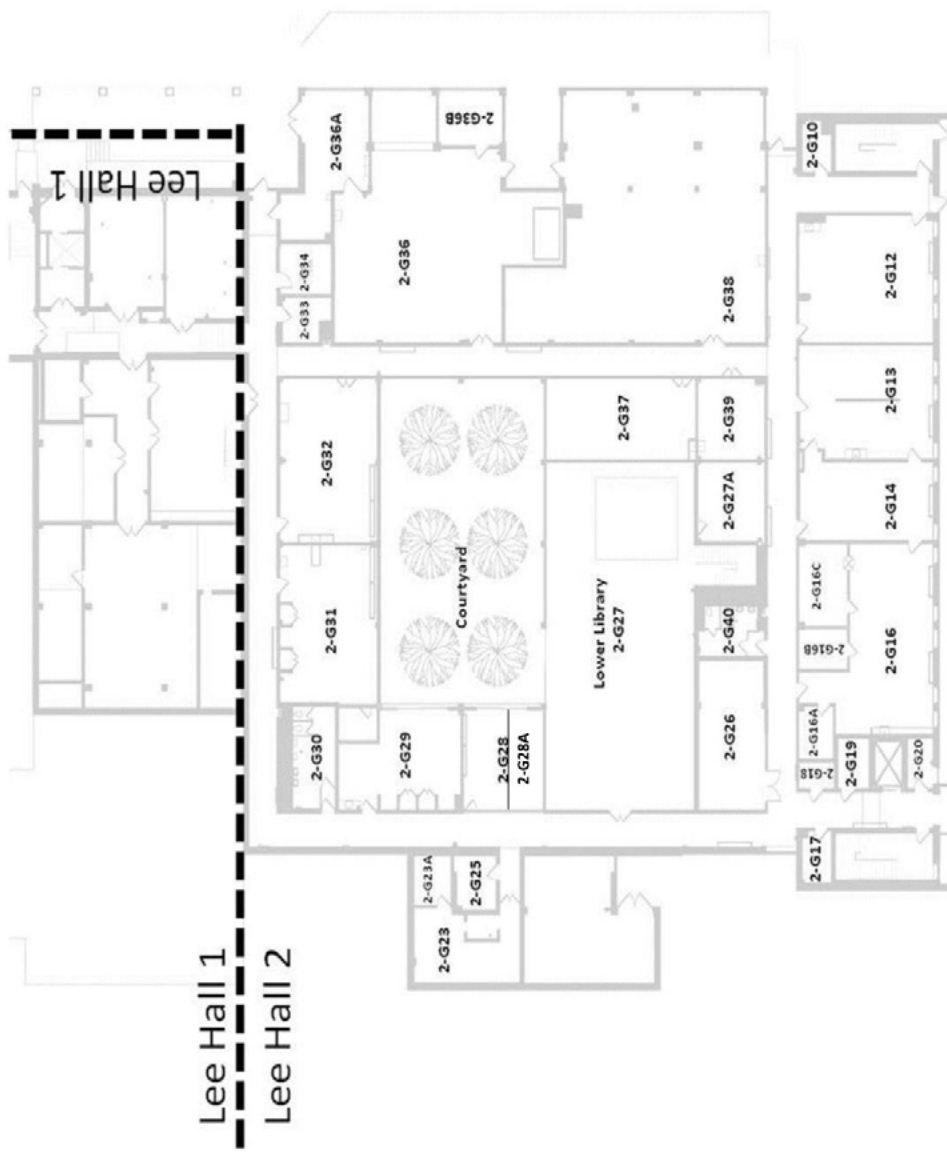
Lee Hall I Ground Floor - all room numbers begin with 1



Lee Hall I Second Floor - all room numbers begin with 1

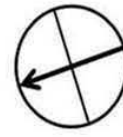
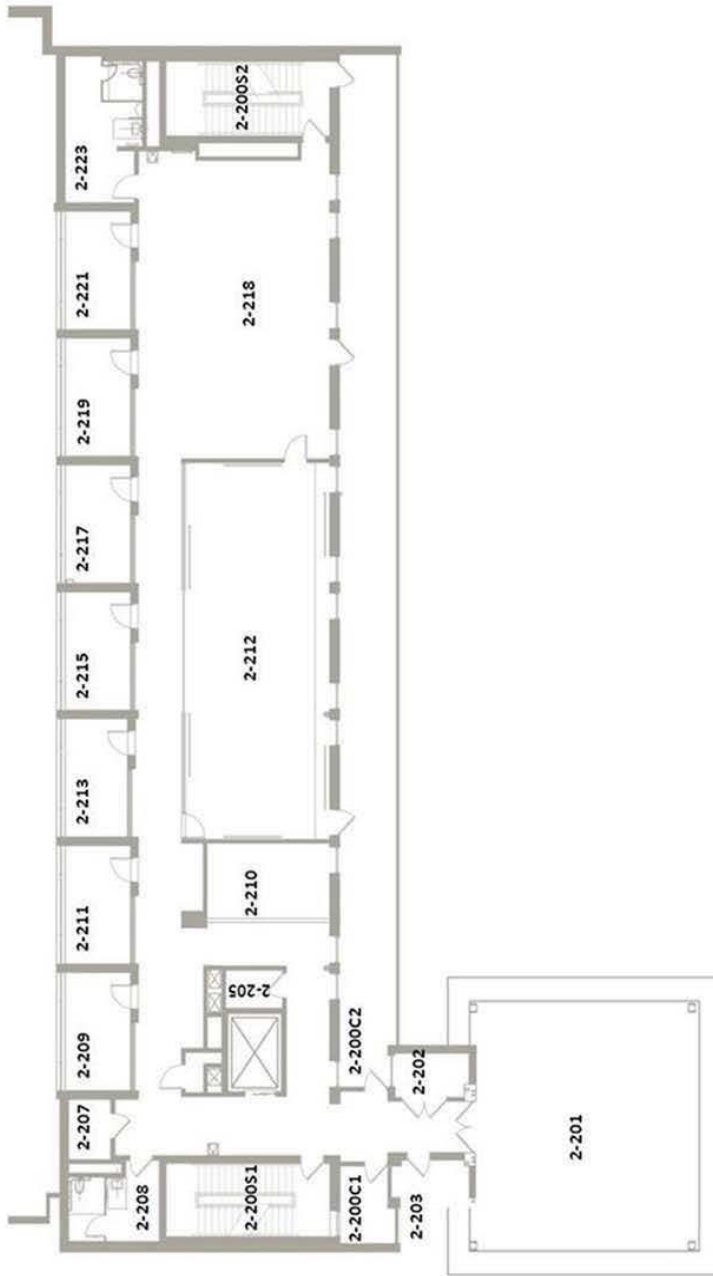


Lee Hall II First Floor- all room numbers begin with 2

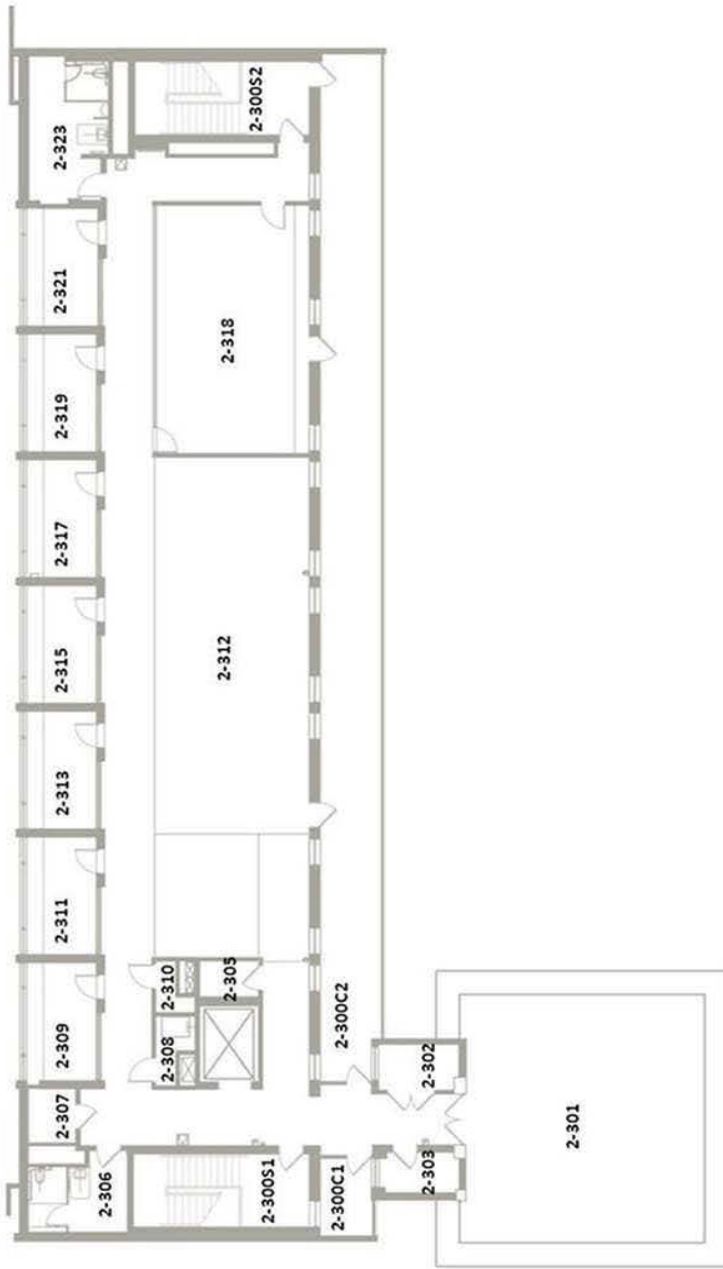


Lee Hall 1
Lee Hall 2

Lee Hall II Ground Floor - all room numbers begin with 2



Lee Hall II Second Floor (Grad Tower) - all room numbers begin with 2



Lee Hall II Third Floor (Grad Tower) - all room numbers begin with 2