

**Clemson University
LAAB Self-Evaluation Report
for the
Bachelor of Landscape Architecture (BLA)
and
Master of Landscape Architecture (MLA)**



**Submitted August 1, 2024
for
Combined BLA & MLA Re-Accreditation
Review
Nov 10-14, 2024**

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PROFESSIONAL PROGRAM SELF- EVALUATION REPORT (SER)

Institution:	Clemson University	
For the Academic Year:	2024-2025	
College, School, or Department:	Architecture, Art, and Construction	
Degree Title/Degree Length:	Bachelor of Landscape Architecture / 4 years Master of Landscape Architecture / 3 years	
Chief Administrative Official of the Institution	James Clements name	President title
	president@clemson.edu e-mail address	(864) 656-3413 phone number
Executive Vice President and Provost for Academic Affairs	Robert Jones name	Provost title
	provost@clemson.edu e-mail address	(864) 656-3940 phone number
Chief Administrative Official of the College	George Petersen name	Interim Dean title
	designdean@clemson.edu e-mail address	(864) 656-2874 phone number
Chief Administrative Official of the Department	James Stevens name	Director of School of Architecture title
	jsteve@clemson.edu e-mail address	(864) 656-3895 phone number
Chief Administrative Official of the Professional Program	Hala Nassar name	Director of Landscape Architecture title
	hnassar@clemson.edu e-mail address	(864) 656-2499 phone number
Report Submitted by:	Hala Nassar name	August 1, 2024 date

CONFIRMATION THAT THE PROGRAM MEETS THE MINIMUM REQUIREMENTS FOR ACCREDITATION

1. The accredited professional program's title and degree description, which incorporates the term "landscape architecture," are:
 - a. Bachelor of Landscape Architecture (BLA)
 - b. Master of Landscape Architecture (MLA)
2. A professional program offering an accredited undergraduate professional degree meets the following degree-length requirements.
 - a. The Clemson University undergraduate professional program, leading to a Bachelor of Landscape Architecture (BLA) degree, is a single degree program with a minimum of 124 total credit hours equivalent to Clemson University's definition of 4 academic years of full-time undergraduate enrollment.
3. A professional program offering an accredited graduate professional degree must meet the following degree-length requirements:
 - a. The Clemson University graduate professional program, leading to a Master of Landscape Architecture (MLA), is a single degree program with a minimum number of 81 credit hours equivalent to Clemson University's definition of three academic years of full-time graduate enrollment.
4. The Clemson University BLA and MLA programs are not offered through online platforms.
5. Faculty instruction full-time equivalence (FTE) is as follows:
 - a. The Clemson University Landscape Architecture offers BLA and MLA degree programs with continuing full accreditation status. It has an FTE of 8 instructional faculty, 6 of whom hold professional degrees in landscape architecture and are full-time in the department.
6. Clemson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and recognized by the U.S. Department of Education. The university was last reviewed in 2023, and the next reaffirmation of accreditation is due in 2033.
7. Hala Nassar is the designated program administrator responsible for the leadership and management functions for the Clemson University BLA and MLA programs. As the program administrator, Hala Nassar has a significant influence on the budget and personnel management decisions of the Clemson University BLA and MLA programs.
8. The Clemson University BLA and MLA's comprehensive disclosure about the professional programs' status and performance as set forth in LAAB Accreditation Standard 1.E is accessible within a single-click link from the program overview website <https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/index.html>, the BLA website <https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/bachelors-landscape-architecture.html>, and the MLA website

<https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/masters-landscape-architecture.html>

9. The Clemson University BLA and MLA programs hereby confirm that they:
- continuously comply with the LAAB Accreditation Standards,
 - pay the annual sustaining and other fees as required, and
 - regularly file complete annual and other requested reports, as required by the Accreditation Procedures.

The Clemson University BLA and MLA programs meet the minimum requirements to apply for LAAB accreditation.

Hala Nassar
Program Administrator's Name

Director of Landscape Architecture and Professor
Title



Program Administrator's Signature

August 1st, 2024
Date

INTRODUCTION

A. History of the Professional Programs.

Early 60's	Landscape architects participate in the Clemson architecture program.
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.
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.
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 became 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.
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 a Master of Landscape Architecture degree program including First Professional and Second Professional Degree tracks.
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.
2008	LAAB grants Candidacy status to the MLA Program.
2010	LAAB grants initial accreditation for the MLA until 2015.
2011	The Department of PLA renamed the 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 re-organizing 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 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 to four years.
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.
2019	LAAB reaccredits the BLA and MLA program until 2024.
2020	Jim Stevens is named Director of the School of Architecture.
2020-21	COVID-19 hits the United States, causing Clemson University to move to an online method of instruction and engagement.
2021	Clemson students return to campus full-time.
2023	Clemson University launches a new strategic plan ClemsonElevate with 12-year implementation plan.
2023	Hala Nassar is named Director of Landscape Architecture and Graduate Program
2023	Lara Browning is named Director of Landscape Architecture Undergraduate Program
2023	Landscape Architecture updates and adopts a 5-year long-range plan (2023-2028).
2023	The College of Architecture, Arts and Humanities is reorganized into the College of Architecture, Art and Construction and the College of Arts and Humanities.

B. Organizational Structure of the Professional Programs.

Figure 1 shows the organizational chart of the College of Architecture, Art, and Construction (CAAC), and Figure 2 shows the organizational structure of the School of Architecture (SoA). The professional BLA and MLA degree programs reside within Clemson University School of Architecture. The School of Architecture, in turn, resides within the newly formed College of Architecture, Art, and Construction. The School of Architecture comprises Architecture, Landscape Architecture, Historic Preservation, Resilient Urban Design and City and Regional Planning.

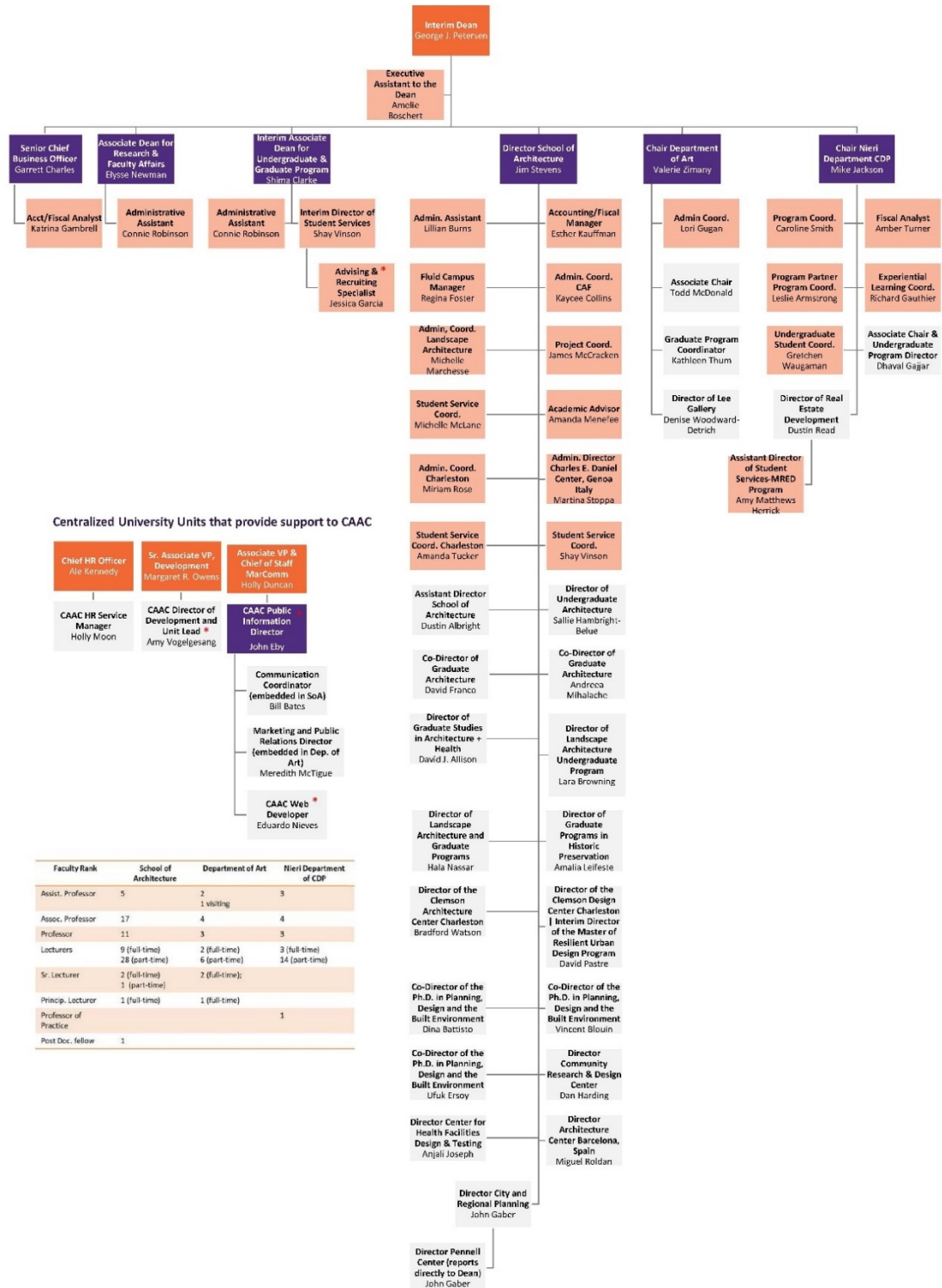


Figure (1) Organizational structure of the College of Architecture, Art, and Construction (CAAC).

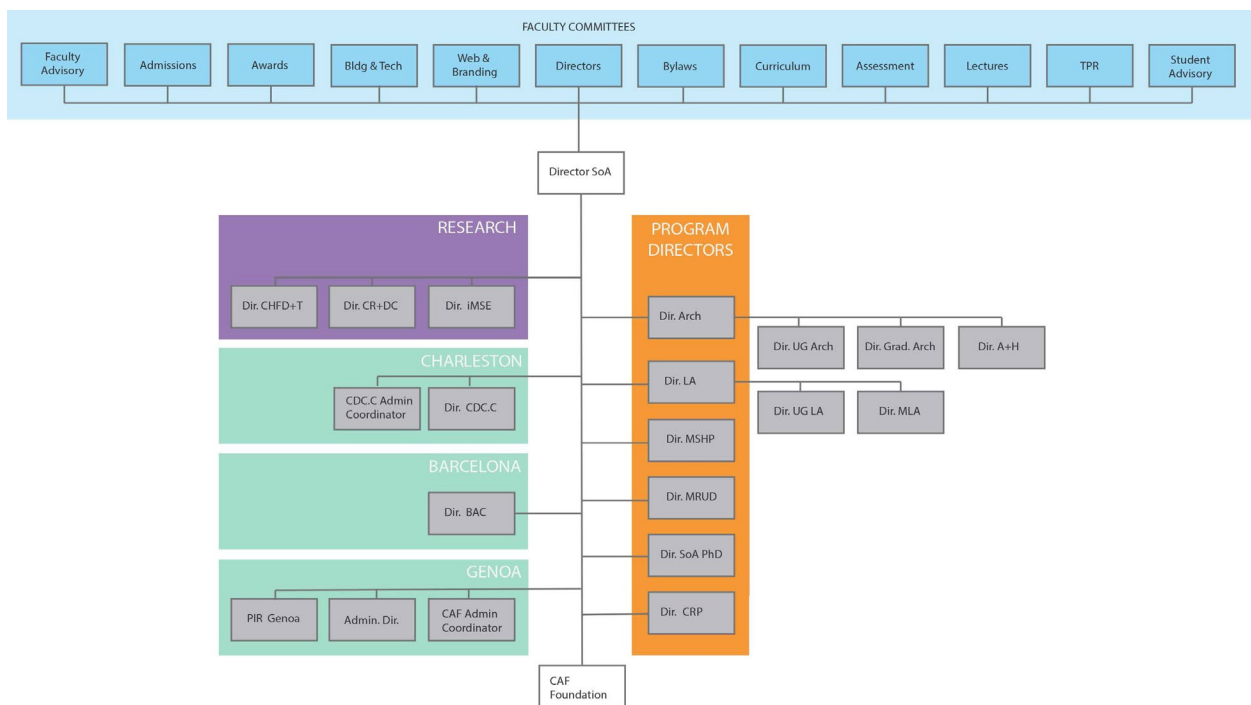


Figure (2) Organizational structure of the School of Architecture (SoA).

C. Response to Previous LAAB Review.

The BLA and MLA programs were reviewed in 2018-2019 and granted full accreditation with one Recommendation Affecting Accreditation for BLA and MLA, fourteen Considerations for Improvement for the BLA and sixteen Considerations for Improvement for the MLA. The Recommendations and Considerations for Improvements are the same for both programs (except for two additional suggestions for MLA). The responses below apply to both programs; differences will be noted when applicable. Additionally, at the time of the previous LAAB review, interim reporting was not required. Since then, the program's activities have been reported below and in their respective Standards.

BLA and MLA Recommendation Affecting Accreditation:

The BLA and MLA received the same Recommendation Affecting Accreditation (Standard 3: Professional Curriculum). The response below applies to both programs.

"The program should ensure adherence to course and related learning outcomes when courses are delivered regardless of the instructor assigned."

The inconsistency in course delivery was due to several factors, including faculty sabbatical leaves, faculty turnover, low number of faculty due to the loss of permanent faculty lines, and the hire of both temporary and permanent new faculty members. The Landscape Architecture program worked to ensure consistency of delivery of course materials and learning outcomes regardless of the instructors assigned. These efforts include: (1) conducting a formal review of student work in Fall 2020 and Spring 2021 to ensure that learning outcomes as stated in the syllabi were achieved in student work and reflected in learning outcomes. (2) submitting course syllabi on a semester basis in a repository to ensure that new faculty have access to prior course syllabi and learning goals and outcomes. (3) Mentoring and coaching newly hired temporary and permanent faculty members to ensure consistency of course learning outcomes. (4) Canvas, a course management system that supports online learning and teaching, is being made available to newly hired temporary and permanent faculty members to ensure ready access to prior course syllabi

and materials. (5) Using the School of Architecture Employee Resource Toolkit as an internal onboarding resource for new faculty and staff in the School of Architecture. The platform helps inform new faculty and staff about the different resources and repositories available within Clemson University and the School of Architecture. (6) Exit interviews and mid-semester and end-of-semester course evaluations enable us to continue assessing the consistency of course adherence to learning outcomes. (7) using peer observation in classroom and studio delivery to provide guidance and feedback to current and new instructors. (8) Lastly, in 2023-2024, the Director of Landscape Architecture submitted a memo requesting two additional faculty lines to address the shortage in instructional faculty and one supporting staff to address the increased demand on our one staff member. This observation was followed by a meeting with the Director of the School of Architecture (SoA) and the Interim Dean of CAAC to explain the current program growth trajectory and the need for faculty and staff lines. The request was included in the SoA annual hiring plan and forwarded to the CU provost in Spring 2024 for a decision.

BLA and MLA Considerations for Improvement:

Standard 1: “Continue development of a strategic plan to include more assessable objectives and strategies and include action plans.”

The Landscape Architecture faculty started updating the program strategic plan in fall 2023 after Clemson University finalized and adopted its new strategic plan ClemsonElevate. The updating began after the College of Architecture, Arts and Humanities (CAAH) was divided into two colleges (July 2023) to form the College of Architecture, Art and Construction (CAAC) and the College of Arts and Humanities (CAH).

The action plan began with the Landscape Architecture faculty engaging in full-day retreats in the fall of 2023 to discuss, revise and update the strategic plan. The faculty identified 6 main strategic goals that allow us to deliver our program mission and achieve its vision. The strategic goals reflect and address our program's shared core values, *People, Culture, Sustainability & Community Engagement, Legacy, Land Ethic & Stewardship, and Collaboration, Global engagement, Interdisciplinary learning and research*. Collectively, the goals reflect the program's and faculty's top priorities in delivering our mission. Each goal is supported by objectives describing how the goals will be achieved, strategies describing actions for achieving the goals, and measurable outcomes describing qualitative and quantitative metrics and methods of assessing the achievement of the goals (Addendum A or <https://www.clemson.edu/caac/academics/architecture/files/programs/cula-strategic-plan-2023.pdf>). CULA's new 2023-2028 long-range (strategic) plan was voted on and adopted in the fall of 2023.

Standard 1: “Consider organizing educational goals outside of the REAL structure of the university to promote greater clarity and coherence within the program plan.”

Done! During the full-day retreats in the fall of 2023, faculty engaged in robust discussions articulating the program's mission, vision, and educational goals. Five educational goals were identified by the collective faculty and deemed critical for the delivery of a robust, well-rounded, and professional program. The five educational goals focus on delivering a program that addresses the mission and vision, aligns with ClemsonElevate's three pillars; student experience, research and scholarship, and transforming lives statewide, and is guided by LAAB professional accreditation standards (see Standard 1.B).

Standard 2: “As the program continues its transition, work to maintain and enhance inclusion of faculty and, where appropriate, other stakeholders in program decision making.”

In 2017, the Department of Landscape Architecture merged with the School of Architecture (SoA), resulting in necessary changes to both our Program and SoA that were visible during our previous accreditation in 2018. These changes included structure, administration, and policies and required a great deal of time and faculty effort to implement.

In 2023, CULA experienced another major change due to the split of the College of Architecture, Arts and Humanities (CAAH) and forming of two colleges; College of Architecture, Art, and Construction (CAAC) and College of Arts and Humanities (CAH). As we transition to our new CAAC home and through shared governance, CULA faculty are involved in all aspects of program decision-making through (1) serving on different program committees such as tenure & promotion committee, curriculum committee, Bylaws committee and other program committees, (2) serving on SoA committees as well as the new CAAC committees, (3) serving on Ad-hoc and task forces created to address the structure, administration, and policies of the Program, School and new CAAC.

Additionally, we dedicated a significant amount of time during each CULA faculty meeting in 2023-2024 to collectively discuss and work on the different LAAB standards. 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 engagement and communication amongst our faculty. Our discussions about the future of our Program and subsequent data collection, benchmarking, reports, and other efforts increased our level of teamwork. Our communication during faculty meetings has been inclusive and democratic. Many faculty members expressed their satisfaction with our current forms and levels of communication, committee work and administration. Students and professionals continue to be included through formal advisory councils and informal meetings. One tangible result of last year's efforts can be seen in our new long-range plan whereby several objectives demonstrate our commitment to strengthening our faculty team and Program shared governance.

Standard 2: "Complete the planned review and revision of the Tenure and Promotion policies and procedures for the program/school."

Current Tenure and Promotion policies and procedures were completed, revised, and voted on to adopt on 04-20-2020 (See Appendix I.1).

Standard 2: "Formalize and monitor mentoring of tenure-track faculty."

CULA continues to ensure that mentoring tenure-track faculty is formal with plenty of opportunity for guidance and advising. Tenure-track faculty engage in several formal processes designed to provide advice and mentorship. These include an annual evaluation during which they submit their annual goals of teaching, research, and service in Digital Measure, an online platform used by Clemson University to manage, document, and showcase faculty academic accomplishments. After reviewing the goals, they meet with the School of Architecture (SoA) director to discuss the suitability of goals to their academic position and trajectory on the tenure path. At the end of the academic year, they submit accounts of their annual productivity in those respective areas and receive further feedback and guidance.

In addition to the evaluation of productivity by the SoA director, tenure-track faculty are also required to submit their teaching, research, and service productivity at a Program level to the Tenure, Promotion and Reappointment (TPR) committee. This process is entirely handled by the tenured Landscape Architecture faculty and is intended to provide tenure-track faculty with guidance. CULA tenure and promotion process provides formal and informal feedback, guidance, and mentorship. Tenure-track faculty also receive mentorship and advice through regular meetings with the Director of the Landscape Architecture Program.

Standard 3: "Ensure that all course syllabi include required elements of educational objectives,

learning activities and assessments.”

Done! Please see the response to BLA & MLA Recommendation Affecting Accreditation above. The comprehensive review of all courses and student work conducted in 2020-2021 resulted in revisions to course syllabi with particular attention paid to including learning goals and outcomes and learning activities. In addition, revisions were made to learning activities and assignments to better connect with educational learning goals and outcomes and assessment rubrics. These revisions are also evident in the Student Work and Syllabi (Addendum E).

Standard 3: “Implement planned processes for reporting of internships and other co-curricular activities.”

The landscape architecture program implemented several changes to the internship program to clarify and facilitate the students’ reporting on their internship experiences: 1) the program assigned a faculty member to coordinate the internship program, 2) the curriculum committee discussed the internship program and made several recommendations to clarify the guidelines and reporting process. The following describes the planned process of students reporting on internship experiences:

- Letter from employer outlining the internship position’s specifics and expectations.
- Students present their internship experience, activities and lessons learned.
- Students write a reflection paper on their internship experience and engagement.
- Letter of evaluation from employer at the conclusion of the internship.
- Students submit an updated resume, upon completion, reflecting the internship experience.

Standard 3 MLA only: “The program might consider having the Research Methods, the Graduate Colloquium, and the Terminal Project in successive semesters to generate continuity in the process. This consideration is based on comments from the students.”

Done! Based on our 2023-2024 curriculum assessment plan, LA faculty discussion, feedback from MLA students during their program and exit interviews, and based on LAAB consideration for improvement, the curriculum committee met, discussed, and made a recommendation for road map change. The change has been implemented. Now, Research Methods, Graduate Colloquium and Terminal Project are offered in successive semesters.

Standard 3 MLA (only): “Consider incorporating more opportunities for field trips beyond the local region in the curriculum.”

The Landscape Architecture program works to ensure that students have numerous and different opportunities for field trips and travel beyond the local region. In recent years, the program has dedicated considerable funds for students’ travel to studio project locations and for attending conferences. For example, the Interdisciplinary Design & Research studio traveled to Carson, Washington, for a field visit and meeting with stakeholders, Advanced Urban Design was scheduled to travel to Cairo and Aswan, Egypt, for a field visit and meeting with international partners. Unfortunately, the trip had to be canceled due to the Israeli-Palestinian war. Graduate students in the first year MLA had the opportunity to travel to Eleuthera, the Bahamas to participate in a community engagement meeting. The program provides some support towards students’ attendance of national ASLA, CELA and LABash and is led by faculty members on field trips and firm visit on an annual basis.

Standard 4: “Document summary data on assessment of student learning outcomes, using the instruments developed by the program.”

Done! See Addenda Fb and Fm for curriculum assessment plans for BLA & MLA programs.

Standard 4: “Document retention and graduation data.”

The Landscape Architecture program follows the Clemson University Retention policy guidelines for all records, including student-related records. Records are retained either digitally or, if paper-based, either housed at a secure Clemson off-site facility or locally within the department. Records Management

<https://libraries.clemson.edu/records-management/>

Graduation Data, including graduate retention, is obtained through the Office of Institutional Research; they provide internal daily dynamic reports to monitor degrees awarded/to be awarded for present and future academic terms. The Landscape Architecture program provides retention rate percentages for the University, the College and our program in our Public Policy Information document posted online each by August 1. Internal Daily Dynamic Reports

<https://www.clemson.edu/institutional-effectiveness/oir/dynamic-reports/>

Landscape Architecture Public Policy Information

https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/laab-public_policy_info_bla_mla.pdf

Standard 4: “Document satisfaction with program as part of graduating student exit interviews.”

Exit interviews have gone through a comprehensive revision and update process in 2023-2024. The new surveys are designed to include quantitative and qualitative questions, allowing students to indicate their levels of satisfaction, provide written notes, and make suggestions for improvements. The new surveys are divided into three sections. The first section prompts students to provide their levels of satisfaction with curriculum course sequences, program efforts to promote professional development, communication, and achieving a welcoming and inclusive environment. The second section is an open-ended qualitative question that invites the students to write the top 3-5 program strengths and weaknesses and suggestions for improvement. The third section focuses on collecting data on students’ experiences at Clemson University, including their engagement with student organizations, clubs, societies, and other activities. The section also collects information on students’ contact information, general demographics, and future employment plans. The surveys have been redesigned in Qualtrics. The students are sent a link to fill out the survey and schedule a time to have an in-person meeting with the respective program director to discuss. Using Qualtrics will allow for data storage, using exit data as a part of the assessment, and staying in contact with students post-graduation (See Appendix I.2 & I.3).

Standard 4: “Work with SC-ASLA to facilitate periodic portfolio reviews, mock interviews, career conversations, mentoring, etc. Chapter officers were eager to build such collaborations.”

The CULA program continues to develop and cultivate a great relationship with the state chapter of ASLA and create opportunities for collaboration between chapter officers and the program faculty and students. SC-ASLA Chapter has been very supportive of the student body and the LA program. Here are a few examples: 1) the LA program encourages and financially supports students’ attendance of the SC-ASLA conference, 2) SC-ASLA Chapter officers visit the LA program periodically and serve as jurors of the student ASLA awards as well as attend the students’ award ceremony, 3) SC-ASLA Chapter officers are frequently invited as jurors to attend interim and final design reviews, 4) SC-ASLA Chapter has frequently financially supported some of the students’ travel to SC-ASLA conference, 4) the Chapter officers have frequently sponsored galas, events and low country boils for networking and introducing our students to professionals and firms in the Charleston area and the low country. We have significantly increased the collaboration between CULA and the SC-ASLA Chapter and are developing more collaborative activities, including a mentorship program.

Standard 5: “Work toward stability in teaching assignments.”

The stability of teaching assignments has been addressed above in the response to Recommendation Affecting Accreditation. Fluctuation in faculty teaching assignments has been due to several factors, including faculty sabbatical leaves, faculty turnover, low number of faculty due to loss of permanent faculty lines, and the hire of both temporary and permanent new faculty members. With such changes, faculty had to pivot to cover courses being offered when a shortage of faculty happened. When fully staffed and with the request of two additional faculty lines, teaching assignments will be sufficiently stabilized. Additionally, the program works to ensure that tenure-track assistant professors have stable teaching assignments.

Standard 6: “Ensure that an advisory committee of alumni, practitioners, and other stakeholders (e.g. community clients) is created to advise the program on various issues related to curriculum development, continuing education, fundraising and strategic planning.”

Clemson University Landscape Architecture has a long-tradition of including alumni, practitioners, SC-ASLA Chapter officers, and community clients in the various aspects of the program, including studio projects, presentations, critiques, and lectures. Every semester, we typically welcome more than 20 professionals and alumni on campus during final review week to engage in a weeklong activity, including critiques, reviews, discussions, and exchange of ideas regarding curriculum, student’s readiness for the professional world and strategic planning. In 2023, for example, in celebration of the 30th anniversary of the first graduating Landscape Architecture BLA class of 1993, the Landscape Architecture program marked the events by inviting 35 of the program alumni for final review week, where recent and earlier alumni met and participated in different studio reviews and meetings with the landscape architecture faculty and students.

However, more formally and as a part of the School of Architecture (SoA), Landscape Architecture is represented on the Clemson Architecture Foundation (CAF) board. The CAF’s mission is to support and enrich the programs in the SoA. Six landscape architecture alumni and professionals from the state of South Carolina are represented on the board, and two are in leadership positions. The CAF consistently supports programs, students, and faculty members. The board members provide leadership, serve as advisors, support initiatives in teaching and research, and sponsor a myriad of academic projects. For example, CAF supports landscape architecture students studying abroad and off campus in Genoa, Italy, Barcelona, Spain and Charleston, South Carolina. CAF also supports the CUASLA student chapter, and faculty and students research and design initiatives.

Standard 7: “Take advantage of and integrate the Gunnin resources in more of the program’s courses.”

Landscape Architecture students and faculty take advantage of the Gunnin Library, a campus branch library dedicated to Architecture and Landscape Architecture, in a multitude of ways. Program faculty include books and journals, both print and digital, as textbooks and resources in syllabi, assignments, and course requirements. Faculty members are directly in contact with the Gunnin librarian, recommending new book acquisitions, digital resources, and databases. Most recently, based on a request by LA faculty, Gunnin Library added a materials library. Students can check out physical materials and their specifications that are integrated into their Implementation course assignments. The Gunnin librarian serves as a research support for students and faculty via online research guides, provides in-class instructions about in-library and online search tools and engines, and conducts one-on-one sessions to assist students and faculty with searches using university and open-source databases. The Gunnin librarian is also invited as a guest speaker for advanced MLA research core courses.

D. Describe Current Strengths and Opportunities.

Feedback regarding the Landscape Architecture program was solicited from students and faculty through a series of surveys in fall 2022 (faculty), fall 2023 (faculty), and spring 2024 (students). The results are summarized here and in E. below:

Standard 1: Program Mission and Goals

Students value the program's mission, with its attention to instilling deep respect for the land with a focus on proactive, sustainable, socially inclusive, resilient communities and regenerative design solutions.

Faculty value the program's mission and pointed out the resilience and adaptability through the COVID-19 pandemic challenges.

Standard 2: Program Autonomy, Governance and Administration

Program autonomy, governance and administration are not areas that were heavily commented on; however, students noted fluidity, adaptability, organization, communication and embracing change as some of the strengths of the program. Many students cited the "landscape architecture family" as a welcoming and supportive environment.

Faculty noted collaborative studio culture, strong sense of community and expansion of fluid campus offerings as clear strengths. Faculty pointed out that founding a new College of Architecture, Art, and Construction is a great strength and presents tremendous opportunities.

Standard 3: Professional Curricula

Students appreciate the variety of classes and electives, studio sequence, seamless transitions between studios, well-rounded and well-planned curriculum, creative freedom within studios to pursue individual interests, and range of topics and studio projects. Students also appreciated the study abroad fluid campus opportunities, engagement with communities in design studios, fieldwork and the overall clarity of the curriculum.

Faculty observed a wide range of curricular strengths, including the balance of professional education with opportunities for in-depth exploration, allowing for students' growth, infusing new technologies in studio-based learning, strong design, technical, communication and professional skills, experiential learning opportunities, interdisciplinary learning opportunities, and enrichment opportunities including study abroad, cultural immersive experiences, summer offerings, internships, lecture series and lunch & learn events.

Standard 4: Student Outcomes and Experiences

Students appreciate the support network for professional development and success, including professors, organizations, and mentorship. Students highlighted contact with professionals via the Career Fair, Lunch & Learn events, firm crawls, internships, workshops, and lecture series as clear strengths of the program. The students praised the number of opportunities the program provides to attend state and national conferences, including ASLA, SCASLA and LABash. Students noted that the program size creates a welcoming environment and a supporting learning climate.

The faculty noted the student-centered design culture and collaborative environment as clear strengths. They observed the robust student numbers of incoming cohorts in BLA and MLA and the increased diversity of student race, ethnicity and background as healthy signs of program growth and balance.

Standard 5: Faculty

Students were very vocal in their praise of faculty, calling their professors wonderful, great educators, caring, knowledgeable, accessible, fun, easy to talk to, professional, great designers, and friendly. Students noted that faculty are always around, interested to know the students and willing to help. Students also appreciated the diversity of faculty backgrounds, areas of expertise and teaching styles.

Faculty sees the diversity in professors' expertise, credentials, backgrounds, research profiles, national recognition, and teaching styles as a clear asset and strength of the program.

Standard 6: Outreach to the Institution, Communities, Alumni and Practitioners

Outreach to the Institution, Communities, Alumni and Practitioners is not an area students commented on significantly. Still, several students noted the value of contact with alumni, professionals and practitioners via Lunch & Learn events, the Career Fair, service learning, community engagement exercises, stakeholders' meetings, and internships.

Faculty noted our strong relationship with the SC-ASLA Chapter and growing relations with professionals and firms who desire to engage with the program and students as both strengths and opportunities.

Standard 7: Facilities, Equipment and Technology

Students noted Lee Hall III as a key strength, with its excellent workspaces, natural light, 24/7 access, including collaborative spaces, pin-up and review areas, and open plan layout. The students praised the state-of-the-art laser cutters, CNC, woodshop, plotters, 3D printers, robotic arms, and their excellent management and supervision. Students also appreciate the Clemson campus itself as a strength, seeing it as a laboratory that demonstrates landscape architectural concepts. Faculty appreciate Lee Hall as a collaborative and interdisciplinary space, materials labs, and our excellent technology infrastructure. Faculty also pointed to the Field Lab as a STEM opportunity for science and technology-based research. Opportunities for future growth include a proposal for a LAND laboratory that aligns with STEM designation by providing access to technologies, software, artificial intelligence, drones, advanced computing equipment and machine learning technologies.

E. Describe Current Weaknesses and Challenges.

Standard 1: Program Mission and Goals

No weaknesses or challenges appeared in the survey results.

Standard 2: Program Autonomy, Governance and Administration

Students noted the lack of graduate funding opportunities, lack of graduate assistantships, and the small number of professors and staff as program weaknesses. They commented that faculty and staff seem spread too thin, and that the program could "use more employees so they aren't overwhelmed."

Faculty noted the lack of graduate student funding, graduate assistantships, and faculty grant support as weaknesses. Faculty also mentioned the newly founded College and new Revenue-Based Budget (RBB) model (currently running as a shadow budget model) as potential challenges due to increased workload on existing faculty and staff and decreased operating budget. Increasing BLA and MLA enrollment is challenging our current pedagogical models and student-to-faculty ratios.

Standard 3: Professional Curricula

Professional Curricula was the question where students had the most feedback for weaknesses or suggestions for improvements. Several comments asked for more instruction, especially in technology and software. Students wanted such courses to be more rigorous and introduced earlier in the curriculum. Students noted inconsistencies between same-year studio sections based on professors' approach, software introduced and expectations. Some students noted that "too much abstract projects" were difficult to comprehend. There was also a desire for more electives, theory, and options for study abroad that are landscape architecture specific. One student noted that options for design studios would give students more freedom of curriculum choice.

Faculty observed weakness in three main areas: technology and software instruction, practical skills, and study abroad choices. The technology instruction was noted as fragmented, underdeveloped, and inconsistent, with gaps in student technology skills as a result. Faculty observed the absence of a portfolio course leading to students' lack of preparedness for interviews and practical skills at the Career Fair. The

study abroad fluid campus, while praised and valued by faculty, is identified as a weakness due to limited spots available for landscape architecture students, being Euro-centric, being architecture-centric and not addressing landscape architecture students' needs.

Standard 4: Student Outcomes and Experiences

There was little mention of weaknesses in this category. Some students noted a lack of information about involvement in ASLA and engagement in conferences, trips, and professional activities.

Faculty noted challenges in sustaining the quality of student experiences with large cohorts. Faculty observed increased enrollment as a challenge in the BLA program due to a lack of faculty. In contrast, small MLA enrollment is seen as a challenge due to the intellectual vitality of the graduate experience. Challenges related to the COVID-19 pandemic include teaching post-pandemic, returning to a robust studio culture, and addressing student, faculty, and staff burnout.

Standard 5: Faculty

Students observed a thinly spread and limited number of professors as a current weakness. They noted, "Two more professors would lessen the load on others, and they would all be able to help more because they were less overwhelmed."

Faculty noted that loss of faculty lines (when one colleague passed away and another left), high student-to-faculty ratio due to increased enrollment and no increase in faculty and staff numbers as the main current weaknesses.

Standard 6: Outreach to the Institution, Communities, Alumni and Practitioners

None noted in the survey results.

Standard 7: Facilities, Equipment and Technology

Students appreciate Lee Hall's open-floor plan but noted a lack of quiet spaces and that studios can be noisy at times. Many students cited the cost of materials, supplies, and software as a weakness. Students commented that materials can be expensive affecting final project quality. The students' noted a lack of software licenses installed in computer labs.

Faculty noted a lack of studio and lecture spaces, inadequate space for teaching with current large enrollments, and a lack of faculty and staff offices. Changes in the University classroom assignment system is a challenge as they lack flexibility and result in assigning faculty to teach in buildings far from Lee Hall.

F. Describe any Substantial Changes in the program(s) since the last accreditation review.

Since the last review in 2018-2019, the Landscape Architecture program has experienced some significant leadership and organizational changes. Shortly before the pandemic, Kate Schwennsen, Director of the School of Architecture (SoA) retired and following an international search, James Stevens was appointed as the SoA Director. After the major disruption of the COVID-19 pandemic, the program experienced a significant increase in the number of undergraduate students in the major. A Minor in Landscape Architecture was created due to increased interest by Architecture students and to serve as a pathway to the MLA program. In 2023, Clemson University reorganized the previous College of Architecture, Arts, and Humanities (CAAH) to form two new colleges, the College of Architecture, Art, and Construction (CAAC) and the College of Arts and Humanities (CAH). The creation of the new college will allow more focus on the programs within the School of Architecture. CAAC conducted a national search for a founding Dean in 2024 to guide the newly formed college to its full potential. Ece Erdogmus, chair and professor at the School of Building Construction at Georgia Institute of Technology, was named founding dean effective August 15, 2024. Landscape Architecture has also experienced a change in leadership, with Hala Nassar appointed as Director of Landscape Architecture and Graduate Program (in 2023) after the prior Director, Matthew Powers, left Clemson University. Lara Browning was appointed as Director of the Undergraduate

Program. Our Facilities at Lee Hall have been updated, mainly in the Makerspace Labs. A new director of those facilities has been selected to lead the development programs and technologies available to students. As the program continues to grow, we have requested new faculty hires and hope to increase our FTE lines to better serve our students. We are currently working to increase our Study Abroad opportunities and destinations. We have also formalized our internship program and assigned a faculty member to coordinate the program and students' reporting on their internships. And lastly, federally, Landscape Architecture has been designated a STEM discipline, and the program is currently working to evaluate revising and adding offerings that enhance STEM.

G. List who participated in preparing the SER(s).

Hala Nassar	Director of Landscape Architecture	Overall leadership, writing, editing
Lara Browning	Director of Undergraduate Program	Overall organization, writing, editing
All LA Faculty		Input on program SWOT Analysis, writing, review
All LA Students		Input on program SWOT Analysis
James Stevens	Director of School of Architecture (SoA)	SoA Data
Michelle Marchesse	LA Administrative & Student Services Coordinator	Addenda Data, coordination
Matthew Nicolette	LA Assistant Professor	Student work collection and format
Bill Bates	SoA Communications Coordinator	Website and media support
Esther Kauffman	SoA Financial Analyst	Budget Information
Joel Brown	SoA Manager ML + DDS labs	Facilities and Lab information
Ann Holderfield	Director of the Gunnin Library	Library information
Amelie Boschert	CAAC Executive Assistant Staff	College information
Kaycee Collins	CAF Program Coordinator	CAF information
Channon Chambers	Building Official	ADA and Code Compliance

Standard 1: Program Mission and Goals

A. Program Mission.

1. Describe how the mission statement reflects the underlying purposes and values of the professional program and how it relates to the institution's mission statement and the Core Values.

In the academic year 2023-2024, our program developed an overarching mission statement and shared values.

The mission of Clemson University's Landscape Architecture Program (BLA and MLA) is to cultivate thinkers, designers, professional landscape architects and transformational leaders who make responsible, stewardship-based contributions locally and globally through collaborative and student-centered, experiential, and studio-based learning. As educators, we instill in our students a deep respect for the land with a focus on pro-active, sustainable, socially inclusive, resilient communities and regenerative design solutions. As scholars, through basic, creative and applied research, we are committed to advancing equitable, culturally and ecologically sensitive, healthy communities, human-centered and environmentally ethical works.

People, Culture, Sustainability & Community Engagement

Our studio-based and experiential learning milieu creates a vessel for building critical thinking skills and sensitivity to the needs of communities and their cultures both locally and internationally. We acknowledge the human impact in our world and seek balanced and innovative solutions that deeply respect the inter-relationships of people and their built and natural environments. Sustainability is foundational throughout Clemson's landscape architecture educational journey and integrates the significance of environmental concerns, equity and inclusion for a socially just world. Through community engagement and working directly with communities beyond Lee Hall, students explore contemporary issues and learn with a diverse faculty comprised of active researchers and practitioners.

Legacy, Land Ethic & Stewardship

The "place" of Clemson University and South Carolina provides an incredible laboratory where students directly learn about the significance of the state's rich landscape legacy and instills the significance of land ethics and the importance of serving as good stewards of the environment. The integrity of the state's complex landscape legacy traverses the mountains to the coastline. It involves the Clemson Experimental Forest, textile mill heritage and brownfield sites along numerous rivers, Charleston's Garden tradition, and the urban landscapes of the Greenville-Spartanburg area, Columbia, and the coastal region. Acknowledgment and respect for this legacy, along with the advocacy for sustainable environments and resilient communities, both locally and globally, inform a formidable land ethic and deepen the importance of environmental stewardship.

Collaboration, Global engagement, Interdisciplinary learning and research

Collaboration involves multiple tiers of engagement. In addition to our students and faculty engaging directly with communities during design studio settings, collaborative activities include interdisciplinary learning and research through engagement with other disciplines, especially architecture faculty and students in Lee Hall, as well as our "Fluid Campus" non-campus locations at the Clemson Design Center in Charleston, Charles E. Daniel Center for Building Research and Urban Studies in Genoa, Italy, and Barcelona Architecture Center in Spain. Collaboration, in this context, interdisciplinary learning in local and global contexts bolsters the significance of environmental stewardship and working with diverse communities and cultures to cultivate a healthy, resilient, equitable and inclusive society.

Our mission statement describes the role that we see for our program in relationship to the field of landscape architecture, our university, the state of South Carolina, and other parts of the nation and world. It delineates the values we aspire to instill in our students. It aligns with Clemson University's Mission Statement's call to "think deeply about and engage in the social, scientific, economic, and professional challenges of our times" and its commitment to "a legacy of service, collaboration and fellowship" as we prepare our students for their careers and professional lives in the 21st century.

B. Educational Goals.

1. Describe the professional program's educational goals and how attainment of those goals will advance the professional program's mission.

The educational goals of our professional programs are grounded in our mission and expand upon it as follows:

1. Cultivate and produce professional landscape architects and transformational leaders who are prepared to meet the challenges of our time locally, nationally, and internationally.
 2. Provide and deliver a curriculum aligned with the program's mission and values.
 3. Sustain and enhance our creative and research-based design culture and student-centered learning environment, enabling students to produce award-winning projects, innovative research, and faculty to generate acclaimed scholarship that contributes to advancing landscape architecture.
 4. Cultivate, sustain, and enhance opportunities for real-world experiences and leadership opportunities for students through community engagement, outreach and service-learning, professional internships, and support for student organizations.
 5. Optimize the unique, interdisciplinary learning environment fostered by Lee Hall through outreach, collaborative opportunities and articulated relationships with academic units and disciplines in Lee Hall and Clemson University, including new and existing Fluid Campus destinations.
2. Describe the procedures which the professional program uses regularly to assess and determine the progress in meeting its goals.

Along with our formal curricular assessment, we track our program's success in meeting our educational goals in several ways, including:

- Review of students' work during Interim and final design review week.
- Faculty discussions and presentations during faculty meetings and bi-annual retreats.
- Curriculum committee discussions and reports in faculty meetings.
- Discussions with alumni, professionals, and state ASLA Chapter officers.
- Discussions with Clemson Architecture Foundation landscape architecture board members.
- Feedback from professional employers on students' internship performance.
- Exit interviews with graduating students.

3. Describe the benchmarks which the professional program uses to assess and advance its ability to meet its stated goals.

As a program, we find that the most beneficial benchmarks for our programs are:

- Evaluation of student work and through our curriculum assessment plans (Addenda Fb & Fm)
- Our graduation rates:
91% in 8 expected semesters for the BLA
97% in 6 expected semesters for the MLA
Please see program disclosure
<https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/index.html>
- Our job placement rates:
Of the total number of students graduating with the Bachelor of Landscape Architecture and the Master of Landscape Architecture degrees from Clemson University, approximately ninety percent secure entry-level positions within six months of graduation, respectively.
- Student Awards, please see
<https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/la-awards.html> Faculty awards (Hala Nassar, CELA Fellow 2020, Robert Hewitt, ASLA Fellow 2020, Thomas Schurch, ASLA Fellow 2021, Paul Russell, CELA Excellence in Teaching, Senior Level 2023, Lara Browning, CELA Excellence in Service-Learning, Junior level 2023).

C. Commitment to Diversity, Equity, and Inclusion.

1. Describe how the professional program defines its under-represented populations, explain why these groups are of particular interest and importance to the professional program and describe the process that was used to define the under-represented populations. Discuss how the professional program has taken into consideration populations under-represented within the profession.

As a land grant institution, Clemson University Landscape Architecture seeks to match or exceed the demographic diversity of the State of South Carolina. The table below shows the breakdown of demographic groups in our BLA and MLA programs compared to the State of South Carolina and Pickens County. <https://www.census.gov/quickfacts/fact/table/pickenscountysouthcarolina,SC/RHI125222>

Additionally, in alignment with Clemson University's commitment to *Community, Engagement, Belonging and Access* <https://www.clemson.edu/ceba/index.html> and <https://www.clemson.edu/research/division-of-research/about-division/inclusiveness.html>, and School of Architecture commitment to community & culture [Community & Culture Webpage](#) our program recognizes and values diversity, minorities, underrepresented communities, women, LGBTQ+ and BIPOC groups. Increasing diversity is an important LA Program core value that enriches the culture of our student-centered learning environment, where multiple perspectives and voices optimize inclusiveness and equity.

The program also recognizes socio-economic diversity. Currently, our BLA program includes 30% students with financial needs, 25% Pell-eligible students, and 17% first-generation college students. On average, for the last six years since the last accreditation cycle, our BLA program included 37.5% students with financial needs, 35.5% Pell-eligible students, and 20% first-generation college students.

	White	African American	American Indian	Asian	Hispanic	Two or more races
Clemson University BLA	77.6%	7.8%	0%	1.7%	7.8%	7.7%
Clemson University MLA	93%	6.7%	0%	0%	0%	0%
State of South Carolina	68.9%	26.3%	0.6%	2.0%	6.6%	2.2%
Pickens County	88.5%	7.2%	0.3%	2.0%	4.6%	2.0%

2. Describe the professional program's specific goals for increasing the representation and supporting the retention of its under-represented population(s) among students, faculty, and staff; the actions and strategies it has identified to advance those goals; and its method for measuring success.

As stated above in C.1, our program goal is to match or exceed the demographic diversity of the State of South Carolina. Our metric to measure success is in meeting or exceeding those target percentages. Below are some of the activities and strategies we work on to achieve a diverse and welcoming community in our program:

- Clemson University requires mandatory training for all employees, including faculty and staff. Tiger Training <https://www.clemson.edu/human-resources/current-employees/development/tigertraining.html> consists of different required modules that employees have to successfully complete annually to safeguard our academic community. This training includes the course *Building Supportive Communities*.
- Clemson University requires students to take Cross-Cultural Awareness (3 credits), a general education requirement that address how aspects of culture are integrated into a comprehensive worldview and how culture influences human behavior.
- Our long-range plan (2023-2028) sets forth a specific goal, strategies, actions, and measurable outcomes for increasing the representation and supporting the retention of under-represented populations among students, faculty, and staff. Specifically, goal (4) calls for "Attracting and retaining excellent and diverse student, faculty and staff" (Addendum A).
- In May 2024, Clemson University's Provost office approved the School of Architecture to post its "Community & Culture" statement on the School website <https://www.clemson.edu/caac/academics/architecture/about-us/community-culture.html>. The statement that starts with "we are committed to the value of each person's uniqueness...." was collectively developed by the faculty, staff and students of SoA. It reflects our dedication to advancing diversity and cultural competency by providing a design environment free of aggression and harassment.
- We actively support and encourage faculty and students' participation in the School of Architecture chapter of cNOMAS, Clemson Chapter of the National Organization of Minority Architecture Students, to build a supportive community network for our minority students.
- Program director, faculty and students annually attend the Clemson University Men of Color Summit. The summit's mission is to bridge the gap and illuminate pathways after High School for African American/Black and Hispanic/Latinx males. The summit brings together

approximately 2,000 high school and college students, business professionals, educators, government officials and community leaders, emphasizing the importance of education and choices to increase high school and college graduation rates.

- The Landscape Architecture program participates in offering summer programs to high school students, including students from the “Emerging Scholars” program. This program particularly targets high school students geographically located along South Carolina’s I-95 corridor from majority African American schools. It is designed to concentrate on academic preparation and leadership skills to increase the number of students attending and graduating from college. <https://www.clemson.edu/academics/programs/emerging-scholars/index.html>.
- The School of Architecture offers \$2,500 in recruiting scholarships particularly geared towards attracting graduate students from diversity, minority, and under-represented communities.
- Additionally, the Landscape Architecture program annually engages in recruitment by visiting high schools and attending events and forums geared towards attracting under-represented populations. See LA program student recruitment efforts Appendix 1.1.

3. Describe the variety of ways in which the professional program demonstrates its commitment to advance diversity and cultural competency and the development and/or implementation of policies that advance and support a welcoming climate of equity and inclusion that is free of harassment, aggressions, and discrimination.

The Landscape Architecture Program’s commitment to advance diversity and cultural competency is demonstrated through various practices.

- Our BLA and MLA students take courses that address cultural competency, including:
 - LARC 1150 and LARC 6530 address social issues as they relate to landscape architecture design.
 - LARC 1160 and LARC 8300 address the history and human dimensions of design.
- Our BLA and MLA students take numerous studios that address cultural competency:
 - LARC 2510 each year students work with challenged communities in settlements of north and south Eleuthera, the Bahamas, who are predominately of African descent. In the past, the studio worked with the Blue Ridge Community Center and the African American community on a master plan design for MLK Way in Utica and Seneca, SC.
 - LARC 2520 and LARC 8230 studios work every year with small, challenged communities in the State of South Carolina, including the Sterling community in Greenville; a predominately African American community. Other projects included under-represented communities in Pendelton and Anderson, SC.
 - LARC 3510 In Fall 2023, the regional design studio worked on the Black Heritage Trail on campus and in the cities of Seneca and Clemson. The Black Heritage Trail connects heritage sites with interactive signs, artwork and digital content that share the stories of local Black history and South Carolina historical markers at significant historic sites, including marked and unmarked grave sites.
 - LARC 4540 and LARC 8520 Urban Design studios engage and learn about communities, both nationally and internationally, and require widely divergent cultural competencies, especially to address navigating cultural differences as it pertains to design. Frequently, students learn about communities that are impoverished and/or illiterate— from small villages in the south of Egypt, such as Gharb Sohail and Al-Kurur, to communities in China and neighborhoods of North Charleston, South Carolina. In Spring 2024, students learned about the Diaspora of the Nubian communities in the south of Egypt when their villages were submerged underwater due to the building of the Aswan High Dam.
- BLA required semester abroad (optional for MLA)

- Landscape Architecture BLA curriculum requires our students to have an off-campus study abroad experience. Currently, the destinations through the fluid studio are Geneva, Italy, Barcelona, Spain and Charleston, South Carolina. This semester abroad demonstrates the program's commitment to broadening our students' perspectives not only about design but also about cultural competency, expanding their awareness of cultural and geographic similarities and differences globally. We strive to instill the recognition of the importance of design in new contexts with respect and open mindedness. Currently, the program is working to expand offerings by adding the Bahamas and Dominican Republic as additional destinations.
- All study abroad and off-campus experiences are required to have pre-departure seminars to discuss cultural awareness and citizenship engagement.

The program is committed to creating and supporting a welcoming climate of equity and inclusion that is free of harassment, aggression, and discrimination.

- Annually, the LA program starts the academic year with a welcome picnic in Clemson University Outdoor Lab and Experimental Forest, particularly to welcome the incoming BLA and MLA classes and introduce them to the existing body of students and faculty. The picnic is informal and encourages interaction through engaging in games, kayaking and hiking.
- Representatives from every BLA and MLA cohort serve on the student advisory council with the SoA, where they can bring issues to the attention of faculty and administrators.
- Students serving as officers of SC—ASLA Chapter have similar opportunities to raise and discuss issues of concern, ensuring that students' voices are heard and communicated to program and school administrators.
- The program nominates BIPOC and diversity students for national awards on an annual basis. In 2023, two Clemson BLA students, Morales and Mansfield, won Landscape Architecture Foundation Equity, Diversity, and Inclusion Scholarships.

D. Long-Range Planning Process.

1. Describe the professional program's long-range plan and its status at the time of this accreditation.

Clemson University's Landscape Architecture program has engaged in long-range planning in the fall of 2023.

The program faculty and staff met three times for half and full day retreats to discuss the program's strengths, weaknesses, opportunities, and challenges and to chart the program's top strategic priorities for the next five years. This long-range plan establishes a high-level framework for our program in the coming years. It addresses the intersection of education and our aspiration for strengthening STEM education, increasing diversity and equity, and enhancing our recruitment and outreach. Program faculty voted to adopt our Five-year (2023-2028) long-range plan in December 2023 (Addendum A).

The Clemson University's strategic plan was voted on by the Board of Trustees in 2022 to be introduced in 2023. The strategic plan titled "ClemsonElevate" sets the University priorities and goals <https://media.clemson.edu/ows/web/pdfs/clemson-elevate-strategic-plan.pdf>. Our new College of Architecture, Art and Construction (CAAC) was formed in July 2023 and, under the leadership of the interim dean, conducted a visioning exercise. See CAAC Annual Report 2023-2024 https://issuu.com/clemsonsoa/docs/caac_annual_report_2023-24_digital. A strategic plan for the new college will be conducted in 2024-2025 by incoming Dean Erdogmus.

2. Describe how the professional program's ability to meet its mission and goals is reflected in the long-range plan and how its process for reviewing and evaluating the long-range plan is documented in the long-range plan.

Our long-range plan identifies 6 main strategic goals and priorities that address our mission and vision in terms of advancing education, research, outreach, service and presence in the university, state, and the world. Each goal is supported by several objectives and actions detailing how the program achieves the goal, and measurable outcomes and metrics to gauge success in attaining the goals (Addenda A). Our long-range plan is annually revisited and discussed by the program faculty to determine the levels of progress, attainment, and completion of the goals. Progress on our program's long-range plan is included in our annual retreat to the School of Architecture director and, consequently, to the Dean of the College.

3. Describe how the professional program periodically reviews and revises its long-range plan (along with the mission and goals) and determines if the plan presents realistic and attainable methods for advancing the professional program's academic mission.

As described above in D.2, Clemson University Landscape Architecture reviews the progress on achieving and attaining the goals set in the long-range plan on an annual basis to evaluate the success in meeting the goals and needs to revise the goals as deemed necessary by the faculty.

E. Program Disclosure.

1. Discuss how the professional program provides the public with the program disclosure information identified in this Standard in a manner that is accurate, understandable, and accessible.

The Landscape Architecture program has three main pages to avoid repeating common information on the BLA & MLA program pages.

- Main Landscape Architecture page
<https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/index.html>
 - Program Cost
 - Accreditation
 - Professional Licensure
 - Student Work
 - Landscape Architecture Minor
- The Bachelor of Landscape Architecture page provides information as well as links to the following
<https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/bachelors-landscape-architecture.html>
 - Application requirements
 - Applying
 - Plan of study
 - Experience beyond the classroom
 - Post graduation
 - Student organization
 - Student work
 - Fluid Campus
 - Schedule a visit
 - Awards
 - Questions? Contact information

- The Master of Landscape Architecture page provides information as well as links to the following <https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/masters-landscape-architecture.html>
 - Application requirements
 - Applying
 - Degree tracks
 - Plan of study
 - Financial Information
 - Student organization
 - Graduate handbook
 - Student work
 - Fluid Campus
 - Schedule a visit
 - Awards
 - Questions? Contact information

- 2. Verify that the professional program's disclosure information is accessible with a single-click link from the professional program's website.

As explained above in E.1, this information is accessible from the program main page <https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/index.html>

- Demographics
- Graduation and retention rates
- Degree statistics
- Graduate Employment status
- Cost of Attendance
- Accreditation
- Licensure
- Student Work
- Landscape Architecture Minor

Standard 2: Program Autonomy, Governance and Administration

A. Program Administration.

1. Explain how the professional program is perceived as a discrete and identifiable program within the institution.

The Landscape Architecture Program resides within the School of Architecture (SoA) as it did during the last LAAB site visit when SoA was one of nine departments in the College of Architecture, Arts and Humanities (CAAH). However, in April 2023, Clemson University's Board of Trustees approved the proposal to reorganize CAAH into two new colleges: the College of Architecture, Art and Construction (CAAC) and the College of Arts and Humanities (CAH), which became effective July 1, 2023. The new CAAC comprises the School of Architecture, the Department of Art, and the Nieri Department of Construction, Development, and Planning.

According to the School of Architecture Bylaws, the SoA comprises of five programs:

- 1) Architecture
- 2) Landscape Architecture
- 3) Historic Preservation
- 4) Resilient Urban Design
- 5) PhD in Design and the Built Environment (DBE)
- 6) City and Regional Planning joined the SoA on May 1st 2024. This will be revised to reflect in SoA By-Laws in the Fall of 2024.

The Landscape Architecture program is autonomous in terms of budget, faculty, and academic curricula.

2. Does the program administrator hold a faculty appointment in landscape architecture? Please discuss.

The Director of the Landscape Architecture program is the primary program administrator. She is a full professor with 100% appointment in the Landscape Architecture program.

3. Describe how the program administrator exercises effective leadership of and management functions for the professional program.

The Director of Landscape Architecture is responsible for most program activities and reports to the Director of the School of Architecture (SoA). The primary responsibilities and authority of the director are faculty teaching assignments, program administration management, accreditation and annual reports, maintaining relationships with alumni, managing the program budget, and representing the program within the SoA, CAAC, University and beyond.

Tenure, promotion and reappointment (TPR) annual reviews are conducted simultaneously but separately by the LA program's TPR committee and the Director of the School of Architecture. The Landscape Architecture TPR committee comprises all tenured faculty and makes decisions and recommendations for the reappointment of faculty on tenure track and lecturers, as well as promotion cases. It is noteworthy that Clemson University has a transparent system for tenure and promotion where faculty members see the decisions made at each level, starting with the LA program and Director of SoA levels to college and, subsequently, university (See Appendix I.1).

The Director of Landscape Architecture is responsible for leadership and proposing directions and strategies for the professional program, including mission, vision, and strategic priorities, in collaboration

with the program faculty. When sufficiently discussed, refined, and voted on, collective decisions are then implemented. The Director of Landscape Architecture may develop ideas and directions for curriculum changes based on the programs' curricular assessment plans. However, "curriculum" is the preview of the program faculty. Considerations for curriculum changes are discussed in the curriculum committee informed by Clemson University guidelines for undergraduate programs (for BLA), Clemson University Graduate School (for MLA), and LAAB accreditation standards.

All curriculum or course add, drop, or change proposals are submitted through *Curriculog*, a curriculum design workflow system and companion software to *Acalog*, an online catalog software used by Clemson University. This system requires and provides ample time for the review and consultation of the following levels: Program, School, College, and University. A college-level committee, which includes a faculty representative from the School of Architecture, reviews and makes decisions on moving curriculum decisions to the appropriate university curriculum committee for undergraduate and graduate studies. Once thoroughly vetted, the appropriate Clemson University curriculum committee makes final decisions.

The director of Landscape Architecture oversees a discrete landscape architecture budget (Addendum B) and meets weekly with the Director of SoA. Agendas for weekly meetings are created by the Director of Landscape Architecture which focus on all program matters, including personnel performance and budget allocations. Consultations with the SoA financial analyst occur when deemed necessary. In fall of 2022, Clemson University introduced *Concur*; a web platform for managing travel, expense, and invoices. The new system resulted in budget allocations and requests routing to the Director of the School of Architecture instead of the Director of Landscape Architecture. Subsequently, a request has been submitted to make a change in the software programming to route budget allocations and approvals to the Director of Landscape Architecture to streamline the budget oversight process.

It is important to note that Landscape Architecture enjoys collegial relationships with the other programs in the SoA and the support of the director of SoA. Landscape Architecture faculty engages in the program's shared governance, and decision-making processes involve LA faculty input. Faculty meetings are held once per month, and faculty members participate and are fully engaged in all decisions from curriculum to faculty hires and some budgetary allocations.

Through interaction with faculty, long-range planning process, curriculum assessment, and discussions at annual retreats, the director of Landscape Architecture can make the case for new resources to the Director of SoA. For example, in this strategic hiring cycle (2024), the director of Landscape Architecture submitted a memo requesting two additional faculty lines (and one staff line). The request was included in the SoA strategic hiring request and submitted to the provost office for a decision (see duties of Director of Landscape Architecture in the SoA ByLaws Appendix 2.1).

B. Institutional Support.

1. Describe the availability of funding to assist faculty and other instructional personnel with continued professional development, including, for example, support in developing funded grants and attendance at conferences and the sufficiency of funding to maintain computers and appropriate software, other types of equipment, and technical support.

Clemson University Landscape Architecture has strong support for faculty and other instructional personnel's professional development. This support is available from program, school, college, and university levels as follows:

CULA

CULA assists faculty members and other instructional personnel with continued professional development, including (1) travel and registration to conferences, (3) travel for professional development

opportunities, and (3) supplies, tools, and 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) and other equipment.

The program provides all faculty and staff with computers and software support for their work. The program replaces both faculty and staff computers on a four-year cycle using money from our program's general operating budget.

SoA

School of Architecture currently allocates \$27,000 (\$17,000 from endowment and \$10,000 from Clemson Architectural Foundation CAF) to support guest lecturers and speakers, including honoraria and travel expenses. The Lecture Series invites architects, landscape architects, urban designers and other professionals represented in the school programs. Past invited guest speakers include Randy Hester, Kona Gray, and Diane Allen Jones, among others. Additionally, the School of Architecture also provides resources beyond the Landscape Architecture budget to support special initiatives and faculty activities throughout the school year, including student and faculty travel and faculty research seed funding.

CAF

Clemson Architectural Foundation (CAF) raises and provides funds every year to support faculty and other instructional faculty professional development activities. CAF call for grant proposals are advertised twice a year in the fall and spring and are based on a competitive review process. CAF funding supports faculty research, travel, design, and professional development initiatives totaling an average of \$50,000.

CAAC

CAAC's Office of the Associate Dean for Research and Graduate Studies annually provides a Faculty Research Development Program (FRDP). The program provides Faculty Research Grants in the amount of \$5000 for individual faculty and Collaborative Research Grants in the amount of \$20,000 for collaborative research proposals. These grants support 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 and mid-career faculty members. Another source of college funding, also awarded through a competitive application process, has been made available from the Pennell Center.

The college office of the Associate Dean for Research and Graduate Studies provides guidance for (1) finding external funding sources, (2) technical support for grant proposal writing and development, and (3) serving as liaison to the university's Office of Sponsored Research who administers awards and contracts.

The college office of sponsored programs and the grants coordinators offer comprehensive external grants budget-development support for pre-awards and cross-checks submissions against sponsor formats and content requirements.

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 University.

The landscape architecture faculty enjoys strong IT support through the College IT and computer services structure which provides a helpdesk, centralized assistance, and timely responses to IT needs.

University

Clemson University has numerous funding sources and opportunities which are typically announced by the Division of Research and the office of the Senior Vice President for Research, Scholarship and Creative Endeavors.

At the University level, Clemson Computing and Information Technology (CCIT) provides 24/7 helpdesk and assistance with computer and digital classroom needs. CCIT supports operational services, including Enterprise Systems and Applications, Customer Services, Infrastructure Services and Operations, and Research Computing & Data.

Clemson Center for Geospatial Technologies provides guidance and support to enable researchers to master geospatial technologies, including software installation, data research, project management and web mapping. The center offers free training in GIS data creation and management, geospatial applications, and drone technologies.

2. Discuss the adequacy of funding for student support, such as scholarships and work-study jobs.

The Landscape Architecture program provides a significant amount of funding in support of students' travel, including travel to the ALSA conference, SCASLA conference, field trips, studio project site visits, and other student travel. For example, last year, the program supported the air travel, registration, and hotel fees for 33 students at the national ASLA conference. The program equally supported about 20 students' travel and attendance at the SCASLA conference in Hilton Head, SC. Additionally, every cohort is supported to travel on at least one field trip per semester. The program partners with the SoA to support joint makerspace laboratories and computer labs, including laser cutters, light tables, mobile TV monitors, and other technical equipment. Lab fees, which total \$200.00 per student for each studio, are split so the program gets half, and the university keeps the other half. The program uses its share of the lab fee to help pay for classroom supplies, hotels and transportation to studio project sites located around the region. The other half comes back indirectly to programs when the university calls for proposals for upgrading and improving digital laboratories. SoA provides Travel Grants to all students studying off-campus in amounts that range between \$1000 and \$5500 based on financial need as per FASFA. If students don't qualify for financial need, they still receive a minimum of \$1000. Lastly, the undergraduate Design Major fee, \$750 per student per semester, helps pay for adjunct instructors if a need arises and provides for other program enrichment activities. Design Major fees are also being currently used to provide hourly wages for our new *design coaches program* by which the landscape architecture program hires its advanced students to support instruction in some studios and courses.

BLA support

Most scholarships for BLA students are dispersed through Clemson University Financial Aid. Please visit the Clemson Financial Aid <https://www.clemson.edu/financial-aid/index.html> for more information. Additionally, the BLA program provides two travel grants (Mickel and Marvin Awards) for students studying off-campus. The program also provides a scholarship to one or two sophomores from the Columbia area every other year.

MLA support

Graduate student funding has changed since the last LAAB visit. In 2019 the University changed its funding model which affected protocol for Research and Assistantship Funding and implemented the new model in 2020. Since the inception of the MLA program, the graduate school has funded annually 10-12 graduate assistantships, thus allowing the MLA program to compete for strong applicants. The shift in funding model in 2020 means that the university allocates a standard budget that covers only the majority of faculty and staff payroll expenses. The program then receives approx. 68% of graduate tuition revenues which, combined with the undergraduate design fee revenue, must be used to cover all remaining

program operating expenditures. Consequently, the Graduate School no longer provides graduate assistantship funding, and the academic unit is responsible for financing graduate assistantship and fellowships funding through grants, returned tuition, development, or other avenues. Funds to support graduate assistantships comes out of the program's operating budget. Based on enrollment over the past 4 years the landscape architecture budget did not provide the ability to offer graduate assistantships as we have in the past. However, the program offers fellowships for out of state students in the amount of \$1,000. This classifies out of state students as in-state, thus allowing them to pay the reduced in-state tuition rate. For in state students, it reduces their program cost by \$1000. Fellowship funds come from annual giving.

The lack of graduate assistantships has made it difficult for the program to recruit robust MLA classes since the previous accreditation cycle. To mitigate this challenge, the program director has significantly increased recruitment efforts and strategies and is exploring possibilities of securing a few graduate assistantships to support of MLA recruitment. These efforts have yielded an incoming class two-times larger than past MLA cohorts. The increased enrollment, if continued, is expected to provide surplus tuition dollars that can support graduate assistantships.

Additionally, the program offers employment opportunities for graduate students within the LA program and SoA. Hourly wages-based employment opportunities include working as a design coach to support studio and class instructors or working in one of the makerspace laboratories to assist students with their design projects as well as lab management. The change in financial model and lack of landscape architecture endowment is a challenge to attracting highly competitive graduate students.

3. Discuss the availability and adequacy of support personnel to accomplish the professional program's mission and goals.

Landscape Architecture has one full-time support personnel who serves as our Administrative Assistant and Student Services Program Coordinator: Michelle Marchesse. She works extensively with both faculty and student affairs. Additionally, the program is supported by several of the SoA personnel, including:

- Esther Kaufman, Accounting manager and financial analyst
- Bill Bates, Communications Coordinator

C. Faculty Participation.

1. Describe the ways in which the faculty makes recommendations on the allocation of resources, carries out the responsibility of developing, implementing, evaluating, and modifying the professional program's curriculum, and contributes to its operating practices.

Allocation of resources

The Landscape Architecture operating budget comes from several sources allocated for specific spending. For example, state-allocated funds primarily cover faculty and staff's salaries, graduate tuition revenue supports program operations and travel, undergraduate design major fee supports hiring of external instructional individuals and other enrichment activities, lab fees primarily support students' travel and other enrichment activities and initiatives, and the Charles Fraser endowment supports faculty expenses when presenting at conferences.

In the fall, at the start of the academic year, Landscape Architecture faculty participate in allocations of funds by submitting requests to the Program Director for field trips, conferences, and other professional development needs. The Program Director then allocates funds and supports requests based on the goals and objectives of the Program's long-range strategic plan in an equitable manner. Special attention is given to the requests and needs of new and tenure-track faculty. The program's long-range planning

process allows us to make strategic requests for new resources, and faculty are fully engaged in this process through annual retreats and monthly faculty meetings.

Curriculum

As mentioned above in A.3, the “curriculum” is the preview of the program faculty. The Landscape Architecture program has a curriculum committee that consists of a sub-faculty group and includes the director of the undergraduate program and the director of the graduate program. Considerations for curriculum changes are discussed in the curriculum committee informed by Clemson University guidelines for undergraduate programs (for BLA), the Graduate School (for MLA), and LAAB accreditation standards. While the Director of Landscape Architecture makes recommendations and proposes directions, curriculum matters are typically discussed by all Landscape Architecture faculty to arrive at a consensus on any curriculum changes.

Operating practices

The Landscape Architecture program meets once a month during the academic year. Since the program has eight full-time faculty members, the ongoing process of decision-making involves all faculty members, and faculty have great input on all program matters. Our faculty meetings are collegial and democratic, and we pride ourselves on shared governance and open communications. Additionally, the program engages in end of fall and spring semester retreats. School retreats at the beginning of each academic semester are dedicated to sharing school-wide issues, reports, and news, as well as individual program updates.

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

Faculty participate, develop, and determine SoA policy for promotion and tenure within institutional guidelines. For example, the reorganization of the College of Architecture, Arts and Humanities (CAAH) in 2017, which resulted in the Department of Landscape Architecture becoming a program in the School of Architecture (SoA), necessitated the revision of the School’s Bylaws and Tenure, Promotion and Reappointment (TPR) guidelines to be inclusive of Landscape Architecture. A task force of SoA faculty, with representation from all school programs, conducted a comprehensive revision of the TPR guidelines. The task force was led by a landscape architecture faculty member. In the Fall of 2019, the faculty as a whole reviewed and voted to adopt the new TPR guidelines, which detail overarching principles applicable to all faculty in the SoA, and discipline-specific criteria for promotion and tenure procedures for consideration of all candidates as necessary.

In addition, the director of SoA engages the faculty in decisions about the content, criteria, and format for faculty annual reports and evaluations. Our most recent revisions to the Guidelines for Annual Faculty Performance Rating were conducted at the same time as the revisions of the SoA TPR guidelines and reviewed and voted on by the faculty as a whole in the fall of 2019. Those documents serve as the current guidelines for tenure, promotion, reappointment, and annual evaluation guidelines and are posted on the SoA website. If the need arises for changes, the process is in place to make any modifications or updates (See Appendix I.1).

3. Describe the ways in which the faculty participates, in accordance with institution guidelines, in developing and applying criteria and procedures for the appointment and assessment of professional 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

SoA Director. 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.

4. Explain how the professional program or institution communicates with and provides mentoring services to faculty regarding policies, expectations and procedures for annual evaluations, tenure, and promotion to all ranks.

All new Clemson University faculty members participate in a day-long New Faculty Orientation session at the beginning of every fall semester, which includes information on evaluation and promotion policies and procedures. The SoA Director communicates policies, expectations, and procedures for annual evaluations, and for tenure and promotion to all ranks. The Director of Landscape Architecture and the chair of the Tenure, Promotion and Reappointment Committee (TPR) communicate information on annual TPR guidelines, timelines, and processes. The Landscape Architecture Program Director serves as a mentor to junior tenure track faculty and meets twice a semester and as needed to discuss tenure and promotion progress and strategies.

All tenure-track faculty members meet with the School of Architecture Director and CAAC Associate Dean for Research and Academic Affairs at the beginning of each academic year to review annual research goals and engagements. Additionally, the SoA created an Employee Resource Toolkit as an internal onboarding resource for new faculty and staff in the School of Architecture. The platform helps inform new faculty and staff about the different resources and repositories available within Clemson University and the School of Architecture.

Former CAAH instituted a mentorship 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. This program will be continued with the new incoming CAAC dean. Complementing this program, the Faculty Senate's Mentoring Committee is responsible for cultivating a culture of mentorship in the colleges and across the university. The committee comprises college representatives who network faculty mentoring activities in the respective colleges.

Additionally, the Office of the Vice Provost for Academic Affairs offers regular workshops for both tenure-track and non-tenure-track faculty members on the promotion and tenure process and expectations.

D. Faculty Numbers.

1. List the typical student/faculty ratios in studios.

The typical student/faculty ratio in studios has ranged from 4 students/1 faculty for the MLA program and 12 to 18 students/1 faculty for BLA studios. In the last five years, with the growth of the BLA program and increased numbers of change of majors students, we created multiple studio sections to ensure that the student/faculty ratio remains under 15:1.

2. Discuss the sufficiency of faculty FTE to carry out the mission and goals of the professional program(s) (such as duties in teaching, research, service, program administration, academic advising, and creative professional development).

The CULA program currently has eight FTE instructional faculty who teach in the BLA and MLA programs, and who carry out the mission and goals of the two professional programs. Tenured, tenure-track and full-time lecturers carry the weight of the service necessary for efficient operations. The program strives to keep service for new tenure-track faculty at a minimum so that they can focus on preparing courses and building their research agendas and research productivity. However, it is difficult at times to achieve this due to the low number of faculty and the healthy growth of the BLA and MLA programs. Currently, the number of faculty FTE is insufficient to carry out the professional program vision, mission, and strategic priorities (please see response to Recommendation affecting Accreditation in Introduction and Standard 5 C.2). Currently, the program has a pending request for two additional tenure-track faculty lines with the provost office.

Throughout our faculty changes, we consistently ensure that curricular and expertise areas are covered, and that faculty turnover does not undermine the mission and goals of the professional program.

We use each faculty search as an opportunity to review our mission and strategic goals, hire in areas that help strengthen our program and educational goals, and achieve our strategic priorities.

Standard 3b: Professional Curriculum

A. Curricular Expression of the Mission, Goals, and Core Values.

1. Describe how the curriculum reflects the professional program's mission and goals, and the Core Values.

Our Landscape Architecture program's mission and educational goals are presented in Standard 1.A and 1.B. Our mission is to cultivate thinkers, designers, professional landscape architects and transformational leaders who make responsible, stewardship-based contributions locally and globally through collaborative and student-centered, experiential, and studio-based learning. As educators, we instill in our students a deep respect for the land with a focus on proactive, sustainable, socially inclusive, resilient communities and regenerative design solutions. As scholars, through basic, creative, and applied research, we are committed to advancing equitable, culturally, and ecologically sensitive, healthy communities and human-centered and environmentally ethical works.

Our educational goals (Standard 1.B) focus on providing all students in the professional BLA program with the core skills, knowledge and competencies in landscape architecture that prepare them to enter the profession and become transformational leaders. Students complete 124 credit hours of core courses and general education requirements including 42 credit hours of studio.

Toward those goals, the program provides our BLA students with professional core courses. The professional core courses are described under *Design Skills, Communication and Representation, Construction, Materials & Practice, Plant and Ecology, and History & Theory*.

Professional core courses:

- *Design Skills* include the required design studio sequence LARC 1510, 1520, 2510, 2550, 3510, 3550, 4540 & 4550. Basic Design I and II constitute our beginning design sequence, introducing students to design fundamentals, the iterative, creative design process, and the concept of landscape as a dynamic and temporal site. In Community Design, Regional Design, and Urban Design studios, students tackle more complex studio problems, engage with communities and service-learning projects, address larger-scale and contemporary issues, and increase technical competencies. Students can take a fluid studio in their third year that focuses on landscape architecture and architecture. In the Landscape Architecture Exit Project, students demonstrate creative and independent thinking through an individually selected topic for design.
- *Communication and Representation* include two main courses LARC 1280 & 1580: Technical Graphics and Digital Design cover concepts, skills and competencies in graphic communication and visualization such as hand-drawing, rendering, drafting skills, and digital tools like AutoCAD, Adobe Creative Suite, Sketchup etc. We also offer an advanced elective focusing on GIS, modeling, and geospatial technologies. Additional electives include Freehand Drawing: Tools, Techniques and Methods, and Charrette Graphics and High-speed Hand Drawing. Students are also required to take a public speaking and communication course as part of the University's general education requirements.
- *Construction, Materials & Practice* address professional competency and include Implementation I LARC 2620 focuses on landform, hydrology, grading and drainage and the role of articulating functional, aesthetic, and ecological goals in the designed landscapes. Implementation II LARC 3620 addresses materials characteristics, assemblies, and fabrication implementation, and Implementation III, LARC 4620, synthesizes this knowledge into comprehensive design, detailing,

assembly, and construction documentation. Professional Practice, LARC 3810, focuses on policies, rules, and regulations governing the operation of landscape architects and the profession. Professional Practice also introduces and discusses the importance of professional licensure.

- *Plant and Ecology* address living systems: Plants in the Landscape LARC 2140, Planting Design LARC 2150, and an Environmental Issues in Landscape Architecture elective. The courses introduce plant materials and communities, address the use of plants to create space, and include planting design theory, growth requirements of plants, plant nomenclature, plant selection, and ecologically sustainable plant use. Environmental issues introduce emerging sustainable technologies and infrastructure, environmental design strategies, the relationship between the environment and culture, and the practical application of environmental design strategies.
- *History & Theory* addresses cultural competency and human dimensions of design and include LARC 1160, 4530, and an elective in Urban Issues in Landscape Architecture. The courses introduce the investigation of the history and theory of designed landscapes, and human shaping of the environment, focusing on ancient civilizations, the Western landscape, the North American landscape, modernism and postmodernism, and the history and theory of urban form.

For course descriptions, see Clemson University Undergraduate Course Catalogue https://catalog.clemson.edu/preview_program.php?catoid=43&poid=11843&returnto=1504

Our distinctive Fluid Campus offers a greater understanding of landscape architecture in urban settings. The Fluid Campus refers to the geographically distributed learning opportunities, the integration of these opportunities within our undergraduate curricula, and the fluidity of communication and work practices in our increasingly digital and globally interconnected world. Anchored by Lee Hall and our Clemson campus, each center offers unique courses, experiences, and study opportunities. Students are required to study off-campus during the Spring semester of their third year. Our campus locations include:

- The Clemson Architecture Center in Barcelona (CAC.B), Spain, is part of a partnership in which Clemson students share a studio with students from Texas A&M University and Roger Williams University and live in a nearby university student housing residence halls.
- The Clemson Architecture Center in Charleston (CAC.C) now resides in the historic Cigar Factory building. Here, the disciplines of Architecture, Landscape Architecture, Historic Preservation and Resilient Urban Design come together under one roof, all part of three other related architecture programs in the overarching Clemson Design Center in Charleston.
- The Clemson Architecture Center in Genoa (CAC.G) operates in the Charles E. Daniel Center (the "Villa") in Genoa, Italy. This setting provides a relatively self-contained experience where students study, work and live in the Villa.
- The Dominican Republic will be the fourth Fluid Campus for the School of Architecture (SoA), launching in the summer of 2025. Students will be housed at the Chavon Design School's Altos de Chavon Campus in La Romana. Altos de Chavon is unique in that it is a replica of a 16th-century Mediterranean village. The Dominican Republic offers a unique experience in that it is the oldest country in the Americas. It was influenced by the African Slave trade, similar to South Carolina, and includes the highest and lowest elevations of the West Indies. This study abroad experience will allow students to explore the diverse ecologies of the Dominican Republic, from the mountainous regions to the fertile valleys and extensive coastline, learn about the social history from the Arawak Indians to the present day, and assist the local community through a design project. The Dominican Republic is vulnerable to climate-related challenges such as flooding, mudslides, salinization, rising sea levels, and coastal erosion. Students will work with Dominican communities to address some of these issues.

The structure of the professional courses demonstrates our effort to cultivate thinkers, designers, professionals, and leaders who will make responsible, stewardship-based decisions and contributions locally and globally.

B. Learning Outcomes.

1. Describe how the curriculum integrates the professional knowledge, skills, and competencies in a clearly defined sequence.

The Learning Outcomes Curriculum Map (Addendum Db) shows the courses in which each LAAB Student Learning Outcome is addressed and the level of Introduction, Skill Development, or Competency they are achieved. As shown in the BLA Curriculum Map and Student Learning Outcome, achievement levels advance through the course of the curriculum in sequences that gradually increase in complexity.

2. Describe how the curriculum identifies and engages in contemporary issues in alignment with the Core Values.

Contemporary issues in the professional core courses of the BLA are addressed in a wide range of courses—especially in design studios, lectures, seminars, and electives—with an emphasis on content that aligns with the program mission and its focus on Land ethics, sustainable practices, resilient communities, evolving technologies, global citizenship, and health and wellbeing. Recent examples include advanced studios that focus on the following:

- A. design of an ecologically sensitive master plan for the Baruch Institute that facilitates the rich human community of students and faculty while preserving the existing natural conditions and restoring environmental health and resilience (Spring 2024).
- B. development of design solutions for a Medicaid assisted living facility in Seneca that improves quality of life and addresses individual and community health and well-being (Spring 2024).
- C. creation of resilient communities and ecological health and well-being impacted by the environmental, social, and cultural ramifications of the Aswan High Dam and Nubian Diaspora in the South of Egypt (Spring 2024).
- D. effects of climate change and coastal community resiliency in Tarpum Bay settlement in Eleuthera, the Bahamas (Fall 2023).
- E. the design of a Black Heritage Trail to encourage a deeper understanding of the region's cultural heritage and address diversity, equity, and inclusion (Fall 2023).
- F. application of sciences to the design of natural landscapes through the development of the Historic Wind River Arboretum masterplan in the Pacific Northwest (Fall 2023).

Additionally, the BLA students individually choose the topic of their Exit Project, which synthesizes and builds upon skills developed throughout the landscape architecture program and results in a substantive research-based project. Some recent Exit Project titles include:

- “Sweetwater: A Symbiotic Community” (2023)
- “Nature Revival: Greenville, SC” (2023)
- “Vitality Park: A gateway to well-being in the landscape” (2023)
- “Lake Hartwell Naturalization” (2023)
- “Papertown Park: The Future of a Paper Mill in Canton, NC” (2023)
- “Harrison Park: Fostering the Relationship Between Humans and Nature by Weaving Play and Ecology” (2023)
- “Roofdecks Reimagined” (2023)
- “Esso Levee Park” (2023)

3. Describe how student work and other accomplishments demonstrate that they are achieving the professional skills and competencies identified in this Standard.

Our students demonstrate the achievement of professional skills and competencies through the work they produce in every course based on its rubrics and goals of student learning outcomes. Students also demonstrate their skills and competencies through presentations of their final designs attended by internal and external reviewers, including professionals, alumni, and program faculty.

Achievement of professional skills and competencies is evident by our students' winning awards. This year (2024), BLA students won 5 regional South Carolina ASLA awards: one Student Honor Award, one Award of Honor, two Merit Awards and one SCASLA award. A BLA student won a SC ASLA Student Award of Honor for her project titled "The Island Mangrove." For a full list of our students' awards from 2019 to 2024, please visit <https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/la-awards.html>.

Another measure of our students' achievement of professional skills and competencies is our students' job placement in a wide range of firms across the country. Examples from the most recent years include:

- Beau Welling Design, Greenville, SC
- Bolton & Menk, Charlotte, NC & Greenville, SC
- Crowley Cottrell Landscape Architecture, Boston, MA
- Kimley-Horn, Greenville, SC; Raleigh, NC; Tallahassee, FL
- LandDesign, Charlotte, NC
- Sasaki, Boston, MA
- SeamonWhiteside, Greenville, SC
- Studio Outside, Dallas, TX

4. Describe how the curriculum enables students to pursue academic interests consistent with institutional requirements, enter the profession, and be prepared to pursue licensure.

The BLA curriculum and other program enrichment opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession. Students are encouraged to take 9 credit hours of electives in the Landscape Architecture program and outside of the professional program that are specifically relevant to the BLA degree, their own areas of interest, and their final Exit Project. When interested, students can dedicate their elective hours to a minor, such as architecture, sustainability, horticulture, community development and city planning, or business administration. In addition, students are encouraged to tailor the University's general education requirements to their individual interests. They can apply to the Honors College, which allows them to take specialized courses and participate in undergraduate research. Lastly, students are encouraged to get summer internships and can receive credit through our internship course (LARC 4930 Professional Office Internship).

The BLA professional curriculum courses cover areas of knowledge in the four sections of the Landscape Architecture Registration Exam (LARE). Students graduate with professional skills, knowledge and competencies needed for the license exam. The following four sections of the exam are covered in the following courses:

- Inventory + Analysis
 - a. Design Studios

- b. Professional Practice
 - c. Implementation I, II & III
 - d. Internship Program
- Planning + Design
 - a. Design Studios
 - b. Planting Design
- Construction Documentation + Administration
 - a. Implementation I, II & III
 - b. Professional Practice
 - c. Planting Design
 - d. Internship Program
- Grading, drainage + Stormwater Management
 - a. Implementation I, II & III
 - b. Design Studios
 - c. Internship Program

C. General Studies.

1. Describe how the education of students in the professional program is enriched by other disciplines.

Our students' professional education enrichment by other disciplines includes the following:

- Landscape Architecture is housed in the School of Architecture, which includes Architecture, Historic Preservation, Resilient Urban Design, and most recently (May 2024) City and Regional Planning. Synergies and collaboration between those programs' faculty and students naturally occur in curricular and non-curricular activities.
- As stated above in B.4, our students must take 9 elective credit hours that they typically gear towards enriching areas of interest and supporting their Exit Projects. When interested, students can dedicate their elective hours to a minor. Popular minors for our students include architecture, sustainability, horticulture, community development and city planning, and business administration. Architecture electives, such as ARCH 4990 (Sec 005) Charrette Graphics & High-Speed Hand Drawing and ARCH 4990 (Sec 004) Freehand Drawing: Tools, Techniques and Methods, are also open to landscape architecture students.
- Students can apply to the Honors College, which allows them to take specialized courses and participate in undergraduate research.
- Many BLA students attend semester-long workshops covering GIS fundamentals and drone technologies at Clemson University Center for Geospatial Technologies. Students who complete the course receive a GIS Fundamentals certificate of attendance.
- Interested BLA students can take asynchronous courses by PRTM that offer drone pilot training and an FAA drone pilot license.
- Our LARC 4550 World Design Studio is an advanced Urban Design Studio taught in collaboration with the Department of Architecture at Ain Shams University in Cairo, Egypt and the Department of Landscape Architecture at Huazhong Agricultural University in China.
- Our BLA students must study abroad and spend a semester in Genoa, Italy, Barcelona, Spain or Charleston, SC, where they work closely with Architecture faculty and students.
- The landscape architecture minor courses are open to non-majors and often welcome students from various disciplines.
- All BLA program students must complete 31 hours of general education requirements in arts and humanities, mathematics, natural sciences, social sciences, and written and oral communication.

D. Delivery of and Augmentation to Curricular Experience.

1. Describe the service-learning projects in which students participate and the interdisciplinary curricular experiences that students have outside of the professional program.

Service learning is a strong tradition in studio learning at Clemson University. Many of our advanced studios work with communities and stakeholders. Some of the recent activities outside the professional program include:

- Clemson University facilities have frequently engaged our program students in campus design projects, including developing an ecologically sensitive landscape and an outdoor classroom outside Lee III. Other recent projects involved creating a planting plan, implementing the design for bioretention cells at a new commuter site on the Clemson campus, and creating a low-impact development conceptual design and planting plan for the Clemson ARTS facility. These have led to other activities and discussions about public space, engaging the students with Clemson University administration.
 - Multiple studios have engaged in the Clemson “Call My Name” project dedicated to telling the stories of Black men, women, and children in Clemson University’s history. In the spring of 2023, Professor Browning and Abdouni’s studio designed a memorial park for the Clemson Area African American Museum. In the fall of 2023, Professor Slyce’s studio designed a landscape narrative for the Clemson Black Heritage Trail.
 - In LARC 3510: Regional Design and Planning Studio, students engage in large-scale projects such as the Black River Water Trail and Park Network and the Washington County Greenway. The studio collaborated with the National Park Service’s Rivers, Trails, and Conservation Assistance Program (NPS-RTCA) for the Black River Water Trail and Park Network. Students designed a 70-mile blueway along South Carolina’s scenic Black River to enhance recreational and eco-tourism opportunities for communities in Williamsburg and Georgetown counties. Their comprehensive regional master plan for the Black River corridor included considerations for infrastructure and prioritized land acquisitions. The plan also provided diverse experiences for visitors, including scenic overlooks, swimming holes, half-day kayak trips, and multi-day river excursions. Students developed a greenbelt system for the Washington County Greenway to link popular destinations in Jonesborough, Johnson City, and Washington County, Tennessee.
 - The World Design Studio (WDS) is a collaboration between the Landscape Architecture Program at Clemson University, the Department of Architecture, the Faculty of Engineering at Ain Shams University (ASU) in Egypt, and the Department of Landscape Architecture at Huazhong Agricultural University (HAU) in China. The studio engages undergraduate and graduate students to address globally important architectural and environmental issues that enrich design education through cross-cultural, interdisciplinary collaboration. Project-based coursework broadly focuses on contemporary urban design, community engagement, economic development, innovation, sustainability, resiliency, advanced manufacturing and materials, energy, and transportation.
2. Describe how the professional program identifies the objectives of service-learning projects and interdisciplinary curricular experiences outside of the professional program and how student participation is documented.

Individual faculty members typically identify service-learning project objectives through their developed research interests and networks as they align with the landscape architecture program mission and emphasis on contemporary issues. Additional project opportunities frequently come to the program through other Clemson University departments, centers, partners, and the School of Architecture.

Our students' service-learning work is documented in multiple ways: through features on our website <https://www.clemson.edu/caac/academics/architecture/programs/student-work/index.html>, news releases, for example, LARC 2510 project in Tarpum Bay, Eleuthera, the Bahamas, [Landscape architecture students tackle environmental and ecological threats in The Bahamas](https://news.clemson.edu/landscape-architecture-students-design-sustainable-master-plan-for-storm-battered-island-in-the-bahamas/) & <https://news.clemson.edu/landscape-architecture-students-design-sustainable-master-plan-for-storm-battered-island-in-the-bahamas/>. Additionally, the School of Architecture produces a [Final Review Booklet](#) at the end of each semester with a synopsis of all studio projects, inclusive of Landscape Architecture studios. School of Architecture Alumni Newsletter <https://clemson.box.com/s/56jamk43se4qj3s4pt9e818uxhhuiebi> includes stories and events featuring faculty and student work, particularly service-learning ones with communities. [Landscape Architecture](#) social media (Instagram) is another way we document and feature our students' work and their service-learning engagements.

3. Describe the opportunities that the professional program provides for students to augment their formal educational experience —through events such as LABash, ASLA Conference on Landscape Architecture, state and local ASLA chapter events, LAF Symposium and research and activities, and the activities of other professional societies or special-interest groups—and also how student participation in these opportunities is documented.

The Landscape Architecture program greatly supports student participation in professional conferences and other research activities. Our support of those experiences includes:

- Our program provides significant funding to support students' attendance at national and regional conferences. For example, in the academic year 2023-2024, the program funded 33 students to attend the national ASLA conference, 12 students to attend LABash, and 10 students to attend the South Carolina ASLA conference.
- The CUASLA faculty advisor and student president attend the South Carolina ASLA executive committee meetings, encouraging collaboration and support.
- The program pays the students' registration fees to submit for national and regional awards including ASLA and CELA.
- Our program has a very active student CUASLA organization that plans an array of activities, from Park(ing) Day to Parents Weekend to annual student awards celebrations. The landscape architecture program provides some funding to CUASLA. They also raise funds, apply to CAF for grants, and seek funds from the Clemson University student government to support travel, projects, and other extra-curricular activities.
- The Clemson Architectural Foundation (CAF) supports the CUASLA chapter in events and travel. The CAF has provided CUASLA with financial support to send students to the LABash conference.
- Student engagement with the Landscape Architecture Foundation includes the opportunities afforded to our LAF award winners and Olmsted Scholars.
- The program supports students' participation in activities with other student organizations, such as the cNOMAS Clemson chapter of the National Organization for Minority Architecture Students (Architecture + Landscape Architecture) and Sigma Lambda Tau Landscape Architecture Honor Society.

See above D.2 for how student participation in these opportunities is documented.

4. Discuss the ways in which the professional program provides students with opportunities to share their experiences in service-learning projects, interdisciplinary curricular experiences, landscape architecture and other professional organization's conferences, symposia, research, and other activities.

Our School of Architecture Communications office effectively spreads the word about students' service-learning projects, community engagements, interdisciplinary curricular experience, student awards, and experiential learning activities that lead to dissemination in numerous venues: on the Landscape Architecture program website, the School of Architecture website and the College of Architecture, Art and Construction website, the alumni newsletter, on Clemson University website, ClemsonNews, the Echo; the newsletter of Clemson Alumni, in Clemson World, Clemson University magazine, and other partner news and media outlets. The SoA Communications office also shares this information on our Program, School and College social media platforms, including Instagram and Facebook, and through press releases.

E. Areas of Interest (Bachelor's Level).

1. Discuss the ways in which the professional program provides opportunities for students to pursue independent projects, focused electives, optional studios, certificates, and/or minors beyond the core curriculum.

Our BLA students are given the opportunity to explore their individual interests through:

- Independent selection of the 31 credits of general education courses
- Independent selection of 9 credit hours of electives
- A broad selection of minors, as noted above, with the option to take summer minors in architecture and historic preservation.
- Creative Inquiry + Undergraduate Research (CI-UR) allows students to engage in team-based multi-semester research projects mentored by a Clemson University faculty members.
- Fluid Studio may be elected by students in the fall of their third year. Design problems vary every semester according to current issues and include landscape architecture and architecture students.
- Directed Studies and Projects in Landscape Architecture (LARC 4900) enable faculty to work with students on special topics or research not covered in other courses.
- The option to select from our study abroad experiences in Genoa, Italy; Barcelona, Spain; or Charleston, SC.

F. Research and Innovation (Master's Level).

1. Describe the requirements that the professional program uses to elicit creative and independent thinking, significant research and/or innovation components in theses or terminal projects.

G. Syllabi.

1. Describe how syllabi include course learning objectives, course content, and the criteria and the methods used to evaluate student performance.

Clemson University requires a syllabus to be prepared for every undergraduate and graduate class and made available to students <https://www.clemson.edu/otei/teaching-at-clemson.html>

Syllabi should state:

- Course information
- Course description and expectations
- Learning objectives/outcomes
- Required course materials
- Examination and grading policy
- Attendance policy

Additional Standard Academic Policies are also required to be included in all syllabi:

- Academic integrity statement

- Accessibility statement regarding the need for accommodations
 - Clemson University Title IX statement regarding non-discrimination
 - Emergency Preparedness
2. Explain how syllabi identify the various levels of accomplishment that students need to achieve to successfully complete the course and advance in the curriculum.

Syllabi enable students to clearly see what is required to achieve a grade, and they set out the criteria by which grades are allocated. The syllabi include four main sections that help students understand what the course aims to deliver and what the students need to achieve to complete the course and advance in the curriculum successfully. The primary four sections are 1) student learning outcomes, 2) general course expectations, 3) performance-based assessment criteria, and 4) a list of evaluation requirements and grade points or percentages.

- Performance-based assessment criteria follow the Clemson University Grading System described in the most recent Undergraduate Catalog.
For undergraduate-level courses, the grades are as follows: A, B, C, D, and F.
- Evaluation requirements and grade points or percentages identify the breakdown of the major learning activities in the course and their associated point or percentage values.

Individual assignments provide their own problem statements, which explain the point or percentage value of the assignment, the evaluation objective for student performance on the assignment, and the criteria for evaluation.

3. Verify that syllabi include a list of required and optional materials and equipment, provide an estimated cost and identify available shared resources or alternative access to them.

As stated above in G.1, course syllabi articulate required course materials. As appropriate, faculty members would provide information on estimated costs, available shared resources and alternative access to materials. Additionally, the Landscape Architecture program provides students with:

- A website and technology flyer with recommendations for laptop alternatives and their prices. <https://www.clemsontigertechshop.com/products/Landscape-Architecture-c168277306>
The information is provided by Clemson Computing and Information Technology (CCIT) and is updated every year based on our program preferences. This resource is provided to all incoming students. See Appendix 3.1
 - Materials and supplies lists are typically sent out to incoming students in the summer to give them ample time to acquire needed supplies. See Appendix 3.2
 - Materials and supplies that are leftover at the end of academic semesters are kept in a surplus materials room in Lee Hall and made available for students' use.
 - School of Architecture Makerspace laboratories created an online Marketplace. This resource makes it convenient for the students to purchase last-minute supplies online at a wholesale price and pick them up in Lee Hall.
 - Additionally, the School of Architecture also provides a swap shop space for materials and supplies as needed.
4. Verify that syllabi are complete, consistent, and readily accessible to all students throughout the period of course offering and delivery.

Syllabus requirements are sent out by Clemson University offices of graduate and undergraduate studies at the beginning of each semester. All faculty follow the syllabus requirements and include required

academic policies. Faculty post their syllabi at the beginning of the academic semester on Canvas, an online course management system. Faculty are also required to upload their syllabi in Clemson University Syllabi Repository <https://syllabus.app.clemson.edu/repository/>

H. Curriculum Evaluation and Development.

1. Describe how the evaluation procedures identify the professional program's evaluation methods and metrics, curriculum development, and the parties responsible for review.

Clemson's entire LA program faculty regularly evaluates its educational goals and curriculum through various mechanisms and activities. The program has been evaluating the curriculum through a combination of activities, including final design reviews, invited external guests, alumni and professionals, end of the semester Walk-Throughs, curriculum committee and faculty meetings discussion. In 2023-2024, the LA faculty adopted a new evaluation method based on the BLA Learning Outcomes curriculum map (Addendum Db) and BLA curriculum assessment plan (Addendum Fb). The new BLA curriculum assessment plan is data-driven, using quantitative and qualitative approaches to provide a robust insight into the program curriculum (Addendum Fb).

Quantitative data is harnessed via surveys administered during the final design review and final exams week and filled by all faculty and external reviewers, numeric data of student awards and student job placement. Qualitative data is collected via the open-ended comment section of surveys administered during final design review week, student exit interviews, and formal and informal meetings and discussions with professionals, the South Carolina ASLA executive committee and the program alumni. The new assessment procedure analyzes the data using metrics and benchmarks agreed upon by the entire program faculty. Faculty believe that this provides an in-depth insight into the curriculum, grounds our decision-making regarding curriculum modifications, enables us to track changes, and helps us identify the efficacy of those changes.

The following are the different activities and tools our Landscape Architecture program employs for BLA curricular assessment:

- 1- Student Learning Outcome Assessment
- 2- Student Exit Interviews
- 3- Awards and recognition
- 4- Post-graduation job placement rates

2. Describe how the evaluation examines, documents, and tracks the professional program's progress in advancing its mission and goals (including instruction, scholarship, and service), aligns with the Core Values, and promotes student competency.

To conduct a robust assessment of the BLA curriculum and to ensure that the delivered curriculum progresses the program mission, vision, core values, goals, program faculty identified where knowledge, skills and competencies are achieved, marking I) Introduction of knowledge, D) Development of Knowledge C) Competency in Knowledge, on the curricular map (Addendum Db). All courses that have been indicated with **C** for competency in knowledge and skills have been identified for comprehensive Learning Outcome Assessment. This exercise resulted in identifying four BLA courses for comprehensive assessment.

- LARC 3810 Landscape Architecture Professional Practice
- LARC 4530 Key Issues in Landscape Architecture
- LARC 4550 Landscape Architecture Exit Project
- LARC 4620 Design Implementation III

In fall 2023 and spring 2024 faculty retreats, faculty presented reflections on courses that have been identified for learning outcome assessment. Individual faculty members shared data gleaned from their course Qualtrics survey, filled by external reviewers, including professionals, alumni, and program faculty. Individual faculty shared reflections on student work, explained the course process, interpreted the survey data results, and shared rubric metrics that achieved the desirable benchmark and ones that fell short. Faculty discussed the findings leading to consensus on curricular recommendations and action items.

At the end of the retreat, the curriculum assessment plan presented a conclusion, recommendations, and action items that are then shared with the program curriculum committee for further evaluation and implementation. It is worth noting that with our small faculty number, all faculty engaged in the retreats and the consequent curriculum recommendations.

Please see (Addenda Fb) for a detailed explanation of:

- the development of the assessment tool for each course using the course rubric that aligns with LAAB student learning outcomes,
- the design of survey tools in Qualtrics XM using quantitative and qualitative questions,
- program benchmarks
- methods of conducting the assessment tools,
- data analysis of each of the four courses assessed
- summary of faculty reflections and discussion per class
- conclusions
- assessment results and recommendations for implementation

Also, see Appendix 3.3 for further information on faculty meetings and discussion of learning outcomes and curriculum assessment.

3. Describe and or provide the evidence that indicates that the evaluation procedures are being implemented. (Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, action items that were identified, etc.)

Please see Addendum Fb for evidence that evaluation procedures have been implemented.

2023-2024 is the first year that we are using this new curriculum assessment plan. Our Fall 2023 and Spring 2024 resulted in a full academic year assessment cycle. The curriculum committee reviewed and implemented some changes and improvements based on the curriculum assessment plan recommendations. For example, the curriculum committee implemented changes affecting items 2 & 3 in the Assessment Results and Implementations to where Key Issues will focus on preparing students for their Exit Project (Please see this section in Addendum Fb), and the program director acted on item 6, requesting additional faculty lines. The other recommendations, in items 1, 4 & 5, including a name change for Professional Practice and moving the course from the fall of the third year to the fall of the fourth year, are currently under consideration by the curriculum committee for implementation.

4. Describe the process which the professional program uses to assess and document its strengths and weaknesses related to this standard, and how it identifies opportunities for improvement in accordance with its evaluation procedures.

Our program uses four activities and tools outlined in our BLA curriculum assessment plan (Addendum Db), and as stated above in H.1. Separately, each one is intended to identify areas of success and areas that need improvement. Collectively, they provide an overall picture of the program's strengths and

weaknesses. The effectiveness of our assessment strategy becomes evident when certain themes or patterns emerge across multiple assessment tools. Cross-referencing quantitative and qualitative data also supports our assessment strategy in identifying curriculum successes, weaknesses, and needs for improvement.

5. Describe how the professional program assesses and documents the effectiveness of curricular development and refinement in addressing issues identified through its evaluation process.

The process we used this year is a cyclical one: we have already started the process of implementing change and refining the process itself. As explained above in H.1, in 2023-2024, the LA faculty adopted a new evaluation method based on the BLA Learning Outcomes curriculum map (Addendum Db) and BLA curriculum assessment plan (Addendum Fb). The new BLA curriculum assessment plan is data-driven, using quantitative and qualitative approaches to provide a robust insight into the program curriculum (Addendum Fb). Based on implementing it in this academic cycle 2023-2024, the LA faculty believes that it has given us a much more data-based approach and robust results and outcomes. With consistent implementation, we expect to see curriculum strengths improving and weaknesses resolving over time.

6. Describe how students participate in evaluation of the professional program, courses, and curriculum.

Students offer course feedback each semester in EvaluationKIT, an online course evaluation system. The students provide evaluation on both quantitative and qualitative questions. The open-ended qualitative questions are where students often provide feedback and suggestions for improvements. Students participate in the evaluation of the professional program during the exit interview process by filling out an online survey and meeting in person with the director of the BLA program. Feedback during the interview is very valuable as the students reflect on their entire program experience and offer great suggestions. The BLA undergraduate director has an open-door policy and meets regularly with students. During student chapter of ASLA meetings and other informal settings, students are encouraged to offer input and suggestions for improvement. Additionally, the School of Architecture director meets regularly with representatives from all graduate and undergraduate programs. Students are encouraged to raise topics of concern and appreciation, including courses, experiences, and curriculum.

I. Academic Integrity.

1. Explain how the professional program affirms that the student who takes an examination or submits project work is the same person who enrolled in the professional program and that the examination or project results reflect the student's own knowledge and competence.

Clemson University requires an Academic Integrity statement to be included in every syllabus. Faculty are responsible for ensuring academic integrity in their courses and studios. In Landscape Architecture, our class sizes are relatively small, and faculty members can supervise each student's work progress and ensure the integrity of the academic process.

Standard 3m: Professional Curriculum

A. Curricular Expression of the Mission, Goals, and Core Values.

1. Describe how the curriculum reflects the professional program's mission and goals, and the Core Values.

Our Landscape Architecture program's mission and educational goals are presented in Standard 1.A and 1.B. Our mission is to cultivate thinkers, designers, professional landscape architects and transformational leaders who make responsible, stewardship-based contributions locally and globally through collaborative and student-centered, experiential, and studio-based learning. As educators, we instill in our students a deep respect for the land with a focus on pro-active, sustainable, socially inclusive, resilient communities and regenerative design solutions. As scholars, through basic, creative, and applied research we are committed to advancing equitable, culturally, and ecologically sensitive, healthy communities, human-centered, and environmentally ethical works.

Our educational goals (Standard 1.B) focus on providing all students in the professional MLA program with the core skills, knowledge and competencies in landscape architecture that prepare them to enter the profession and to become transformational leaders. Students seeking first professional degree complete 81 graduate credit hours of core courses.

Toward those goals, the program provides our MLA students with professional and research core courses. The professional core courses are described under *Design Skills, Communication and Representation, Construction, Materials & Practice, Plant and Ecology, and History & Theory*. The research core courses are a set of three 3-credit hour coursework.

Professional core courses:

- *Design Skills* include the required design studio sequence LARC 8010, 8020, 8230, 8520, 8430 & 8920. LA Orientation I and II constitute our beginning design sequence, introducing landscape as a dynamic and temporal site. Advanced Community and Urban Design studios engage with more complex studio problems, communities, contemporary issues, and increased technical competencies. In the Interdisciplinary Research and Design studio, students synthesize knowledge and work in multidisciplinary teams with more advanced studio problems and fieldwork methodologies. In Terminal Project, students demonstrate creative and independent thinking through the application of research design to individually selected topics.
- *Communication and Representation* include two main courses, LARC 8120 & 6280: graphic and digital representation cover concepts, skills and competencies in graphic communication and visualization, such as hand-drawing, rendering, drafting skills, and digital tools like AutoCAD, Adobe Creative Suite, Sketchup etc., and an advanced elective course that focuses on GIS, modeling, and geospatial technologies. Additional electives include Freehand Drawing: Tools, Techniques, and Methods, and Charrette Graphics and High-Speed Hand Drawing.
- *Construction, Materials & Practice* address professional competency and include a series of Implementation courses. Implementation I LARC 8610 focuses on landform, hydrology, grading and drainage and the role of articulating functional, aesthetic, and ecological goals in the designed landscapes. Implementation II LARC 8620 addresses materials characteristics, assemblies, and fabrication implementation, and an advanced elective in Implementation III synthesizes this knowledge into comprehensive design, detailing and assembling of construction documentation. Professional Practice LARC 6810 focuses on policies, rules and regulations governing the operation

of landscape architects and the profession. Professional Practice also introduces and discusses the importance of professional licensure.

- *Plant and Ecology* addresses living systems: it includes Plants in the Landscape LARC 8140, Planting Design LARC 8150, and an advanced elective in Environmental Issues in Landscape Architecture. The courses introduce plant materials and communities, address the use of plants to create space, and includes planting design theory, growth requirements of plants, plant nomenclature, plant selection, and ecologically sustainable plant use. Environmental issues introduce emerging sustainable technologies and infrastructure, environmental design strategies, the relationship between the environment and culture, and the practical application of environmental design strategies.
- *History & Theory* addresses cultural competency and human dimensions of design and includes LARC 6530, 8300, and an advanced elective in Urban Issues in Landscape Architecture. The courses introduce the investigation of history, theory of designed landscapes, and human shaping of the environment, focusing on ancient civilizations, western landscape, north American landscape, modernism and postmodernism, and the history and theory of urban form.

For course description, see Clemson University Graduate Course Catalogue

https://catalog.clemson.edu/content.php?filter%5B27%5D=LARC&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=1121&search_database=Filter#acalog_template_course_filter

Research core courses:

All MLA students are required to take 3 research courses which provide a strong foundation leading to Terminal Project in their final semester in the program.

- Key Issues in Landscape Architecture LARC 6530 which presents an overview of research in landscape architecture topics and a study of relevant research methods.
- Research Methods LARC 8210 introduces foundations and procedures of landscape architectural research design and quantitative and qualitative methods. It gives students a good understanding of research design in quantitative and qualitative methods pertinent to the design disciplines.
- Graduate Colloquium LARC 8500 entails developing the final research proposal that will be taken the following semester into the culminating master Terminal Project. Students develop their research question/s, identify areas of literature, examine precedents, apply research methods to data collection, select and examine project sites, and deliver a written proposal and oral presentation. Terminal Project LARC 8920, in the final semester, is where students design their selected project site that demonstrates research application, independent thinking and innovative design. Students give three presentations in the final semester: mid-semester review, defense review and comprehensive review.

The structure of the professional and research core courses demonstrates our effort to cultivate thinkers, designers, professionals, and leaders who will make responsible, stewardship-based decisions and contributions locally and globally.

B. Learning Outcomes.

1. Describe how the curriculum integrates the professional knowledge, skills, and competencies in a clearly defined sequence.

The Learning Outcomes Curriculum Map (Addendum Dm) shows the courses in which each LAAB Student Learning Outcome is addressed and the level of Introduction, Skill Development, or Competency they are

achieved. As shown in the MLA Curriculum Map and Student Learning Outcome, achievement levels advance through the curriculum in sequences that gradually increase in complexity.

2. Describe how the curriculum identifies and engages in contemporary issues in alignment with the Core Values.

Contemporary issues in the professional and research core courses of the MLA are addressed in a wide range of courses—especially in design studios, lectures, seminars, and electives—with an emphasis on content that aligns with the program mission and its focus on Land ethic, sustainable practices, resilient communities, evolving technologies, global citizenship, and health and wellbeing. Recent examples include advanced design studios that address:

- resilient communities and ecological health and wellbeing in Spring 2024, focused on the environmental, social, and cultural ramifications of the Aswan High Dam and Nubian Diaspora in the South of Egypt.
- climate change and coastal community resiliency in Fall 2023, addressed Tarpum Bay community in Eleuthera, the Bahamas.
- urban resilient communities and global climate change in Spring 2019, addressed the impact of sea level rise on the urban edge of Charleston, SC.
- remediation of postindustrial urban landscape in Spring 2023, focused on China's UNESCO World Heritage Site of Yangzhou Grand Canal and environmental remediation strategies for a landscape damaged by decades of industrial use.
- community revitalization in Fall 2023, addressed economic development of communities impacted by the decline in the lumber industry in the Pacific Northwest.
- health and well-being in Spring 2024, focused on longevity, aging in place, and providing choices for older adults to increase contact with nature.

Additionally, the MLA students individually choose the topic of their Terminal Project, which addresses a research question and explores it through the application of research methods. Students develop their topic, research question, literature review, case studies and project site into a complete research proposal. In their final semester, they use the proposal to provide a grounded final design. Their selected topics always address contemporary issues in landscape architecture. Below are the titles of some recent Terminal Project topics:

- "Co-Habitat Restoration: A Replicable System for Identifying and Restoring Wildlife Habitats in Urban Context" (2024)
- "A Return to the Land: Reviving Cemeteries as a Cultural, Ecological and Healing Memorials Through Natural Burials" (2024)
- "Way of Water: Intercoastal Shoreline Restoration in Snow Cut, NC" (2024)
- "Embracing Elevation Zero: Adaptive Alternatives for Coastal Resiliency in Savannah, GA" (2024)
- "Co-Habitation & Migration: Urban Design for Bird Migration Flyways" (2022)
- "Equal Play" (2022)
- "Resilient City Form: Coastal Resilient Solutions for Charleston, SC" (2022)
- "Coastal Urban Flooding: Design for Resiliency in Vulnerable Communities" (2021)
- "Investigating Smart Neighborhood Design for Physical Activity: A Case Study of South Atlanta, GA" (2021)
- "Public Urban Farms: Rethinking the Role of Parks to Reflect the Needs of Urban Populations" (2020)
- "Restorative Workplaces: Environmental Psychology and Integrated Site Design and Planning in Business Parks" (2019)

3. Describe how student work and other accomplishments demonstrate that they are achieving the professional skills and competencies identified in this Standard.

Our students demonstrate the achievement of professional skills and competencies through the work they produce in every course based on its rubrics and goals of student learning outcomes. Students demonstrate their skills and competencies through presentations of their final designs and research projects that are attended by internal and external reviewers, including professionals, alumni, and program faculty.

Our students' achievement of professional skills and competencies is evident in their winning awards. This year (2024), MLA students won 5 regional South Carolina ASLA awards: one Award of Excellence, two Honor Awards, one Merit Award and one SCASLA award. An MLA student won two SC ASLA Student Award of Excellence and Honor for two projects titled "Take Your Time" and "Playscapes."

For a full list of our students' awards from 2019 to 2024 please visit

<https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/la-awards.html>.

Another measure of our students' achievement of professional skills and competencies is our students' job placement in a wide range of firms across the country. Examples from the most recent years include:

- EDSA, Raleigh, NC,
- SWA, San Francisco, CA,
- HGOR, Atlanta, GA,
- Kimley-Horn, Atlanta, GA,
- SeamonWhiteside, Greenville, SC,
- EDSA, Jacksonville, FL
- LandDesign, Charlotte, NC
- B+C Studio, Atlanta, GA

4. Describe how the curriculum enables students to pursue academic interests consistent with institutional requirements, enter into the profession, and be prepared to pursue licensure.

The MLA curriculum and other program enrichment opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession. Students are encouraged to take 12 credits of required electives in the Landscape Architecture program, and outside of the professional program that are specifically relevant to the MLA degree, their own areas of interest, and their final Terminal Project. When interested, students can dedicate their elective hours towards a Graduate Certificate such as Community Build, Architecture, Society and the City, or Digital Ecologies, among many others Clemson University certificates.

The MLA professional curriculum courses cover areas of knowledge in the four sections of the Landscape Architecture Registration Exam (LARE). Students graduate with professional skills, knowledge and competencies needed for the license exam. The following four sections of the exam are covered in the following courses:

- Inventory + Analysis
 - a. Design Studios
 - b. Professional Practice
 - c. Implementation I & II
 - d. Internship Program
- Planning + Design
 - a. Design Studios
 - b. Research courses
- Construction Documentation + Administration
 - a. Implementation I & II

- b. Professional Practice
 - c. Planting Design
 - d. Internship Program
 - Grading, drainage + Stormwater Management
 - a. Implementation I & II
 - b. Design Studio
 - c. Internship program
5. Describe how student work and other accomplishments demonstrate student mastery of research skills. (For master's program only)

These skills are addressed above in A.1 and B.2 & B.3

Additionally, MLA students demonstrate competency in their research skills through presentations and final deliverables of their Terminal Project in the final semester of the program. In Terminal Project, MLA students are required to give three presentations attended by all program faculty: mid-semester review, defense review and comprehensive review.

C. General Studies.

1. Describe how the education of students in the professional program is enriched by other disciplines.

Our students' professional education enrichment by other disciplines includes the following:

- Landscape Architecture is housed in the School of Architecture, which includes Architecture, Historic Preservation, Resilient Urban Design, and most recently (May 2024) City and Regional Planning. Synergies and collaboration between faculty and students of those programs naturally take place in curricular and non-curricular activities.
- As stated above in B.4, our students are required to take 12 elective credit hours which they typically gear toward enriching areas of interest and supporting their Terminal Projects. Recently, students have taken graduate courses in Parks, Recreation & Tourism Management (PRTM), Architecture, City and Regional Planning, Historic Preservation, Sustainability, Construction Management, Environmental and Natural Resources, and Art.
- Many MLA students attend the Clemson University Center for Geospatial Technologies semester-long workshop, which covers GIS fundamentals and drone technologies. Students who complete the course receive a GIS Fundamentals certificate of attendance.
- Interested MLA students have the opportunity to take asynchronous courses by PRTM that offer drone pilot training and an FAA drone pilot license.
- Interested students have the opportunity to take graduate certificates in the SoA, including Architecture + Community Build, Digital Ecologies, Integrated Project Delivery, Architecture, Society, and the City, and other Clemson University certificates.
- Our LARC 8430 Interdisciplinary Design and Research studio is a required studio taught in collaboration with faculty and students in Architecture or other disciplines.
- Our LARC 8520 World Design Studio is an advanced Urban Design Studio taught in collaboration with the Department of Architecture at Ain Shams University in Cairo, Egypt and the Department of Landscape Architecture at Huazhong Agricultural University in China.
- While not a requirement, our MLA students have the opportunity to study abroad and spend a semester in Genoa, Italy, Barcelona, Spain or Charleston, SC, where they work closely with Architecture faculty and students.

- Advanced Landscape Architecture electives such as LARC 8970, selected topics in Environmental Issues and Urban Issues in Landscape Architecture, are open to non-majors and often welcome students from a wide range of other disciplines.
- Currently, two students are pursuing dual Master of Landscape Architecture and City and Regional Planning.

D. Delivery of and Augmentation to Curricular Experience.

1. Describe the service-learning projects in which students participate and the interdisciplinary curricular experiences that students have outside of the professional program.

Service learning is a strong tradition in studio learning at Clemson University. Many of our advanced studios work with communities and stakeholders. Some of the recent activities outside the professional program include:

- Long-standing annual World Design Studio (WDS) advanced urban design in collaboration with Ain Shams and Huazhong Agricultural Universities. The studio works on service learning internationally with communities in Egypt, China and the United States. See Master of Landscape Architecture students' projects, including Yangzhou Health District, Saturate, Grand Canal Eco-Resort & Destination, Yangzhou Waterfront Retreat, Revitalization of the Nile: Aswan's Desert Ecology Research Institute and Taharqa Hospital Park: Aswan's Destination Medical Campus <https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/masters-landscape-architecture.html>
- Advanced Community Design works with local communities, including Sterling, a significant legacy Black neighborhood in the Southeast and Pendleton, South Carolina, supporting communities in reimagining their urban environment in ways that impact positive change. <https://thefield.asla.org/2021/11/09/revitalizing-an-urban-village-the-example-of-the-sterling-community/>
- With the Sterling community, MLA students worked with the Upstate Heritage Quilt Trail program to produce durable renditions of historic quilts from the Sterling Neighborhood, engaging visual art and landscape architecture. To date, five 8'x8' quilt art pieces have been permanently affixed to the exterior of the Sterling Community Center building.
- Advanced Community Design studio, alongside researchers from Chiang Mai University in Malaysia, worked on the campus of Clemson Downs, a retirement community in Clemson, to design solutions that offer residents more opportunities for contact with the outdoor environment. See "Designing Future Amenities for the Clemson Downs Retirement Community" <https://clemson.box.com/s/56jamk43se4qj3s4pt9e818uxhhuiebi>
- Interdisciplinary Design and Research studio is working with communities in Carson, Washington, to help them revitalize by supporting the local economy after a devastating decline in the lumber industry in the Pacific Northwest.
- Clemson University facilities have frequently engaged our program students in campus design projects, including developing an ecologically sensitive landscape and an outdoor classroom outside Lee III. Another project involved creating a planting plan and implementing the design for a new commuter site on the Clemson campus. These have led to other activities and discussions about public space, engaging the students with Clemson University administration.
- Six MLA students participated with Thomas Schurch in state ASLA Advocacy Day in Columbia, SC, talking to the state legislature about the significance of licensure and regulations in April 2023.
- MLA students engage with faculty research projects involving communities; for example, an MLA student worked on the research and design of MLK Way, engaging the Blue Ridge Community Center and the African American communities in Utica and Seneca, SC. Another student worked with faculty members from Architecture and Landscape Architecture on a research project titled

“Developing Visual Representation Strategies to Communicate Scientific Phenomena to a Broad Audience, Using After Plastic as a Case Study.” The project was presented at the Trienal de Arquitectura de Lisboa in 2022, and research developed from the project was also presented at CELA. In 2023, an MLA student worked on a faculty research project in Bald Rock to develop revegetation strategies to mitigate vandalism. The research was presented in 2024 at CELA and EDRA.

- Students’ final Terminal Projects present an opportunity for service-learning and engagement with stakeholders. For Example, in spring 2024, an MLA student engaged with Grace Church to provide design ideas for natural burial, and another MLA student developed his project to envision partnerships between the public and Renewable Water Resources municipality in Greenville, SC.
2. Describe how the professional program identifies the objectives of service-learning projects and interdisciplinary curricular experiences outside of the professional program and how student participation is documented.

The objectives of service-learning projects are typically identified by individual faculty members through their developed research interests and networks, which align with the landscape architecture program mission and emphasis on contemporary issues. Additional project opportunities frequently come to the program through other Clemson University departments, centers, partners, and the School of Architecture.

Our students’ service-learning work is documented in multiple ways: through features on our website <https://www.clemson.edu/caac/academics/architecture/programs/student-work/index.html>, news releases, for example, LARC 8010 project in Tarpum Bay, Eleuthera, the Bahamas, [Landscape architecture students tackle environmental and ecological threats in The Bahamas](#) & <https://news.clemson.edu/landscape-architecture-students-design-sustainable-master-plan-for-storm-battered-island-in-the-bahamas/>. Additionally, the School of Architecture produces a [Final Review Booklet](#) at the end of each semester with a synopsis of all studio projects inclusive of Landscape Architecture studios. School of Architecture Alumni Newsletter <https://clemson.box.com/s/56jamk43se4qj3s4pt9e818uxhhuiebi> includes stories and events featuring faculty and students’ work, particularly service-learning work with communities. [Landscape Architecture](#) social media (Instagram) is another way we document and feature our students' work and their service-learning engagements.

3. Describe the opportunities that the professional program provides for students to augment their formal educational experience —through events such as LABash, ASLA Conference on Landscape Architecture, state and local ASLA chapter events, LAF Symposium and research and activities, and the activities of other professional societies or special-interest groups—and also how student participation in these opportunities is documented.

The Landscape Architecture program greatly supports student participation in professional conferences and other research activities. Our support of those experiences includes:

- Our program provides significant funding to support students’ attendance at national and regional conferences. For example, in the academic year 2023-2024, the program funded 33 students to attend the national ASLA conference, 12 students to attend LABash, and 10 students to attend the South Carolina ASLA conference.
- Recently, the program funded two MLA students who presented research at national ASLA and CELA conferences.
- The program pays the students’ registration fees to submit for national and regional awards including ASLA and CELA.

- Our program has a very active student CUASLA organization that plans a wide range of activities, from Park(ing) Day to Parents' Weekend to annual student awards celebrations. The landscape architecture program provides some funding to CUASLA. They also raise funds, apply to CAF for grants, and seek funds from the Clemson University student government to support travel, projects, and other extra-curricular activities.
- Student engagement with the Landscape Architecture Foundation includes the opportunities afforded to our LAF award winners and Olmsted Scholars.
- The program supports students' participation in activities with other student organizations such as cNOMAS, Clemson University Chapter of National Organization for Minority Architecture Students (Architecture + Landscape Architecture) and Sigma Lambda Tau Landscape Architecture Honor Society.

See above D.2 for how student participation in these opportunities is documented.

4. Discuss the ways in which the professional program provides students with opportunities to share their experiences in service-learning projects, interdisciplinary curricular experiences, landscape architecture and other professional organization's conferences, symposia, research, and other activities.

Our School of Architecture Communications office effectively spreads the word about students' service-learning projects, community engagements, interdisciplinary curricular experience, student awards, and experiential learning activities that lead to dissemination in numerous venues: on the Landscape Architecture program website, the School of Architecture website and College of Architecture, Art and Construction website, in alumni newsletter, on Clemson University website, in ClemsonNews, in the Echo; the newsletter of Clemson Alumni, in Clemson World, Clemson University magazine, and other partner news and media outlets. The SoA Communications office also shares this information on our Program, School and College social media platforms, including Instagram and Facebook, and through press releases.

E. Areas of Interest (Bachelor's Level).

1. Discuss the ways in which the professional program provides opportunities for students to pursue independent projects, focused electives, optional studios, certificates, and/or minors beyond the core curriculum.

F. Research and Innovation (Master's Level).

1. Describe the requirements that the professional program uses to elicit creative and independent thinking, significant research and/or innovation components in theses or terminal projects.

See Research Core Courses addressed above in A.1.

Additionally, see MLA Student work that demonstrates independent thinking and significant research and/or innovation in terminal projects Addendum E.

G. Syllabi.

1. Describe how syllabi include course learning objectives, course content, and the criteria and the methods used to evaluate student performance.

Clemson University requires a syllabus to be prepared for every undergraduate and graduate class and made available to students <https://www.clemson.edu/otei/teaching-at-clemson.html>

Syllabi should state:

- Course information
- Course description and expectations
- Learning objectives/outcomes

- Required course materials
- Examination and grading policy
- Attendance policy

Additional Standard Academic Policies are also required to be included in all syllabi:

- Academic integrity statement
- Accessibility statement regarding the need for accommodations
- Clemson University Title IX statement regarding non-discrimination
- Emergency Preparedness

2. Explain how syllabi identify the various levels of accomplishment that students need to achieve to successfully complete the course and advance in the curriculum.

Syllabi enable students to see clearly what is required to achieve a grade, and they set out the criteria by which grades are allocated. Syllabi includes four main sections that help students understand what the course aims to deliver and what the student needs to achieve to successfully complete the course and advance in the curriculum. The primary four sections are 1) student Learning outcomes, 2) general course expectations, 3) performance-based assessment criteria, and 4) a list of evaluation requirements and grade points or percentages.

- Performance-based assessment criteria follow the Clemson University Grading System described in the most recent graduate school announcement.
For graduate-level courses, the grades are as follows: A, A-, B+, B, B-, C+, C, C-, F.
Quality points or (GPA) are assigned as follows:
A: 4.00 A-: 3.66 B+: 3.34 B: 3.00 B-: 2.66 C+: 2.34 C: 2.00 C-: 1.66 F: 0.00
- Evaluation requirements and grade points or percentages identify the breakdown of the major learning activities in the course and their associated point or percentage values.

Individual assignments provide their own problem statements, which explain the point or percentage value of the assignment, the evaluation objective for student performance on the assignment, and the criteria for evaluation.

3. Verify that syllabi include a list of required and optional materials and equipment, provide an estimated cost and identify available shared resources or alternative access to them.

As stated above in G.1, course syllabi articulate required course materials. As appropriate, faculty members would provide information on estimated costs, available shared resources, and alternative access to materials. Additionally, the Landscape Architecture program provides students with:

- A website and technology flyer with recommendations for laptop alternatives and their prices. <https://www.clemsontigertechshop.com/products/Landscape-Architecture-c168277306>
The information is provided by Clemson Computing and Information Technology (CCIT) and is updated every year based on our program preferences. This resource is provided to all incoming students. See Appendix 3.1
- Materials and supplies lists are typically sent out to incoming students in the summer to give them ample time to acquire needed supplies. See Appendix 3.2
- Materials and supplies that are leftover at the end of academic semesters are kept in a surplus materials room in Lee Hall and made available for students' use.
- School of Architecture Makerspace laboratories created an online Marketplace. This resource made it convenient for the students to purchase last-minute supplies online at a wholesale price and pick it up in Lee Hall.

- Additionally, the School of Architecture provides a swap shop space for materials and supplies as needed.
- 4. Verify that syllabi are complete, consistent, and readily accessible to all students throughout the period of course offering and delivery.

Syllabus requirements are sent out by Clemson University offices of graduate and undergraduate studies at the beginning of each semester. All faculty follow the syllabus requirements and include required academic policies. Faculty post their syllabi at the beginning of the academic semester on Canvas, an online course management system. Faculty are also required to upload their syllabi in Clemson University Syllabi Repository <https://syllabus.app.clemson.edu/repository/>

H. Curriculum Evaluation and Development.

1. Describe how the evaluation procedures identify the professional program's evaluation methods and metrics, curriculum development, and the parties responsible for review.

Clemson's entire LA program faculty regularly evaluates its educational goals and curriculum through various mechanisms and activities. The program has been evaluating the curriculum through a combination of activities, including final design reviews, invited external guests, alumni and professionals, end of the semester Walk-Throughs, curriculum committee and faculty meetings discussion. In 2023-2024, the LA faculty adopted a new evaluation method based on the MLA Learning Outcomes curriculum map (Addendum Dm) and MLA curriculum assessment plan (Addendum Fm). The new MLA curriculum assessment plan is data-driven using quantitative and qualitative approaches to provide a robust insight into the program curriculum (Addendum Fm). Quantitative data is harnessed via surveys administered during the final design review and final exams week and filled by all faculty and external reviewers, numeric data of student awards and student job placement. Qualitative data is collected via the open-ended comment section of surveys administered during final design review week, student exit interviews, and formal and informal meetings and discussions with professionals, the South Carolina ASLA executive committee, and the program alumni. The new assessment procedure analyzes the data using metrics and benchmarks agreed upon by the entire program faculty. Faculty believe that this provides an in-depth insight into the curriculum, grounds our decision-making regarding curriculum modifications, enables us to track changes, and helps us identify the efficacy of those changes.

The following are the different activities and tools our Landscape Architecture program employ for MLA curricular assessment:

- 1- Student Learning Outcome Assessment
 - 2- Student Exit Interviews
 - 3- Awards and recognition
 - 4- Post-graduation job placement rates
2. Describe how the evaluation examines, documents, and tracks the professional program's progress in advancing its mission and goals (including instruction, scholarship, and service), aligns with the Core Values, and promotes student competency.

To conduct a robust assessment of the MLA curriculum and to ensure that the delivered curriculum progresses the program mission, vision, core values, goals, program faculty identified where knowledge, skills and competencies are achieved, marking I) Introduction of knowledge, D) Development of Knowledge C) Competency in Knowledge, on the curricular map (Addendum Dm). All courses that have been indicated with **C** for competency in knowledge and skills have been identified for comprehensive

Learning Outcome Assessment. This exercise resulted in identifying five MLA courses for comprehensive assessment.

- LARC 8430 Interdisciplinary Design and Research
- LARC 8500 Graduate Colloquium
- LARC 8920 Terminal Project
- LARC 8620 Design Implementation II
- LARC 6810 Landscape Architecture Professional Practice

In fall 2023 and spring 2024 faculty retreats, faculty presented reflections on courses that have been identified for learning outcome assessment. Individual faculty members shared data gleaned from their course Qualtrics survey, filled by external reviewers, including professionals, alumni, and program faculty. Individual faculty shared reflections on student work, explained the course process, interpreted the survey data results, and shared rubric metrics that achieved the desirable benchmark and ones that fell short. Faculty discussed the findings leading to consensus on curricular recommendations and action items.

At the end of the retreat, the curriculum assessment plan presented a conclusion, recommendations, and action items that are then shared with the program curriculum committee for further evaluation and implementation. It is worth noting that with our small faculty number, all faculty engaged in the retreats and the consequent curriculum recommendations.

Please see (Addendum Fm) for a detailed explanation of:

- the development of the assessment tool for each course using the course rubric that aligns with LAAB student learning outcomes,
- the design of survey tools in Qualtrics XM using quantitative and qualitative questions,
- program benchmarks
- methods of conducting the assessment tools,
- data analysis of each of the five courses assessed,
- summary of faculty reflections and discussion per class
- conclusions
- assessment results and recommendations for implementation

Also, see Appendix 3.3 for further information on faculty meetings and discussion of learning outcomes and curriculum assessment.

3. Describe and or provide the evidence which indicates that the evaluation procedures are being implemented. (Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, action items that were identified, etc.)

Please see Addendum Fm for evidence that evaluation procedures have been implemented.

2023-2024 is the first year that we are using this new curriculum assessment plan. Our Fall 2023 and Spring 2024 resulted in a full academic year assessment cycle. Based on the recommendations in the curriculum assessment plan, the curriculum committee reviewed and implemented some changes and improvements. For example, the curriculum committee implemented changes affecting items 1 & 2 in the Assessment Results and Implementations (Please see this section in Addendum Fm), and the program director acted on item 6, requesting additional faculty lines. The other recommendations, in items 3, 4 & 5, including a name change for Professional Practice and moving the course from the fall of the second year to the fall of the third year, are currently under consideration by the curriculum committee for implementation.

4. Describe the process which the professional program uses to assess and document its strengths and weaknesses related to this standard, and how it identifies opportunities for improvement in accordance with its evaluation procedures.

Our program uses four activities and tools outlined in our MLA curriculum assessment plan (Addendum Fm), and as stated above in H.1. Separately, each one is intended to identify areas of success, and areas that need improvement. Collectively, they provide an overall picture of the program's strengths and weaknesses. The effectiveness of our assessment strategy becomes evident when certain themes or patterns emerge across multiple assessment tools. Cross-referencing quantitative and qualitative data also supports our assessment strategy in identifying curriculum successes, weaknesses, and needs for improvement.

5. Describe how the professional program assesses and documents the effectiveness of curricular development and refinement in addressing issues identified through its evaluation process.

The process we used this year is a cyclical one: we have already started the process of implementing change and refining the process itself. As explained above in H.1, in 2023-2024, the LA faculty adopted a new evaluation method based on the MLA Learning Outcomes curriculum map (Addendum Dm) and MLA curriculum assessment plan (Addendum Fm). The new MLA curriculum assessment plan is data-driven, using quantitative and qualitative approaches to provide a robust insight into the program curriculum (Addendum Fm). Based on implementing it, in this academic cycle 2023-2024, the LA faculty believes that it has given us a much more data-based approach and robust results and outcomes. We expect, with consistent implementation, to see curriculum strengths improving and weaknesses resolving over time.

6. Describe how students participate in evaluation of the professional program, courses, and curriculum.

Each semester, students offer course feedback in EvaluationKIT, an online course evaluation system. The students provide evaluation on both quantitative and qualitative questions. The open-ended qualitative questions are where students often provide feedback and suggestions for improvements. Students participate in the evaluation of the professional program during the exit interview process by filling out an online survey and meeting in person with the director of the MLA program. Feedback during the interview is very valuable as the students reflect on their entire program experience and offer great suggestions. The MLA graduate director has an open-door policy and meets regularly with students.

During student chapter of ASLA meetings and other informal settings, students are encouraged to offer input and suggestions for improvement. Additionally, the School of Architecture director meets regularly with representatives from all graduate and undergraduate programs. Students are encouraged to raise topics of concern and appreciation, including courses, experiences, and curriculum.

I. Academic Integrity.

1. Explain how the professional program affirms that the student who takes an examination or submits project work is the same person who enrolled in the professional program and that the examination or project results reflect the student's own knowledge and competence.

Clemson University requires an Academic Integrity statement to be included in every syllabus. Faculty are responsible to ensure academic integrity in their courses and studios. In Landscape Architecture, our class sizes are relatively small, and faculty members are able to supervise the progress of each student's work and ensure the integrity of the academic process.

Standard 4: Student Outcomes and Experiences

A. Student Outcomes.

1. Describe how student work demonstrates the competencies required for entry-level positions in the profession of landscape architecture.

Student work demonstrates the competencies required for entry-level positions in the profession in a multitude of ways:

- The landscape architecture program assesses student's performance in every course and assignment using evaluation criteria stated in each course syllabus, as well as, in individual course assignments. The assessment occurs throughout the academic semester on individual assignments, mid-term and final design reviews or exams. The evaluation criteria align with the learning goals and outcomes of the course, and the specific ones for individual assignments. Learning goals and outcomes are informed by curriculum sequence and LAAB curriculum expectations for skills, knowledge, and competencies (Standard 3). A student's ability to perform on the objectives of each individual assignment and the course is the basis for evaluation and the grade received. The assessment of student work in the Landscape Architecture program courses is the primary responsibility of the faculty member of record.

The Landscape Architecture program expects students to achieve a C or better to advance in the curriculum. MLA students are expected to maintain a GPA of 3.0 throughout their curriculum. Falling below 3.0 requires students to submit a detailed Success Plan explaining strategies for improving their performance. Additionally, students receive instructor feedback that varies from written to verbal comments depending on the course. For example, in history, theory, and research-based courses, feedback is typically in writing and followed up by individual verbal feedback. Studio-based courses have varied feedback from comments and feedback by reviewers to written and verbal feedback by instructors. Several courses also use peer evaluation and feedback, team pin-ups and critiques, particularly at early and mid-points in the semester.

- Interim and final design studio reviews attended by external reviewers, including alumni and practitioners, are other ways student work demonstrates competencies for entry-level in the profession. With our strong focus on service-learning, studio final reviews are always attended by community stakeholders, professors from Clemson and other universities, and professionals. We consistently receive positive feedback regarding the rigor and high quality of our student work.
- Students receive portfolio feedback at our annual Career Fair in February, which has yielded positive anecdotal feedback about the quality of our student work.
- Additionally, student work demonstrates competencies for entry-level in the profession through securing summer internships and professional job placement. All students seeking professional entry-level jobs were able to secure a job before graduation or within a few months of graduation. Professional firms reach out to the program with interest in hiring our graduates based on the high quality of work they demonstrate. For example, firms like EDSA, LandDesign, Bolton & Menk, and others repeatedly hire Clemson graduates.

It is important to note that our graduates sometimes use their professional readiness and preparedness in careers outside of landscape architecture. For example, some of our graduates used their professional readiness to become successful small business owners, firm principals, politicians, researchers, and professors. Therefore, while the student work demonstrates competencies and readiness for entry-level in the profession, it is important to note that some have been successful in contributing to other careers.

2. Describe how students demonstrate their achievement of the professional program's learning outcomes as defined by the professional program's curriculum and stated in Standard 3.

Students demonstrate their achievement of professional program learning outcomes through various accomplishments, including awards, conference presentations, publications, client and community testimonials, and internship and job placement.

As noted above, interim and final design studio reviews are where students demonstrate their achievement of the professional program's learning outcomes. Students demonstrate their capacities as critical and creative thinkers, show their abilities to synthesize information and build upon knowledge drawn from multiple courses and apply skills to project definition, problem articulation, information collection, analysis, conceptualization, and design demonstration. Our service-learning studio community partners are always appreciative and complementary, and our students' work frequently wins awards.

Our students routinely receive awards at the local, regional, and national levels. Since 2018, our students have won three national awards and twenty regional awards. A list of our award winners can be found at <https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/la-awards.html>

Lastly, it is the student's responsibility to demonstrate, through successful completion of each course, that they have achieved the program's and the individual course learning goals and outcomes as defined by the evaluation criteria.

B. Student Advising.

1. Describe how students receive effective advising regarding academic development.

The BLA Director, MLA Director, and Student Service Coordinator are the primary academic advisors for landscape architecture students. Incoming students complete virtual orientation modules during the summer, followed by an optional in-person orientation experience on campus. Students receive the landscape architecture curriculum, upcoming semester course options, commonly taken minors, and potential AP/IB transfer work information via email before academic advising. Cohort academic advising sessions in June and July prepare incoming BLA students for the program and registration. Cohort advising is uniquely suited to professional majors whereby most students progress by cohort or year. While cohort advising is team and group-oriented, there is a strong customization component as well. Students meet individually with their academic advisor during registration. First-year BLA students must take CU 1000, covering critical thinking, library and information literacy, personal well-being, safety, decision-making, and Clemson's core values. Each subsequent semester includes cohort advising followed by individual advising. The Clemson student chapter of ASLA provides annual "Welcome Packets" for incoming students, including welcome letters, information on joining ASLA, a calendar of events, and an FAQ, among other information (Appendix 4.1). Advising resources are also available on the School of Architecture website.

Additionally, the incoming MLA students receive an early introduction to the Clemson campus during an annual Open House in the spring before their academic program starts. The Open House program includes introductions, a meeting with LA program faculty and existing master students, a tour of Lee Hall, facilities and laboratories and orientation regarding program curriculum, course registration, program resources and other important information. All graduate students are expected to attend Graduate School orientation, and an additional orientation exists for international students before the beginning of the school year.

During the academic program, MLA students are strongly encouraged to attend one group advising session each semester to ensure they are making appropriate academic progress, registering for the

correct courses, and addressing any concerns they may have. Students are also able to meet with the advisor at any time.

5. Describe how students receive effective advising regarding career and personal development, the benefits of and pathways to licensure, general licensure requirements and the need for continuing education.

Students receive career and personal development advising through general advising, the Professional Practice course, the Design Implementation sequence, the South Carolina ASLA Chapter, our mentorship program, and our website. The Professional Practice course covers licensure and continuing education requirements associated with professional practice. The course invites guest speakers, including professionals, firms, and representatives of South Carolina ASLA. The Design Implementation course sequence discusses licensure law.

In addition, faculty and invited professionals present students with a variety of practice types and career paths and the role of licensure as it pertains to public health, safety and welfare. The South Carolina ASLA Chapter provides an annual “Lunch and Learn” event, introducing the chapter, L.A.R.E., licensure, and ASLA membership benefits. The new mentorship program connects incoming students with landscape architecture professionals, guiding them through education and career goals, shadowing experiences, and professional connections. The landscape architecture program website offers links to licensure resources.

6. Describe how are students made aware of professional opportunities, advanced educational opportunities, licensure requirements and continuing education requirements associated with professional practice.

Our student services coordinator regularly emails students about professional and advanced educational opportunities and posts flyers announcing information throughout the building. Information is also shared through the School of Architecture’s monthly newsletters and social media platforms. Clemson’s landscape architecture program regularly hosts “Lunch & Learn” events where professionals present to our student body on an array of topics. The ASLA student chapter president and faculty advisor attend the SC ASLA executive board monthly meetings and the leadership retreat. This participation creates regular communication between our program and the profession, and relevant information is shared with the student body accordingly. Students visit firms as part of their studio experience and during organized firm crawls. Students visit firms in Charlotte or Atlanta during their first year, Savannah, GA, in the fall of their fourth year, and New York or Charlotte in the spring of their fourth year. The student chapter of the ASLA organizes firm crawls once or twice a year, and each year, the ASLA student chapter faculty advisor organizes a firm crawl in the host city of the national ASLA conference. Finally, our annual Career Fair brings more than 120 architecture and landscape architecture firms to campus Appendix 4.2. The Career Fair allows students to meet potential employers, gain internships, and prepare for real-world interviews.

7. Describe the opportunities that students have to provide feedback on their academic experiences and their preparation for the landscape architecture profession.

Students provide feedback through anonymous course evaluations, advisory board participation, exit interviews, and direct communication with program directors and faculty. Students serve on advisory boards such as the College of Architecture, Art, and Construction Advisory Board, which reports to the Dean, the School of Architecture (SoA) Student Advisory Board, which reports to the Director of the SoA, and the Clemson ASLA Advisory Board, which reports to the directors of the landscape architecture program. The landscape architecture program directors and student services coordinator have an open-door policy that encourages students to discuss academic ideas or issues, and all professors are required to hold office hours for their courses. Graduating students complete exit interviews and surveys covering

satisfaction with design studios, support courses, off-campus programs, diversity and inclusion, and program strengths and weaknesses. Evaluations are also collected for program events, conferences, and the Career Fair.

C. Student Experiences.

1. Describe how the professional program provides students with opportunities to participate in service-learning activities which incorporate community-based collaboration and engagement and which build cultural competence during their educational career.

Service learning is a core component of Clemson's landscape architecture program. Beginning in the second year, most studios incorporate service-learning elements, engaging with stakeholders and communities. Support courses, such as design implementation and planting design often incorporate service learning as well. For example, service-learning projects for 2023-2024 included:

BLA

- Sustainability and Resilience for an Island Nation. Tarpum Bay Waterfront, Eleuthera, The Bahamas (Fall, 2nd Year Studio)
- The Baruch Institute Master Plan and Site Design (Spring, 2nd Year Studio, LARC 2550 Community Design; LARC 2150 Planting Design)
- A Park-Like Setting for the Seneca Residential Car Center (Spring 2nd Year Studio, LARC 2550 Community Design)
- LARC 2550 Community Design developed design solutions for a Medicaid assisted living facility in Seneca.
- Design a Landscape Narrative for the Clemson Black Heritage Trail (Fall, 3rd Year Studio, LARC 3510 Regional Design)
- Aswan, Egypt: Resilient Community, Landscape and Development (Spring 3rd Year Studio, LARC 4540 World Design Studio)

MLA

- Clemson Downs Green Space Design (Spring, 1st Year MLA Studio, LARC 8020 Design Orientation II; LARC 8150 Planting Design)
- Historic Jenkins House Property (Fall, 2nd Year MLA Studio, LARC 8230 Advanced Community Design)
- Aswan, Egypt: Resilient Community, Landscape and Development (Spring, 2nd Year MLA Studio, LARC 8520 World Design Studio)
- Historic Wind River Arboretum Master Plan and Site Design (Fall, 3rd Year MLA Studio, LARC 8439 Interdisciplinary Design & Research)

Three ongoing service-learning programs within our department include the World Design Studio (WDS), the Landscape Architecture Collaborative Studio (LA-Co-Lab) and the Field Lab. See the press release on the Bald Rock service-learning project conducted through the LA-Co-Lab. <https://news.clemson.edu/landscape-architecture-faculty-team-with-scdnr-to-design-a-clean-future-for-bald-rock/>. Additionally, our faculty are dedicated to service learning, with one instructor, Lara Browning, receiving the CELA Excellence in Service Learning – Junior Award in 2023. Also, see Standard 3b D.1 and 3m D.1

2. Describe how the educational structure of the professional program considers the varied needs and obligations of students, recognizes and affirms the importance of study/work-life balance, and seeks to overcome barriers to student success.

The Clemson University landscape architecture program prioritizes study/work-life balance, spearheading initiatives like the School of Architecture Health and Wellness Taskforce. The task force conducted a 2022 study to 1) learn about the overall health and well-being of students in the School of Architecture at Clemson University, (2) understand the most common stressors faced by students, and (3) derive from the data a series of recommendations for lowering stress and promoting student health and well-being. Outcomes of this study include the creation of a student lounge, the SoA Therapy Dog Program, coordinated course deadlines, and team-building workshops. Efforts are ongoing to secure a dedicated mental health professional. Landscape architecture faculty have presented their findings associated with student mental health and interventions at several international conferences, including EDRA (Environmental Design Research Association, Summer 2022) and CELA (Council for Educators in Landscape Architecture, Spring 2023) and published their work in the *Building Healthy Academic Communities Journal*.

The landscape architecture program “First Year Experience” facilitates incoming student integration, with third and fourth-year design coaches providing support. Design coaches provide instruction, encouragement, and advice to the students. The program encourages increased interaction amongst cohorts and strengthens the sense of community within the program. Faculty work to be supportive and understanding of student needs, contributing to a welcoming and supportive learning environment. In our 2023-24 landscape architecture program SWOT analysis, students noted that the program size creates a welcoming environment and supporting learning climate (see Introduction).

In addition, Clemson provides several student wellness services, which are provided to students in course syllabi and under student resources on our School of Architecture (SoA) website <https://www.clemson.edu/caac/academics/architecture/resources/index.html>

Clemson University’s Healthy Campus program provides population-level risk reduction, holistic well-being, and health promotion for our students <https://www.clemson.edu/studentaffairs/find-support/shs/divisions/healthy-campus/index.html>. The Campus Well streaming site and app (<https://clemson.campuswell.com/>) offer students accessible content that is updated weekly. The Clemson Paw Pantry reduces food insecurity by providing students with a variety of food and personal items. Faculty can provide CARE reports to the Office of Advocacy and Success if they are concerned about a student’s health, safety, or well-being. Staff review the report within 24 hours and contact the student to schedule a meeting. Students are assessed and referred to the appropriate support services and resources.

3. Describe the opportunities that students have to engage with various aspects of the landscape architecture profession and the skills required in practice.

As stated above, students have numerous opportunities to engage with various aspects of the landscape architecture profession. Students regularly visit firms as part of their studios, student-led CU-ASLA student chapter firm crawls, and the annual National ASLA Conference firm crawl. Each year, we take 30-35 students to the National ASLA conference. We ensure that students from each cohort attend. Students in their final year of the program are given support to attend the SC ASLA conference for networking and career development. For the last two years, our students have won 2nd place for the “Best Design Space” at the LABash Block Party. This achievement has enabled 10 -15 students to attend the LABash conferences. In addition, our CU-ASLA student organization is highly active. Beyond firm crawls, they organize workshops (Daniel Tal led a Sketchup Workshop, Fall 2023), “Lunch and Learn” events with firms and professionals, and portfolio reviews, amongst other events.

Our students are encouraged to get internships and can receive credit through our internship courses (LARC 4930 Professional Office Internship | LARC 8930 Internship in Landscape Architecture). Our annual

Career Fair brings more than 120 architecture and landscape architecture firms to campus, allowing students to meet potential employers, gain internships, and prepare for real-world interviews. In addition, we bring external reviewers and design juries for many of our studio reviews. Beginning in the 2024-25 academic year, the School of Architecture is launching a mentorship program for architecture and landscape architecture. Students will be paired with industry professionals during their first and second years and attend monthly meetings with their mentors throughout the school year.

Our success with professional development was highlighted in our 2023-24 landscape architecture program SWOT analysis. Student feedback expressed great appreciation for the support network for professional development and success, including professors, organizations, and mentorship. Students highlighted contact with professionals via the Career Fair, “Lunch & Learn,” firm crawls, internships, workshops, and lecture series as clear strengths of the program (see Introduction).

4. Describe the opportunities that students have to provide input regarding the professional program’s efforts to foster an inclusive community and environment.

As mentioned earlier in this section, landscape architecture program directors and the student services coordinator have an open-door policy that encourages students to discuss program issues, including those relating to our community and environment, and all professors are required to hold office hours for their courses. Graduating students complete an exit interview during which they fill out a survey and discuss their feedback with the directors. Questions for the exit interview survey specifically ask about our program’s success in creating an environment that welcomes diversity and inclusion, and the overall strengths and weaknesses of our program. Students praised the program’s efforts in creating a welcoming and inclusive learning environment, describing it as “the Landscape Family.” In addition, the School of Architecture has two student organizations focused on equity and inclusion, including Clemson’s National Organization for Minority Architecture Students (cNOMAS) and the Clemson Chapter of Equity in Architecture. Both organizations are active and open to all programs within the School of Architecture. Lastly, this topic was also addressed in the 2021 school-wide survey completed by the Student Health and Wellness Task Force.

Standard 5: Faculty

A. Credentials.

1. Describe the faculty's balance of professional practice and academic experience and its appropriateness relative to the professional program's mission.

With eight full-time faculty members, we consider the Clemson University Landscape Architecture faculty to be balanced in delivering academic experience and professional practice. Our faculty is capable of covering a wide range of topics and contributing to the professional program's scholarly and practice competencies. Altogether, our faculty has the capacity to meet the program's mission, advance the program's vision and achieve the educational goals.

Our eight full-time faculty members include five tenured and one tenure-track faculty (three full professors, two associate professors, and one assistant professor), one full-time senior lecturer and one full-time lecturer. Five full-time faculty members have PhDs in landscape architecture and related disciplines, six hold professional degrees in landscape architecture, and three are licensed landscape architects. Our regular roster of part-time faculty members is also highly knowledgeable and experienced in professional practice, and most are licensed.

Additionally, the academic and professional engagements of our faculty members reflect our mission. Amongst our faculty are generalists and specialists with broad and specialized areas of knowledge. Faculty areas of expertise cover a wide range of subjects, including history, planning, plant and ecology, molecular and cellular biology, cultural and global landscapes, urban design, architecture, and design build. Overall, we believe that our faculty have a well-rounded range of expertise, experience, scholarly interests, and practical knowledge that allow us to achieve our program's mission.

2. Explain why faculty assignments are appropriate for the course content, delivery methodology, and professional program's mission.

The Landscape Architecture program strives to align course assignments with faculty member's areas of expertise and strength. We are proud of our ability to dedicate faculty members to teaching courses where they are highly qualified. Each full-time faculty member in the Program teaches a studio (6 credit hours) and lecture or seminar course (3 credit hours) per semester. Periodically, we are able to offer course releases to faculty on tenure-track and faculty with administrative duties for professional development and program administrative responsibilities. Overall, we believe that our faculty assignments are well-balanced and allow us to achieve the program's mission.

3. Describe how adjunct and/or part-time faculty (if present) are integrated into the professional program's administration and curriculum evaluation/development in a coordinated and organized manner.

At times, the Landscape Architecture program needs to rely on adjunct or part-time faculty to cover the teaching of studio sections and other courses. Adjunct or part-time faculty could be hired to teach one semester, or one academic year as needed. Their engagement with the program is for instructional purposes, and they are not required to perform service, serve on committees, or contribute to administrative tasks. Adjunct and part-time faculty review their teaching assignment, content, and delivery with the Program Director before the beginning of the term. They are invited to attend faculty meetings, participate in program curriculum discussions, are included in program communications, and are invited to program formal and social events.

4. Discuss why faculty qualifications are appropriate for the responsibilities of the professional program as defined by the institution.

The Landscape Architectural faculty members' educational backgrounds, research accomplishments, and professional expertise are diverse, well-established, and highly regarded. As designers, scholars, and educators, our faculty's research areas, teaching, and professional experiences are commensurate with Clemson University R1 research designation. Due to Clemson University's strong research focus, five of our eight full-time faculty members have PhDs, six hold professional degrees in landscape architecture, and three are licensed landscape architects. Three of our faculty members have engagements with the national ASLA, the state Chapter of ASLA, and our academic organization, CELA.

We align faculty members' expertise with their instructional assignments; for example, our environmental issues in landscape architecture course is taught by a faculty member with a PhD in biology and expertise in ecology (Nicolette). Our implementation, grading and drainage courses are taught by a faculty member with professional practice experience (Russell), our history and theory course is taught by a faculty member with a PhD in the history of landscape architecture (Nassar), our professional practice courses are taught by licensed landscape architecture (Schurch), theory and research courses are taught by a faculty member with a PhD in environmental design theory with foci in landscape aesthetics, environmental ethics, typology, and phenomenology (Chang).

B. Faculty Development.

1. Describe how faculty activities such as scholarly inquiry, research, professional practice, and service to the profession, university and community are documented, peer-reviewed, and disseminated through appropriate media, such as journals, professional magazines, community, and university publications.

Landscape Architecture Faculty members regularly publish their research and scholarship through a wide range of recognized venues in our field at regional, national, and international levels. Faculty members present their academic and research productivity at conferences and publish in different journals and professional publications. For full publication records by faculty, please see faculty's CVs in Addendum J. Additionally, these are a few ways faculty share, document and disseminate their research, professional practice and service engagements:

- Faculty members keep updated CVs that describe their most current accomplishments. Faculty CVs, including current research productivity, publications, grants, conference attendances, professional magazines, and community and university publications, are posted on the College of Architecture, Art, and Construction (CAAC) website. Please see an example of a faculty record on the CAAC website <https://www.clemson.edu/caac/about/facultybio.html?id=436>
- We feature faculty achievements on the SoA website under the School of Architecture News section <https://www.clemson.edu/caac/academics/architecture/index.html>, in the College of Architecture, Art and Construction (CAAC) monthly news sent via email, on the College website <https://www.clemson.edu/caac/index.html> under CAAC News, and in Clemson University news including Clemson World and Clemson University website <https://www.clemson.edu/> under university news.
- Our SoA communications office and the CAAC communications office work with faculty to write, edit, and disseminate press releases of their work to relevant local, regional, and national venues and news outlets. They work to highlight faculty accomplishments, college events, grants and contracts, and other important achievements. They work closely with university media counterparts to ensure wider dissemination of faculty achievements as appropriate.
- We also disseminate faculty accomplishments through the School of Architecture Alumni Newsletter <https://clemson.box.com/s/56jamk43se4qj3s4pt9e818uxhhuiebi>, which includes

articles featuring faculty work and publications and is sent to alumni and other interested audiences.

- [Landscape Architecture](#) social media (Instagram) is another way we document, share, and disseminate news to a wider audience about our faculty research, publications, conferences, professional practice, and service to the profession.
2. Discuss how teaching and administrative assignments allow sufficient opportunity for faculty to pursue advancement and professional development. Explain how the expectations for faculty workload and distribution of responsibilities (teaching, research, service and professional engagement) are similar to expectations in related academic units.

The regular teaching and administrative assignments, workload and opportunities are similar for faculty members in landscape architecture and the School of Architecture. The teaching expectations for full-time faculty members are the same: One studio (6 credit hours) and one lecture or seminar (3 credit hours). Faculty members are also expected to provide service to the program, school, university, community, and the profession (typically about 10% of the time) and research, publish, and pursue other scholarly and creative engagements (typically about 30%). See Appendix 5.1 for more information on time allocation variations of faculty by rank.

The program director and the director of SoA work closely with each faculty member to ensure that individual assignments align with the faculty member's expertise, research interests, and career stage, as well as with the program's long-range plan and the broader needs of the landscape architecture program and SoA as much as feasible.

Additionally, faculty members have been successful in receiving sabbaticals, course releases, and funding for professional and research development. The program also supports faculty development in multiple ways, including funding to present at conferences and other significant professional development opportunities. For example, one faculty member has received a sabbatical for fall 2024, and another has a sabbatical application currently under review for Spring 2025.

3. Discuss how faculty seek and make effective use of available funding for conference attendance, equipment and technical support, and other professional needs.

The Landscape Architecture program strives to support faculty members with up to two conference attendances per year and follows the School of Architecture Faculty Travel Policy posted online. See Appendix 5.2.

The program and SoA travel policy reward and support faculty who have accepted abstracts, publications, design competition awards, and serve on a national board or committee representing the program or SoA to attend professional and educational meetings through the provision of travel funds. At the beginning of each academic year, faculty members are asked to submit their travel requests to the program director, who allocates the available funds according to the published policy in an equitable manner. Faculty members are encouraged to seek additional funds to develop their creative and scholarly work by applying to the Clemson Architecture Foundation (CAF), the College Faculty Development Grants, the Pennell Center for Research in Design & Building, and the College Creativity Professorship Grant. The College Associate Dean for Research & Academic Affairs assists individual faculty members in identifying appropriate funding sources and in preparing research proposals.

Faculty are also encouraged to apply to university-funded research grant competitions, and other external grants and fellowships. The office of the Senior Vice President for Research, Scholarship and Creative Endeavors, and Research Division has an R-Initiatives webpage that announces funding opportunities,

tools and services, and awards and recognitions on a regular basis. Funding opportunities are on a competitive basis and include faculty seed grants and sponsor travel grants, among other opportunities. <https://www.clemson.edu/research/division-of-research/resources/r-init-sub-pages/index.html>

4. Describe how faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the professional program.

Landscape Architecture faculty members participate in various service activities as expected and commensurate with a land-grant institution. The primary emphasis is placed on service at the Program and School levels. Examples include the curriculum committee, honors and awards committee, and tenure, promotion, and reappointment committee. For service activities, efforts are made to ensure fairness and alignment with each faculty member's area of interest and expertise.

Outside the School, faculty members generally choose to participate in college and university services. Examples of university-level service include the Faculty Senate and University faculty or staff searches. As a School, we are obligated to contribute to the college's service needs, and therefore, we regularly ask for faculty volunteers to serve on various college committees. Finally, with support from the Program and School leadership, faculty members initiate professional and community service activities. Examples include CELA leadership positions, ASLA national committees, and other organizations, including local boards and committees. See Standard 6 and individual faculty records for further information about faculty service engagement that enhances the effectiveness of our program.

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 Director of the MLA Program serves as the main student advisor. See Standard 4 B.1.

5. Describe how faculty members participate in a range of ongoing professional development opportunities such as: career development; emerging issues in the profession; diversity, equity, inclusion, and cultural competency.

Clemson University offers a great number and a wide range of opportunities for faculty members' ongoing professional development. These include (but not limited to):

- Clemson University Office of Teaching Effectiveness and Innovation (OTEI) <https://www.clemson.edu/otei/> offers workshops, presentations, summer institutes for faculty to discuss topics ranging from writing an inclusive syllabus, to evidence-based measurement of students' learning, to curricular assessment strategies. OTEI offers different events, programs, and grants to support teaching effectiveness.
- Tiger Training <https://www.clemson.edu/human-resources/current-employees/development/tigertraining.html> presents different modules that faculty participate in. These modules address diversity, cultural sensitivity, and safeguard modules for our academic faculty and staff. This resource includes an online course for *Building Supportive Communities*.
- Clemson University Division of Research and the Office of Senior Vice President for Research, Scholarship and Creative Endeavors <https://www.clemson.edu/research/division-of-research/about-division/index.html> offer a wide range of support and opportunities for faculty, including grant workshops support with grant writing, seed grants, workshops and seminars.
- Clemson University office for Fullbright Scholars Program <https://fulbrightscholars.org/institution/clemson-university> offers workshops and guidance for faculty seeking research and teaching Fullbright opportunities with different international institutions.

- The Harvey and Lucinda Gantt Multicultural Center <https://www.clemson.edu/centers-institutes/gantt/> offers support and opportunities for seminars, speakers and workshops to support empowerment and engaging experiential learning opportunities.
- School of Architecture Lecture Series <https://www.clemson.edu/caac/academics/architecture/lecture-series.html> invites professional speakers who address a wide range of professional, cultural, and social issues as they pertain to the design fields.
- Watt Family Innovation Center <https://www.clemson.edu/centers-institutes/watt/resources/instructors-and-researchers/index.html> offers opportunities through their AI programs, SAS Institute, Watt Fellows Program, technology laboratories, and Media Forensic hub.
- Clemson University Experimental Forest <https://www.clemson.edu/public/experimental-forest/> is a 17,500-acre national exemplar forest dedicated to teaching, research, and public service. The Experimental Forest offers opportunities for workshops, conservation seminars, grants and experimental space for sustainability and conservation projects.
- Clemson University's Wood Utilization & Design Institute <https://www.clemson.edu/centers-institutes/wud/> is a multidisciplinary engine of innovation where foresters, architects, engineers, constructors and building industry stakeholders work to design advancements in wood-based construction. The Institute offers opportunities for workshops, grants, and seminars regarding materials and building sustainability.
- Clemson University President's Leadership Institute <https://www.clemson.edu/president/leadership-institute/index.html> offers a leadership development program to support and develop professional and personal leadership within the Clemson University faculty community.
- Clemson University Office of Faculty ADVANCEment <https://www.clemson.edu/provost/faculty-advancement-office/index.html> is a Clemson Provost NSF grant-funded TIGERS Advance program that offers faculty opportunities and mentorship for women, minorities, and underrepresented community for academic and leadership advancement.

Additionally, the Landscape Architecture faculty regularly attend academic conferences such as ASLA national and regional, CELA, and EDRA, which provide opportunities for continuing education on emerging topics in the landscape architecture profession. These resources serve as examples of the many opportunities available to our faculty to maintain continuing education and further professional development.

6. Discuss how the resources which the professional program provides to its faculty are similar the resources provided to other programs and departments in the institution.

All the resources stated above in B.5 are available to all landscape architecture, School of Architecture, and College faculty members. Program resources and funding stated above in B.3 are available to the landscape architecture faculty in support of conference attendance travel in an equitable manner.

7. Describe how the professional program systematically evaluates the development, teaching effectiveness, and cultural competence of faculty and instructional personnel through a peer and program review process and uses the results for individual and program improvement.

At the end of every academic semester, student evaluation of instructors (EvaluationKIT) is conducted to measure the effectiveness of the instructor, course delivery, content, and materials. These evaluations are read by the faculty member and the Director of the School of Architecture. The evaluation can shed light on the strengths and weaknesses of teaching effectiveness. Consequently, they can provide

directions for improvement of course content, format, materials, and delivery. Overall, course evaluation provides insight into teaching effectiveness and helps the faculty members address weaknesses in subsequent teaching.

In addition, each faculty member submits an annual report inclusive of self-evaluation in the areas of teaching effectiveness, research and scholarship, engagement in service, and other administrative duties if applicable. This annual report is submitted for Performance Evaluation to which the Director of School of Architecture responds with an annual evaluation.

Peer evaluation is another measure of teaching effectiveness and is considered a part of the tenure and promotion process for tenure-track faculty and other instructional faculty being evaluated annually.

The tenure, promotion and reappointment committee (TPR), comprised of all tenured landscape architecture faculty, provides feedback on the faculty's annual Tenure and Promotion dossier inclusive of teaching effectiveness. Student and peer evaluations of teaching effectiveness are considered an important part of the tenure and promotion process. Faculty on tenure-track have more extensive 3rd year review before their final tenure review in year 6. Tenured faculty members can undergo post-tenure review every five years as needed.

All these evaluations serve to assess and improve the teaching effectiveness and cultural competence of faculty and instructional personnel of our program.

8. Describe how the professional program regularly audits and updates internal policies and procedures related to diversity, equity, and inclusion.

This topic has become a priority for Landscape Architecture and the School of Architecture since the last accreditation visit, and we are regularly reviewing and updating our internal policies related to diversity, equity, and inclusion. Here are a few examples:

- In the recent update of our long-range plan in fall 2023, program faculty identified “attracting and retaining excellent and diverse students, faculty and staff” as one of our top priorities for 2023-2028 strategic planning.
- The Landscape Architecture Exit interview has been updated to include a question about students' satisfaction and opinions on the program's efforts in creating an environment that welcomes diversity and inclusion.
- The School of Architecture commitment statement to community & culture [Community & Culture Webpage](#) has been approved by the provost office in spring 2024 and posted on the School of Architecture website. The statement expresses how our programs recognize and value diversity, minorities, underrepresented communities, women, LGBTQ+ and BIPOC groups. Increasing diversity is an important LA Program core value that enriches the culture of our student-centered learning environment, where multiple perspectives and voices optimize inclusiveness and equity.
- Clemson University Human Resources requires the inclusion of a Diversity Plan as a part of any university conducted hiring. The Diversity Plan includes identifying efforts in outreach, recruitment, and attraction of a diverse pool of candidates for faculty and staff positions.
- In 2023, Clemson University celebrated 60 years of integration with a series of events, including a Harvey Gantt exhibition titled “Legacy: Celebrating the Impact of Harvey Gantt” and through the Harvey and Lucinda Gantt Multicultural Center <https://www.clemson.edu/centers-institutes/gantt/index.html> that works to create and celebrate diverse learning environments to enhance the intercultural competence of our community of students and faculty.

C. Faculty Retention.

1. Explain how faculty salaries and support are evaluated, and why they are appropriate to promote faculty retention and productivity.

Clemson University determines salaries within each discipline to ensure that hiring salaries are competitive with peer institutions. The university systemized practices of promotion and merit raises. The Director of the School of Architecture conducts annual faculty evaluations using Guidelines for Annual Faculty Performance Rating for Merit Increases (a 7-point scale) evaluating teaching, research, and service. The School of Architecture merit increase guidelines were approved in 2018 and posted on the School website under Faculty Resources. See Appendix 5.3. The annual evaluations inform annual discussions between the faculty member and the Director of SoA, including the goal-setting meeting that occurs at the beginning of the academic year. The annual evaluations also serve as the basis for merit raises when the university engages in a merit increase cycle. As with other land grant institutions, faculty members are recognized and rewarded for outstanding accomplishments in teaching, research, and service to promote faculty development, retention, and productivity. Landscape Architecture faculty also benefit from other forms of support including research and travel support, course releases, course buyouts, sabbaticals, and guest critic funding for studios, and other forms of support.

2. Discuss the rate of faculty turnover and why it does not undermine the mission and goals of the professional program.

In the last accreditation in 2018-2019, the Landscape Architecture program had eight full-time tenured and tenure-track faculty members.

- At the end of Spring 2019, Professor Maria Counts announced that she would be leaving Clemson University to take another position in Florida.
- At the beginning of Fall 2019, Lara Browning joined Landscape Architecture as a lecturer as part of the university spousal hiring program, and the Landscape Architecture program launched a national search to replace Maria Counts' position.
- In the Spring of 2020, the Landscape Architecture national search failed, and COVID-19 started, leading Clemson University to pivot to an online modality and implementing a university-wide hiring freeze.
- In the Fall of 2020, the Landscape Architecture program lost one of its senior faculty members, Robert Hewitt, who passed away in December of 2020.
- In the Spring of 2021, Clemson's hiring freeze continued, and the Landscape Architecture program was down by two tenured and tenure-track faculty members.
- In the summer of 2021, Landscape Architecture launched a search for a visiting assistant professor position to cover teaching needs.
- At the beginning of Fall 2021, Matt Nicolette was hired as a visiting assistant professor, and the Landscape Architecture program was allowed to launch a national search for only one faculty position (and not two to replace Maria Counts and Robert Hewitt).
- In the Fall of 2022, the Landscape Architecture national search was successful, and Matt Nicolette was hired as an assistant professor.
- At the end of Spring of 2023, Matthew Powers, Director of Landscape Architecture announced that he is leaving to take a director position at Virginia Tech University.
- In the summer of 2023, the Landscape Architecture program conducted a search for a visiting assistant professor to cover teaching needs. The search failed; however, the program was able to direct-hire Hannah Slyce as a lecturer starting in the fall of 2023.
- At the beginning of Fall 2024, the program launched a national search to fill Matthew Powers position which was successful resulting in hiring Kawthar Alrayyan.

The above points summarize the turnover of faculty during the last 6 years since the previous accreditation. In that time frame, the Landscape Architecture program lost a tenure-track faculty line (Maria Counts) and has been covering both BLA and MLA program course offerings, relying on a combination of tenured and tenure-track faculty members, full-time, part-time/adjunct instructional

faculty. As stated in the Introduction under the response to Recommendations Affecting Accreditation, as well as in Standard 2 D.2, the faculty have been carrying the weight of the program for efficient operation. However, this is difficult to achieve due to the low number of faculty and the healthy growth of the BLA and MLA programs. Currently, the program has a pending request for two additional tenure-track faculty lines with the provost office.

Throughout our faculty changes, we consistently ensure that curricular and expertise areas are covered, and that faculty turnover does not undermine the mission and goals of the professional program.

We use each faculty search as an opportunity to review our mission and strategic goals and hire in areas that help strengthen our program and educational goals and achieve our strategic priorities.

Standard 6: Outreach to the Institution, Communities, Alumni, and Practitioners

A. Interaction with the Institution and Public.

1. Describe how community engagement and service-learning activities undertaken by students and faculty are documented and publicly disseminated on a regular basis.

The program's community engagement and service-learning activities are wide-ranging and occur in most studios teaching and research. Many of our service-learning activities result in final reports and presentations to the community or stakeholders. This work is largely shared in portfolio material fundamental to accreditation review, including the current cycle.

Many community engagements and service-learning interactions have been recipients of awards and presentations at academic and professional conferences, e.g., CELA, SCASLA, SCAPA, and ASLA. Inclusive of awards earned by program students have been formal ceremonies conducted with the Clemson School of Architecture and the College of Architecture, Art, and Construction.

Output is also regularly featured in digital press releases (Program, School, College, University, and beyond). The School of Architecture Communications Office and the CAAC Communications Office disseminate regular press releases on student projects, faculty accomplishments and engagement with other news venues, including regional and national media. News about student and faculty engagement and service-learning activities are also shared on the Clemson News website, The Echo, and Clemson World. [Landscape Architecture](#) social media (Instagram) is another way we document and feature our students and faculty's community engagement and service-learning activities.

2. Describe how the professional program interacts with the institution to build awareness of the program; interacts with both local, diverse, and historically underserved communities, and with the general public at large to advance knowledge and understanding of landscape architecture, all in a way that builds students' cultural competence during their educational career.

The professional program is active and engaged in advancing knowledge and understanding of landscape architecture.

Institution: Although our program is relatively small, our faculty participates in a number of activities at a university level that provide leadership and disciplinary awareness. For example, Assistant Professor Nicolette serves on the University Faculty Senate and Professor Schurch serves on the Clemson Institute for Engaged Aging, providing best practices for engaged aging through research, education, and community outreach. He also offers a Creative Inquiry course in association with the Institute for Aging that is open to the wider Clemson student community. Professor Nassar was elected to Tiger Advance and participated in the Trailblazers Leadership Program at Clemson University, a Provost's initiative to prepare women and diverse faculty for leadership roles in academia and professional organizations. Professor Russell serves on an Advisory Committee for the Clemson Provost's office on the Hunnicut Creek project for the environmental restoration and incorporation of a Greenway on the Clemson Campus. He provides leadership on Clemson University's initiative to designate the first campus Sustainable Urban Forest. He also serves on the Advisory Board of Clemson University's Historic Woodland Cemetery, providing design and restoration expertise to celebrate the African American heritage on campus. Lara Browning was appointed to the Clemson Elevate 'Transform Lives' Team, which focuses on how Clemson can enhance educational and economic opportunities, improve agriculture, natural resources and animal health, and improve health outcomes for South Carolinians.

Additionally, faculty offer a number of interdisciplinary studios and courses open to the wider university student body. Those include the History of Landscape Architecture, Introduction to Landscape Architecture, Key Issues, Urban Issues and Environmental Issues in Landscape Architecture, all of which contribute to advancing knowledge and understanding of landscape architecture and broadening students' cultural competence.

Community and General Public: As stated in Standards 3 D.1 & 4 C.1, our program has many design studios that have a strong focus on service learning. Some examples repeated here include:

- Community Design studio engaged the minority Historic Black Sterling Community in Greenville, South Carolina. A studio faculty member is an active member of its governing board and engaged with the community in numerous endeavors.
- Landscape Architecture Fundamentals studio engaged with the Blue Ridge Community Center, City of Seneca, SC, Oconee County Council, and in cooperation with the National Association for the Advancement of Colored People (NAACP) in Utica and Seneca, South Carolina.
- Regional Design Studio worked on the Black Heritage Trail project, which celebrated the contributions of Black Americans and encouraged a deeper understanding of the significance of the region's cultural heritage to build more inclusive communities.
- Orientation I studio engaged an underserved community on the Island of Eleuthera in the Bahamas, addressing issues of social, economic, ecological, and environmental resiliency.
- Non-studio courses engage and invite guest speakers that include women, diversity, and minorities.

Additionally, the Landscape Architecture Program has advanced understanding of the field and profession through "Park(ing) Day" in which students build a temporary "Park" installation in strategic campus locations to bring landscape architecture to the attention of Clemson students, faculty, and staff (Appendix 6.1 & 6.2). The program is active in the university's "Stay a Tiger" program that introduces undergraduate students to graduate programs at Clemson, specifically the Master of Landscape Architecture. The Landscape Architecture program also participates in the Tiger Green initiative Sustainability Summit, a Clemson annual conference devoted to sustainability and environmental issues. Informally, the program provides information and awareness regarding the landscape architecture profession, including degree opportunities, at the main library and other locations across campus. On a more formal basis, the program hosts a monthly virtual open house and an annual in-person open house for prospective students and their families.

B. Interaction with Alumni and Practitioners.

1. Explain how the professional program maintains or has access to a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments.

The Clemson University Alumni Association maintains a directory and mailing list of all graduates of the university and Landscape Architecture program <https://alumni.clemson.edu/>. Clemson Alumni Association and Development offices maintain current information on alumni, including current employment, professional activity and significant professional accomplishments. An Alumni Directory online is another way alumni keep their information current. The Clemson Alumni Association maintains regular communications with alumni through The Echo: Clemson Alumni monthly magazine as well as through Clemson World, the Clemson University magazine that alumni receive annually. Additionally, the association maintains communication to invite and inform alumni of special events such as Golden Tiger, an annual reunion of alumni who graduated 50 years ago, and Alumni Spring Break Week, among other events and communications. Through its website and Social Media pages (Facebook and Instagram), Clemson University Alumni Association affords our graduates great opportunities to network. Landscape Architecture works with the SoA Communications office to stay in contact with program alumni by sending

a monthly SoA newsletter as well as program specific newsletter and messages. Additionally, the SoA and ClemsonLarc social media pages include student, faculty, and alumni, and afford networking opportunities, program messages and news updates. The Landscape Architecture website includes tabs for all BLA and MLA program alumni.

2. Describe how the professional program engages its alumni and other practitioners in activities that include efforts to expand students' educational opportunities, mentoring, career advising and potential employment, curriculum review and development, service on a formal advisory board, fundraising, and continuing education.

The Landscape Architecture program has a strong tradition of engaging alumni and practitioners in activities that include efforts to expand students' educational opportunities, mentoring, career advising, potential employment, and continuing education. A list of our program engagements includes:

- Internship opportunities within the private and public sectors (see Introduction response to considerations for improvement).
- Regularly held "Lunch and Learn" program with landscape architecture professionals, practitioners, firms and companies.
- Regularly held enrichment programs and demonstration sessions such as "Vectorworks," "SketchUp," and watercolor techniques.
- The Annual Career Fair is a yearly event hosted by the School of Architecture that receives over 120 Architecture and Landscape Architecture professional firms on campus for 3 days at the Madren Center. Career Fair serves as an annual venue in which practitioners, many of whom are alumni, firms and agencies from the state, Southeast region and increasingly, from around the country, travel to Clemson University. They meet, network and interview with our students for internships and entry-level employment positions. The Career Fair has increased in popularity over the years, and students find it very valuable in getting career guidance and interacting with professionals.
- A portfolio review with the state chapter of the ASLA is among the regular program activities directly involving alumni, practitioners, and students.
- The program invites alumni and practitioners to studio projects' interim and final reviews.
- The program engages alumni and practitioners formally in state and national ASLA awards processes and students' awards.
- During final Design Review week, the program invites many alumni and professionals to serve as external design reviewers, affording students opportunities to interact and develop professional networks.
- The Landscape Architecture Professional Practice course has a regular "lecture series," allowing students direct involvement with practitioners and provides possibilities for mentoring, internships, and employment upon graduation.
- Additionally, Clemson's Michelin Career Center, part of the Center for Career and Professional Development, serves both students and employers through a variety of networking services.
- Other opportunities to connect with alumni and practitioners occur while attending conferences such as ASLA, SCASLA and LABash. Clemson University Alumni table and organized firm crawls allow our students to meet and connect with program alumni and other professionals.
- Landscape Architecture is represented on the Clemson Architecture Foundation (CAF) board. The CAF's mission is to support and enrich the programs in the SoA. Six landscape architecture alumni and professionals from the state of South Carolina are represented on the board, and two are in leadership positions. The CAF raises funds and consistently supports our program, students, and faculty members. Additionally, board members serve as advisors, mentors and support initiatives in teaching, research, and a myriad of student-centered academic and career engagement.

- Clemson Landscape Architecture, through the efforts of a faculty member, became directly involved in forestalling South Carolina state legislature efforts to “sunset” the landscape architecture licensure law. The faculty members and graduate students’ experience included direct interaction with the Clemson University lobbyist and state ASLA chapter leadership at the state capitol. To this end, they traveled to Columbia, SC, met at the statehouse to engage legislators and explained the importance of landscape architecture licensure law to the State of South Carolina.
 - Lastly, in 2024, SoA launched a Mentorship program to connect landscape architecture and architecture undergraduates with professional mentors. This new program is the first of its type in Clemson’s new [TigerLink](https://news.clemson.edu/architecture-launches-new-mentorship-program-to-connect-academics-with-professional-practice/) initiative and is designed to integrate the student’s academic experience with professional practice <https://news.clemson.edu/architecture-launches-new-mentorship-program-to-connect-academics-with-professional-practice/>
3. Explain how the professional program engages with alumni and practitioners in ways that reflect, support and promote diversity, equity, and inclusion, assist in the recruitment of students with diverse backgrounds, and provide students with experiences that expand their cultural competence for interacting with diverse communities.

Our program engages alumni and professionals in a variety of curricular and co-curricular activities to reflect and support the program’s commitment promoting diversity, equity, and inclusion. A few of our program activities include:

- Most recently, the program and SoA have been approved by the University to post a “Community & Culture” statement on our website, affirming our commitment to the value of each person’s uniqueness and lived experience. <https://www.clemson.edu/caac/academics/architecture/about-us/community-culture.html>
- Our Lecture Series is a great forum to engage with a wide range of diverse speakers from different nationalities, ethnicities, and cultural backgrounds to address topics of cultural, social and environmental importance. The annual theme of the Lecture Series responds to important national events. For example, in the wake of racial unrest, the lecture series invited guests who could share positive work addressing the current climate. Recently, the lecture Series (Spring 2023) titled Healing Environments; Landscape and Architecture After the Crisis invited Sekou Cooke, Diane Allen Jones and Marcos Parga. Current and former speakers include Kona Gray, Michael Allen, & Kimberly McDowell. In addition to formal lectures, these guests provide workshops, student conversations, and informal program and curricular feedback through conversations over the duration of their visits.
- Landscape Architecture and SoA annually participate in the Men of Color Summit: A Clemson University conference that brings together students, faculty, alumni, and local schools for 2 days of sessions, speakers and exhibitions intended to create networking opportunities and to bridge the opportunity gap for young African American and Hispanic/Latinx males.
- The program is also active and supports the activities of cNOMAS.
- As noted above and elsewhere in the SER, our program has a strong commitment to community-engaged and service-learning design studios in diverse communities, including Sterling, Seneca, Utica, Pendelton, South Carolina, the Black Heritage Trail on the Clemson campus, and international minority and diversity communities in South of Egypt, and Tarpum Bay, Rock Sound, Bannermantown, Eleuthera, the Bahamas. Those studios expose students to a wide range of socioeconomic and cultural communities and develop student cultural competency in appreciating diverse human conditions and experiences.
- Additionally, the program’s long-range plan, posted on our website, identifies the recruitment and retention of excellent and diverse students, faculty, and staff as one of our strategic priorities for the next five years. For example, in recruitment efforts this year, the program visited a number

of minority high schools in the state (see Appendix 1.1) and shared our advertisement for faculty positions on the NOMAS website and other minority platforms.

4. Describe how the professional program engages with alumni and practitioners to provide opportunities for community engagement and service-learning for students, scholarly development for faculty, and professional guidance and financial support for the professional program.

Many of the community engagement and service-learning activities identified in Standards 3b and 3m.D.1-2 come from alumni, practitioners and faculty professional networks. Some of those studios are supported by modest grants or donations that are typically used to support the studio's activities. Faculty have been successful in intertwining their service-learning engagement with scholarship activities, resulting in ASLA and CELA conference presentations, published academic papers and awards. Examples of service-learning studio engagements resulting in scholarly presentations and publications include Clemson Downs studio, MLK Way studio, Centre for Training and Innovation studio, and Tarpum Bay studio, among others.

Interaction and direct engagement with SCASLA chapter officers have also been a great source of service-learning projects in different parts of the State. For example, Landscape Architecture Design Fundamentals studio worked in the Sheldon area of Beaufort County, in the low country, on a master plan of 350 acres placed under conservation easement to envision its use for eco-agricultural tourism. Another studio, in collaboration with SCASLA Chapter officers, focused on Port Royal Sound in Bluffton, SC. The SCASLA Chapter's support of the students during those field visits includes hosting social mixers for students, chapter officers, and low-country professionals and financial support of trip activities, including ecological tours of the May River and the low-country marshland.

Additionally, as stated above in B.2, the Clemson Architecture Foundation (CAF) has been an ongoing source of funding for programs contributing to community-based projects, teaching, travel, and creative activity by faculty.

5. Describe how the professional program acknowledges and celebrates the significant professional accomplishments of its alumni and benefactors within the institution and with the public at large.

We regularly publish news items, including alumni achievements, in the School of Architecture monthly newsletter, press releases and on our social media platforms. We post 6-7 "Alumni Spotlight" and share alumni profiles who serve on design reviews on our social media outlets. We also share distinguished alumni achievements and awards in Clemson News and other outlets. The School of Architecture annual graduate banquet often invites a distinguished alum to be the speaker at the awards and graduation ceremony. We are always proud to highlight our alumni achievements in recruiting materials and program presentations to prospective students.

Standard 7: Facilities, Equipment and Technology

A. Facilities.

1. Explain why the office, presentation, and meeting space provided to faculty, staff, and administration are appropriate.

Clemson University Landscape Architecture is located in Lee Hall, specifically, Lee III. Lee III is a 55,000 square-foot addition to the Lee Hall complex completed in January 2012. The building is highly energy efficient 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.

Lee III provides designated studio spaces for our undergraduate and graduate students, faculty offices, administrative staff offices, seminar rooms, and shared presentation 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 the Nieri Department of Construction Science.

Lee III is on two floors with studio spaces on both the ground and first floor. Faculty and staff offices are on the first floor. The program administrative office is on the first floor and provides space for our Administrative & Student Services Coordinator. This office is adjacent to other SoA and CAAC 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. Each faculty member is assigned a furnished office with WiFi and Ethernet network connections. Both floors also include small common areas with large tables for small group meetings with other faculty and students.

Most Landscape Architecture faculty offices are located on the Lee III first floor, with some faculty occupying offices in Lee I & II. Faculty 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. The Program Director uses 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. In addition to individual work areas and offices, the main administrative office has access to two program supplies rooms.

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

2. Describe how students are assigned studio workspaces and the access which they have to collaborative workspace that is adequate to meet the professional program’s needs and designed to meet the diverse needs of students.

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 the assigned studio space for the academic semester. Each student workstation includes a desk with lockable cubbies, and/or a lockable small three-drawer cabinet, and an adjustable height rolling chair.

Each studio contains one or more pin-up spaces that can be used for instructional purposes, presentations, or critiques. Collaborative workspaces are found throughout the building. Our open floor plan allows opportunities to gather chairs around a mobile TV monitor, boards, or tables during group instruction. Printing and scanning options are available in Lee III, the Gunnin, and Cooper Libraries. Breakout and seminar rooms are available for team meetings and small group critiques and are equipped with large monitors or projectors. Lee Hall is also equipped with 5 large-format light tables and two purified water bottle filling stations.

3. Verify that facilities are adequately maintained and in compliance with the Americans with Disabilities Act (ADA), the Life Safety Code, and applicable building codes. (Acceptable documentation includes reasonable-accommodation reports from the university ADA-compliance office and/or facilities or risk-management office.)

Lee Hall III construction was completed in January 2012 and is fully code-compliant with ADA, life-safety, and applicable building codes. All floors are accessible by elevator, with ADA parking and building ingress/egress. Gravel outside Lee-III was re-stabilized to ensure the building's access remained in compliance. In the fall of 2023, two more ADA parking spaces were added in front of the building. As the authority having jurisdiction, the Office of State Engineer and Clemson Facilities have been delegated code review. Clemson Facilities assesses university buildings for compliance with code every year. For Clemson University compliance, please see Clemson University Americans with Disabilities Act website <https://www.clemson.edu/campus-life/campus-services/access/american-disabilities/>, Risk Management and Insurance <https://www.clemson.edu/administration/risk/>, Office of Access and Equity regarding policies and procedures for equitable treatment <https://www.clemson.edu/campus-life/campus-services/access/policies.html>.

Also see Appendix 7.1, 7.2 & 7.3 for Lee Hall Architectural and Civil Engineering documents showing compliance with the Americans with Disabilities Act (ADA), the Life Safety Code, and applicable building codes.

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 refrigerator clean. The refrigerator is for all users in Lee III and is 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. A recent addition to Lee Hall III has been "sharps" collection bin in each studio for discarded blades, wire, glass, and other potentially hazardous debris.

B. Information Systems and Technical Equipment.

1. Explain why the information systems and technical equipment are sufficient, and how they are accessible, equitable, and available to serve the diverse needs of faculty and students.

Landscape Architecture and SoA work to ensure that students, faculty, and staff have access to appropriate and adequate technology resources to support academic and design computing needs at every level. Computer technology and software are integrated throughout the curriculum in almost all courses, and it is very important to our program that students and faculty have adequate access to both. 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. A list of Recommended Laptops is updated and provided each year by Clemson Computing and Information Technology (CCIT) <https://ccit.clemson.edu/>

Students, faculty, and staff have access to the following computer resources, information systems, laboratories, technical equipment, and support:

Clemson University Computing and Information Technology Center (CCIT)

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

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 CCIT.

Additionally, CCIT provides software training to students and faculty in a wide array of software in the classroom and through 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.

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

School of Architecture Digital Design Shop

School of Architecture Digital Design Shop is a CAD/CAM research lab for students and faculty experimenting with digital fabrication, CAD/CAM, and rapid prototyping. The 1000 SF digital lab has a full array of state-of-the-art equipment (a variety of laser cutters, 3D printers, hotwire cutters, and two small ABB robotic arms) to undertake and pursue a wide range of design and research projects. The facility explores the possibilities of digital design issues of materiality/tactility by synthesizing these tools into one facility. It is also designed as a platform for experimentation in design research areas. <https://www.clemson.edu/caac/academics/architecture/resources/digital-design-shop.html>

School of Architecture Laser Room

Located in the middle of Lee III studio space, the laser room has 4 laser cutters and computer stations with state-of-the-art air filtration systems. Students and faculty are able to sign up online to use the laser cutters.

School of Architecture Materials Lab

The materials lab is located on the basement floor of Lee Hall II. The fully equipped woodshop facility enables students from varying majors to manipulate wood and various other materials. Students are encouraged to use the lab for academic assignments and other projects. The 3000 SF makerspace lab hosts traditional woodworking equipment, a 3-axis CNC router, clay printers, and two large-scale robotic arms. In their first year, students are required to take an orientation and training that covers the use of the equipment and safety protocols. The SoA labs include:

Large Equipment:

- One large group workstation
- Six team workstations
- Fully stocked PPE cabinet
- Multiple Hardware Cabinet
- Flammable materials cabinet
- Table Saws

- Panel Saw
- Drill Presses
- 14" Bandsaws
- 24" Bandsaw
- Scroll Saws
- Edge Sander
- Disk Sanders
- Combo Disc Sanders
- Jointer
- Planar
- Router Table
- Two Compound Miter Saw Stations
- Two Portable air compressors
- Floor-mounted air compressor
- Material storage rack
- XYZ 3-axis CNC Router w/ 7 position AT
- Vacuum bag glue-up station
- Dedicated computer stations for Clay

Printing and CNC

- KUKA KR-30 robotic arm
- ABB 1460 robotic arm (cell)
- Three 3DPotter Clay Printers
- Clay mixing and pugging station
- Sink and cleaning area
- Four outdoor workstations

Hand-Held Power Tools:

- Routers
- Belt/disc sanders
- Drills
- Impacts
- Jigsaws
- Multitools
- Circular saws
- Battery Nailers
- Biscuit jointers
- Dominoe
- Planar
- Angle grinders
- Portable bandsaws
- Pneumatic carving tools

Hand-Held Non-Power Tools:

- Chisels
- Tape measures
- Hammers

- Screwdrivers
- Pliers
- Wire cutters
- Squares
- Levels
- Files and Rasps
- Handsaws

Watt Innovation Center Makerspace Lab

The Watt Innovation Makerspace Lab is located 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, and training is required before individuals may use the equipment without assistance. <https://www.cumaker.space/>

Clemson University Adobe Digital Studio

The Adobe Digital Studio in Clemson University's R.M. Cooper Library supports the program faculty and students by 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 space, pod-cast production, a video production studio, collaborative workstations, a high-resolution scanner, and a nine-display Behance wall that serves as a focal point for inspiration.

Clemson University Center for Geospatial Technologies (CCGT)

The Center, located on the fourth floor of R.M. Cooper Library, provides geospatial expertise (data or technology that has a geographical or spatial aspect) University-wide through support, teaching and outreach. CCGT strives to support the 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 assists 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.

Landscape Architecture Field Lab

Located within the University's 17,000 acres Experimental Forest, the Field Lab is a space where Landscape Architecture students are able to explore the diversity of ecotones, topographies and ecological systems at work. Through studio projects and special topic research, students explore and experiment within the lab to make stronger and more fluid connections between the research and application of traditional design disciplines. Through collaborative experimentation, students embrace the rigor and innovation typical of the 'design process' while embracing an interdisciplinary spirit critical for innovation and discovery. Research, design, and application testing in the Field Lab ranges from green infrastructure systems, ecological landscape management, and innovative construction technologies to stormwater mitigation strategies. The Field Lab was funded by the School of Architecture and the Clemson Architecture Foundation.

South Carolina Botanical Garden (SCBG)

The SCBG is committed to providing world-class educational outreach and opportunities through public events, engagement with Clemson University classes, and interpretation of special exhibits. As a holistic garden, the SCBG provides an excellent example to the public. These resource-wise healthy landscapes

that foster diversity are committed to providing a center for learning and promoting our southeastern native plants, as well as those plants that provide valuable ecosystem services and are well-adapted to the South Carolina climate. As an extension of the Clemson University Campus, the Landscape Architecture program uses the SCBG as a learning laboratory for plant identification, studios focused on ecology, and a demonstration garden for the various ecosystems within South Carolina. Additionally, the Landscape Architecture Program has collaborated with the SCBG on service learning, design-build and public engagement projects.

2. Describe the frequency and sufficiency of hardware and software maintenance, updating, and replacement.

Landscape Architecture and SoA use a policy aimed at replacing faculty and staff computers every four years or as needed. The School of Architecture Building and Technology committee is responsible for addressing needs, requests and concerns regarding hardware and software maintenance, updating and replacing equipment and furniture. The committee recommends purchasing, repairing, and replacing other items, including those in the Digital Design Shop, Materials Lab, monitors, and projectors.

CCIT-supported computer labs are replaced every three years, and Clemson University licensed software is updated yearly. All shared Lee Hall computer labs and media resources are maintained by the CCIT and CAAC technical support. CCIT's client support is responsible for administrative IT, software licensing, technical support, and training for CCIT-supported computer labs.

3. Describe the professional program's strategy for funding, maintaining, and advancing technology that supports learning.

The Landscape Architecture Program has representation on the School of Architecture Building and Technology Committee. The committee meets monthly to ensure the health, safety and quality of all Labs, makerspace, tools, and equipment. The committee also ensures that equipment and other technologies are in working order and up to date with current standards. Additionally, the committee meets annually to review proposals for new or additional equipment needed for all labs and School of Architecture Facilities. SoA makerspace laboratories have a new director, Joel Brown and are staffed by a host of research and graduate student assistants.

The SoA uses the Lab fee and maintenance funds to provide maintenance and purchase of new equipment as needed. Annually, the Clemson University Provost Office sends requests for proposals for infrastructure upgrades, funded by Lab Fees. When this occurs, CULA faculty assess, determine program needs, and submit a request to the provost office. For example, on one occasion, we requested funds for two large format flat panel monitors for studio instruction. We were successful in acquiring the funds needed to purchase these stations.

C. Library Resources.

1. Verify that the collections are adequate to support the professional program and include access to a broad cross-section of publications, periodicals, research, and other materials that reflect the diverse social, cultural, economic, political, and scientific forces that shape the art and science of landscape architecture.

Clemson University Landscape Architecture students, faculty, and staff have access to excellent print and digital library resources through [Clemson University Libraries](#). The main library, R.M. Cooper Library, houses general academic print and media collections. Materials specific to landscape architecture, visual art, architecture, city and regional planning, construction science, historic preservation, and real estate

development are housed in the Gunnin Library <https://libraries.clemson.edu/gunnin/>, which is located in Lee Hall within the College of Architecture, Art, and Construction. Additionally, the Clemson Design Center Library is located within the Clemson Design Center in Charleston, South Carolina. Ann Holderfield, Art & Architecture Librarian and Director of the Gunnin Architecture Library serves as a reference librarian for landscape architecture.

Library holdings

The general collection at R.M. Cooper Library contains approximately 1.2 million print books; 1.9 million electronic books, 756,129 physical audio/visuals; 58,590 digital/electronic audio/visuals; 21,826 current print serials and microfilms; 270,716 unique electronic serial titles; 684 databases. Clemson is a U.S. Federal Document Depository Library, and thus, we receive federal government publications – mostly in electronic formats. South Carolina government publications are also collected. The research collection within the Special Collections and Archives focuses on agriculture, architecture, athletics, textiles, politics and the history of the university and the community.

The Gunnin Architecture Library currently contains 34,853 print books, 30 audio/visual items, 7 microforms, and 3,766 serial items (497 titles). A total of 23,371 items are in remote storage. The library currently subscribes to 74 print periodicals and approximately 169 print and online journals that relate to landscape architecture.

The Clemson Design Center Library houses 4,234 print books, 224 audio/visual items, 1 microform, and 12,187 serials (810 titles).

Materials in digital formats, e-books, e-journals, online article indexes, databases, and streaming video belonging to or licensed to Clemson Libraries are accessible via the library's website from any device capable of an Internet connection. Only users with current Clemson University IDs may access licensed subscriptions.

Staffing

Thirty-four faculty librarians are employed through Clemson University Libraries, with seventy-three staff members and ninety-nine students.

The Gunnin Architecture Library has one faculty librarian, 2.5 staff members, and six students. The Art & Architecture Librarian and Director of the Library, Library Manager, one full-time Library Specialist are centered at the Gunnin Library, and a half-time Library Specialist staffs the Clemson Design Center Library.

Facilities

R.M. Cooper Library covers 184,839 square feet and has seating for 2,300. Five black and white printers, 2 color printers, and plotters are available for student use in the libraries through [Clemson Computing and Information Technology \(CCIT\)](#). A large-format Zeta scanner is also available. It can digitize up to 19x14" materials and offers a multilingual user menu. Cooper Library offers a variety of collaborative and silent study and meeting spaces, including 32 group study spaces and a new Learning Commons floor.

The Gunnin Architecture Library is an 8,000 square foot space extending over two floors in the center of Lee Hall. The library provides quiet study and collaborative spaces for 84 occupants. One group study room is available to reserve for up to six students, and one quiet study room is available for six students. One networked printer and one Zeta scanner are available for student use. The library also offers a self-checkout station and an app that students can download onto their device to check out books. The library features a new Material ConneXion library of 250 material samples, just added in spring 2024.

Charleston Design Center Library is a 600 square foot library that features seating for four students and two computer stations. Students and faculty have key card access for entry when the library is not staffed.

Interlibrary Loan and Consortia Resources

Clemson University participates 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 University 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 resource 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 partner libraries.

Library services in support of Landscape Architecture

The Art & Architecture Librarian and Director of the Gunnin Architecture Library serves as the reference specialist librarian for landscape architecture. 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 a BFA in Drawing & Painting, a BA in Art History, and an MAEd in Art Education, where her research focused on the influence of 18th century British aesthetics on the teaching of landscape drawing in 19th century American drawing books.

In addition to providing targeted collection development of print and digital books, journals, and databases, the librarian provides:

- Subject support for Landscape Architecture students and faculty via an [online research guide](#)
- In-class, hybrid, and virtual information literacy and research instruction
- In-person and virtual [research consultations](#)
- Research support for special projects and faculty research
- Special materials purchasing per faculty requests
- Connections to other Clemson University Libraries departments and initiatives such as Special Collections and Archives, the Adobe Studio and Makerspace, the Geospatial Center, and Data Services

The Cooper Library also offers a range of workshops on specific research skills and the use of library resources in general to all students, staff, and faculty. Workshops are held on topics within digital literacy, information literacy, open educational resources, and special collections and archives. The [Workshops website](#) details a list of topics. Librarians have also created a variety of [tutorials](#), learning objects, Canvas courses, and many research guides to help students navigate the scholarly journey.

The Gunnin Library's two full-time library staff members (Library Manager and Library Specialist/Student Supervisor) and up to six student assistants per semester help faculty and students identify, locate, and access 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), reference and online resources. A half-time Library Specialist provides these services to students and faculty who use the collections at CACC.

Landscape Architecture Research Guide

The Landscape Architecture disciplinary-designed research guide provides students and faculty with instructional content, lists, descriptions, and direct links to recommended resources <https://clemson.libguides.com/landscape>

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 Databases and Articles Indexes

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, are also available).

- AgEcon Search
- Art Full Text
- Art Index Retrospective
- Art, Design, & Architecture Collection
- ARTbibliographies Modern
- Arts & Humanities Database
- ARTstor/JStor
- Avery Index to Architectural Periodicals
- Bibliography of the History of Art
- BuildingGreen Suite
- CAB Abstracts Archives
- Design and Applied Arts Index
- Engineering Village (Compendex)
- Environmental Sciences and Pollution Management
- Greenfile
- Material ConneXion
- Oxford Art Online
- Urban Studies Abstracts
- Web of Science

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.

Clemson Libraries' current budget supports the following:

- \$9.7 million for electronic databases and journals
- \$74,006.95 for print periodicals
- \$609,488 for books (including electronic books) and media

Funds available for landscape architecture print and e-resources, specifically, are part of the annual allocation from this amount for the Gunnin Architecture Library collection. The Gunnin Architecture

Library also receives \$39,000 from the South Carolina Architectural Examiner's Board for architecture databases and print/e-books for the School of Architecture, of which landscape architecture is a part.

2. Describe how courses integrate the library and other resources.

Landscape Architecture faculty members work to integrate library resources into their course syllabi and individual assignments. When textbooks, electronic resources, DVDs and materials are included and required for a class, the library and faculty work together to ensure students have access to the holdings. Libraries provide resources in several ways:

- Books and DVDs may be placed on reserve for "in-library use only"
- Books and DVDs may be placed on shorter-term loans
- For articles outside of Clemson, the library acquires, scans and delivers a PDF to the student or faculty or links it to the Canvas platform.
- Electronic books, articles and resources may be linked directly to Canvas courses.

Faculty also integrate coursework and library resources by including the librarian faculty in course delivery and as guest lecturers. For example, the Art & Architecture librarian, the subject specialist for Landscape Architecture, served as a guest lecturer in Research Methods and Graduate Colloquium and presented on techniques and strategies for using the library's online databases and indices. The landscape architecture students are able to sign up online for a one-on-one in-person or virtual research consultations with the Art & Architecture Librarian to assist with project research. The students also use the discipline-designed research guide for databases and search engines specific to landscape architecture.

Landscape architecture faculty invite the Gunnin Art & Architecture librarian and other Clemson library specialists in data services, reference and citations, or special collections to provide a variety of specialized presentations.

Lastly, the Gunnin Art & Architecture librarian regularly attends the Lecture Series, guest lectures, exhibits, and other landscape architecture and SoA activities. She also helps promote the library collections and services and reaches out to the landscape architecture faculty on an annual basis for requests and recommendations for new library acquisitions.

3. Verify that library hours of operation and access to library resources are convenient, accessible, and adequate to serve the diverse needs of faculty and students.

The Gunnin Architecture Library is currently open during the times listed below (subject to change). For the most recent schedule of all Clemson University Libraries hours, see this [listing](#).

Fall and Spring Semester

- Monday - Thursday 7:30 a.m. to 9 p.m.
- Fridays 7:30 a.m. to 4:30 p.m.
- Saturday Closed
- Sunday 2 p.m. to 9 p.m.

Summer

- Monday – Friday 7:30 a.m. – 4:30 p.m.
- Saturday – Sunday Closed

The Gunnin Library staff and Art & Architecture librarian are diligent about ensuring the library collections are adequate. Additionally, the majority of the faculty members are highly active researchers and reach

out to the librarian to coordinate their needs. In addition, the Gunnin Librarian often reaches out to Program Directors and faculty members to ensure that students and faculty needs are met, and that needed new resources are being considered for library acquisition. The Gunnin Librarian's office is in the Gunnin Library within Lee Hall and is easily accessible to students and faculty.

FINAL ACTION LETTER AND INTERIM REPORT



Advocating, advancing, and evaluating quality education in Landscape Architecture

Kristopher Pritchard
Accreditation and Education
Director

April 18, 2019

Board Members

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ASLA Representative
Leonard Hopper, FASLA
Wentraub Diaz, LLC

CELA Representative
Kenneth Brooks, FASLA, FCELA
Arizona State University

CLARB Representative
Tom Sherry, ASLA
SPVV

Matthew Powers, PhD, ASLA
Director of Landscape Architecture and
Undergraduate Programs and Associate Professor
Landscape Architecture Program
School of Architecture
Clemson University
Clemson, South Carolina

Dear Professor Powers:

The Landscape Architectural Accreditation Board (LAAB) at its April 18, 2019 meeting considered the deferred action taken at the February 2019 meeting on the accreditation of the course of study leading to the first professional BLA degree at Clemson University and decided to grant accreditation for a period of six (6) years. This status is subject to review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends December 31, 2024. Accordingly, the BLA program is next scheduled for a review during the fall of 2024.

In making its decision, LAAB considered the program's self-evaluation report, the visiting team report, and the program's response to the report.

On behalf of the visiting team, I would like to thank you for the hospitality extended to them by the faculty, staff, and students.

Sincerely,

A handwritten signature in black ink that reads "Rodney Swink".

Rodney Swink, FASLA, PLA
LAAB Chair

cc: James P. Clements, Ph.D., President

Landscape Architectural Accreditation Board
636 Eye Street, NW
Washington, DC 20001-3736
202-898-2444 (O) Fax: 202-898-1185 (F)

**Clemson University
BLA Program
LAAB Meeting
April 18, 2019**

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

1. The program should ensure adherence to course and related learning outcomes when courses are delivered regardless of the instructor assigned (Standard 3).



Advocating, advancing, and evaluating quality education in Landscape Architecture

Kristopher Pritchard
Accreditation and Education
Director

April 18, 2019

Board Members

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Jack Ahern, FASLA,
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ASLA Representative
Leonard Hopper, FASLA
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Clemson University
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Clemson University
MLA Program
LAAB Meeting
April 18, 2019

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

1. The program should ensure adherence to course and related learning outcomes when courses are delivered regardless of the instructor assigned (Standard 3).

A. PROGRAM LONG-RANGE PLAN

Please click the link below to access the Landscape Architecture Program's Long-Range Plan
<https://www.clemson.edu/caac/academics/architecture/files/programs/cula-strategic-plan-2023.pdf>

B. BUDGET INFORMATION

1. Operating Expenses:

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Personnel						
Tenure-related faculty salary	\$616,004.00	\$696,950.00	\$678,950.00	\$652,277.00	\$680,086.00	\$709,617.00
Full-time non-tenure-related faculty salary	\$123,759.00	\$95,152.00	\$86,602.00	\$68,335.00	\$35,335.00	\$0.00
Part-time non-tenure-related faculty salary	\$0.00	\$18,000.00	\$0.00	\$0.00	\$12,000.00	\$30,562.00
Graduate student employee wages	\$12,162.00	\$11,176.00	\$7,031.00	\$4,498.00	\$11,830.00	\$43,319.00
Undergraduate student employee wages	\$29,274.00	\$16,436.00	\$4,537.00	\$8,152.00	\$0.00	\$0.00
Other personnel salary or wages	\$89,939.00	\$78,712.00	\$77,035.00	\$75,648.00	\$83,305.00	\$48,824.00
Fringe Benefits	\$299,375.00	\$322,707.00	\$315,882.00	\$282,968.00	\$295,787.00	\$267,994.00
Total personnel	\$1,170,513.00	\$1,238,231.00	\$1,170,037.00	\$1,064,878.00	\$1,118,343.00	\$1,100,316.00
Program support						
Faculty support	\$27,868.00	\$36,699.00	\$25,734.00	\$3,417.00	\$20,756.00	\$21,350.00
Graduate student tuition waivers	\$0.00	\$6,545.00	\$5,162.00	\$9,912.00	\$23,543.00	\$101,939.00
Undergraduate student tuition waivers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Graduate student fellowships	\$6,000.00	\$4,000.00	\$13,000.00	\$8,000.00	\$3,000.00	\$0.00
Undergraduate student scholarships	\$6,000.00	\$6,000.00	\$0.00	\$7,000.00	\$6,588.00	\$3,000.00
Other graduate student support	\$9,534.00	\$6,297.00	\$4,716.00	\$434.00	\$2,903.00	\$4,246.00
Other undergraduate student support	\$40,155.00	\$27,797.00	\$20,313.00	\$3,259.00	\$12,099.00	\$17,587.00
Guest lecturers and critics	\$0.00	\$717.00	\$1,000.00	\$0.00	\$748.00	\$1,114.00
Equipment	\$9,473.00	\$1,803.00	\$9,418.00	\$4,067.00	\$9,027.00	\$6542.00
Other	\$76,859.00	\$49,194.00	\$58,525.00	\$85,884.00	\$26,098.00	\$15,057.00
Total program support	\$175,889.00	\$139,052.00	\$137,868.00	\$121,973.00	\$104,762.00	\$170,835.00
TOTAL BUDGET	\$1,346,402.00	\$1,377,283.00	\$1,307,905.00	\$1,186,851.00	\$1,223,105.00	\$1,271,151.00

*Please note that the total budget figures match the prior annual reports, but the breakdown for personnel and program support are different since the way the information is requested has changed.

C. CURRICULUM – Bachelor's

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: 124

Required Courses	Units/Credit Hours	Elective Courses	Units/Credit Hours
Landscape Architecture: Studio	42	Natural Sciences	4
Landscape Architecture: Non-studio	42	Social Sciences	6
		Arts, Humanities	6
		English, Speech, Writing	6
		Global Challenges	6
		Mathematics	3
		SC Reach Act	3
		Free Electives	9
Total	84		40

2. Typical Program of Study

Year 1	Fall 1	Spring 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 (3)	LARC 1580 LA Digital Design & Rep. (3)
	ENGL 1030 Composition and Rhetoric (3)	COMM 1500 or Intro. to Human Comm OR COMM 2500 Public Speaking (3)
	Arts and Humanities (Non-Lit) Requirement (3)	
Total Credits	15	15

Year 2	Fall 2	Spring 2
	LARC 2140 Plants in the Landscape (3)	LARC 2150 Planting Design (3)
	LARC 2510 LA Design Fundamentals (6)	LARC 2550 Community Design Studio (6)
	LARC 2620 Design Implementation I (3)	LARC 3620 Design Implementation II (3)
	Natural Science with Lab Requirement (4)	Social Science Requirement (3)
		Mathematics Requirement (3)
Total Credits	16	18

Year 3	Fall 3	Spring 3
	LARC 3510 Regional Design & Ecology (6)	LARC 3190 Off-Campus Field Studies (3)
	LARC 3810 LA Professional Practice (3)	LARC 3210 LA Seminar (3)
	LARC 4620 Design Implementation III (3)	LARC 3550 Off-Campus Studio (6)
	Elective (3)	Elective (3)
Total Credits	15	15

Year 4	Fall 4	Spring 4
	LARC 4530 Key Issues in LA (3)	LARC 4550 LA Exit Project (6)
	LARC 4540 Urban Design Studio (6)	
		SC Reach Act or Elective (3)
	Arts and Humanities (Literature) Req (3)	Social Science Requirement (3)
	Elective (3)	Elective (3)
Total Credits	15	15

3. Landscape Architectural Courses Offered During Past Academic Year

Instructor Name & Course(s) Taught	Course Number	Term	Credit Hours	Contact Hrs. / Wk.	Enrollment
Hannah V. Slyce					
Introduction to Landscape Architecture	1150	Fall 2023	3	3	41
Lara Browning					
Technical Graphics	1280	Fall 2023	3	4	27
Lara Browning					
Basic Design I	1510	Fall 2023	3	6	28
Lara Browning					
Plants in the Landscape	2140	Fall 2023	3	3	30
Hala Nassar					
Landscape Architecture Design Fundamentals	2510	Fall 2023	6	1	13
Zahra Ghazanfari					
Landscape Architecture Design Fundamentals	2510	Fall 2023	6	1	15
Mary G. Padua					
Landscape Architecture Design Fundamentals	2510	Fall 2023	6	1	14
Hala Nassar					
Landscape Architecture Design Fundamentals Lab	2511	Fall 2023	0	10	13
Zahra Ghazanfari					
Landscape Architecture Design Fundamentals Lab	2511	Fall 2023	0	10	15
Mary G. Padua					
Landscape Architecture Design Fundamentals Lab	2511	Fall 2023	0	10	14
Paul Russell					
Design Implementation I	2620	Fall 2023	3	1	40
Paul Russell					
Design Implementation I Lab	2621	Fall 2023	0	3	40
Matthew Nicolette					
Field Studies Internship	2930	Fall 2023	3	3	5
Dave Lee					
Off Campus Field Study (Genoa / Sec. 600)	3190	Fall 2023	3	3	2
Miguel Roldan					
Off Campus Field Study (Barcelona / Sec. 601)	3190	Fall 2023	3	3	2
Dave Lee					
LA Seminar (Genoa / Sec. 600)	3210	Fall 2023	3	3	2
Miguel Roldan					
LA Seminar (Barcelona / Sec. 601)	3210	Fall 2023	3	3	2
Hannah V. Slyce					

Regional Design and Ecology	3510	Fall 2023	6	1	17
Hannah V. Slyce					
Regional Design and Ecology Lab	3510	Fall 2023	0	10	17
Dave Lee					
Off Campus Studio (Genoa / Sec. 600)	3550	Fall 2023	6	1	2
Miguel Roldan					
Off Campus Studio (Barcelona / Sec. 601)	3550	Fall 2023	6	1	2
Dave Lee					
Off Campus Studio Lab (Genoa / Sec. 600)	3551	Fall 2023	0	10	2
Miguel Roldan					
Off Campus Studio Lab (Barcelona / Sec. 601)	3551	Fall 2023	0	10	2
Mary G. Padua					
Key Issues in Landscape Architecture	4530	Fall 2023	3	3	26
Hyejung Chang					
Urban Design Studio	4540	Fall 2023	6	1	7
Hyejung Chang					
Urban Design Studio Lab	4541	Fall 2023	0	10	7
Paul Russell					
Landscape Architecture Exit Project	4550	Fall 2023	6	12	7
Matthew Nicolette					
Design Implementation III	4620	Fall 2023	3	2	21
Matthew Nicolette					
Design Implementation III Lab	4621	Fall 2023	0	2	21
Tom Schurch					
Directed Studies and Projects in LA	4900	Fall 2023	3	3	1
Matthew Nicolette					
Directed Studies and Projects in LA	4900	Fall 2023	4	3	1
Paul Russell					
Directed Studies and Projects in LA	4900	Fall 2023	3	3	1
Lara Browning					
Directed Studies and Projects in LA	4900	Fall 2023	3	3	1
Matthew Nicolette					
Professional Office Internship	4930	Fall 2023	3	3	10
Lara Browning					
Selected Topics in LA	4970	Fall 2023	3	3	1
Hyejung Chang					
Selected Topics in LA Studio	4980	Fall 2023	6	12	1
Lara Browning					
History of Landscape Architecture	1160	Spring 2024	3	3	95
Zahra Ghazanfari					
Basic Design II	1520	Spring 2024	6	12	14
Sara E. Bille					
Basic Design II	1520	Spring 2024	6	12	12
Arielle Spencer					
LA Digital Design and Representation	1580	Spring 2024	3	2	28
Arielle Spencer					
LA Digital Design and Representation Lab	1581	Spring 2024	0	2	28
Lara Browning					
Planting Design	2150	Spring 2024	3	3	43

Hannah V. Slyce					
Community Design Studio	2550	Spring 2024	6	1	15
Matthew Nicolette					
Community Design Studio	2550	Spring 2024	6	1	13
Thomas Schurch					
Community Design Studio	2550	Spring 2024	6	1	13
Hannah V. Slyce					
Community Design Studio Lab	2551	Spring 2024	0	10	15
Matthew Nicolette					
Community Design Studio Lab	2551	Spring 2024	0	10	13
Thomas Schurch					
Community Design Studio Lab	2551	Spring 2024	0	10	13
Matthew Nicolette					
Field Studies Internship	2930	Spring 2024	1-3	1-3	1
Bradford A Watson					
Off-Campus Field Study (Charleston, Sec. 401)	3190	Spring 2024	3	3	5
Dave Lee					
Off-Campus Field Study Genoa, Sec. 600)	3190	Spring 2024	3	3	4
Miguel Roldan					
Off-Campus Field Study (Barcelona, Sec. 601)	3190	Spring 2024	3	3	4
Dave Lee					
LA Seminar Genoa, Sec. 600)	3210	Spring 2024	3	3	4
Miguel Roldan					
LA Seminar (Barcelona, Sec. 601)	3210	Spring 2024	3	3	4
Bradford A Watson					
Off-Campus Studio (Charleston, Sec. 402)	3550	Spring 2024	6	1	5
Dave Lee					
Off-Campus Studio (Genoa, Sec. 600)	3550	Spring 2024	6	1	4
Miguel Roldan					
Off-Campus Studio (Barcelona, Sec. 601)	3550	Spring 2024	6	1	4
Bradford A Watson					
Off-Campus Studio Lab(Charleston, Sec. 402)	3551	Spring 2024	0	10	5
Dave Lee					
Off-Campus Studio Lab (Genoa, Sec. 600)	3551	Spring 2024	0	10	4
Miguel Roldan					
Off-Campus Studio Lab (Barcelona, Sec. 601)	3551	Spring 2024	0	10	4
Paul Russell					
Design Implementation II	3620	Spring 2024	3	1	39
Paul Russell					
Design Implementation II Lab	3621	Spring 2024	0	2	39
Matthew Nicolette					
Environmental Issues in LA	4230	Spring 2024	3	3	12
Hyejung Chang					
Key Issues in Landscape Architecture	4530	Spring 2024	3	3	11
Hala Nassar					
Urban Design Studio	4540	Spring 2024	6	1	4
Hala Nassar					
Urban Design Studio Lab	4541	Spring 2024	0	10	4
Paul Russell					
LA Exit Project	4550	Spring 2024	6	12	8
Mary G. Padua					
LA Exit Project	4550	Spring 2024	6	12	8
Matthew Nicolette					

Professional Office Internship	4930	Spring 2024	1-3	1-3	6
Lara Browning					
History of Landscape Architecture (Honors Contract)	4970	Spring 2024	3	3	1

C. CURRICULUM – Master's

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: 81

Required Courses	Units/Credit Hours	Elective Courses	Units/Credit Hours
Landscape Architecture: Studio	36	Free Electives	12
Landscape Architecture: Non-studio	33		
Total	69		12

2. Typical Program of Study

MLA Program

Year 1	Summer	
	LARC 8120 Drawing and Representation (3)	
Total Credits	3	

Year 1	Fall 1	Spring 1
	LARC 8140 Plants in the Landscape (3)	LARC 6280 Digital Representation (3)
	LARC 6530 Key Issues in LA (3)	LARC 8300 History in LA (3)
	LARC 8010 Orientation I (6)	LARC 8150 Planting Design (3)
		LARC 8020 Orientation II (6)
Total Credits	12	15

Year 2	Fall 2	Spring 2
	LARC 8610 Design Implementation I (3)	LARC 8620 Design Implementation II (3)
	LARC 6210 Professional Practice (3)	LARC 8210 Research Methods (3)
	LARC 8230 Community Design / Fluid Campus (6)	LARC 8520 Urban Design / Fluid Campus (6)
	Elective 6000/8000 (3)	
Total Credits	15	12

Year 3	Fall 3	Spring 3
	LARC 8500 Graduate Colloquium (3)	LARC 8920 Terminal Project (6)
	LARC 8430 Interdisciplinary Design (6)	

	Elective 6000/8000 (3)	Elective 6000/8000 (3)
Total Credits	12	9

3. Landscape Architectural Courses Offered During Past Academic Year

Instructor Name & Course(s) Taught	Course Number	Term	Credit Hours	Contact Hrs. / Wk.	Enrollment
Hala Nassar					
Drawing and Representation	8970	Summer 2023	3	3	3
Mary G. Padua					
Keys Issues in Landscape Architecture	6530	Fall 2023	3	3	3
Hala Nassar					
LA Orientation 1	8010	Fall 2023	6	3	3
Hala Nassar					
LA Orientation 1 Lab	8011	Fall 2023	0	9	3
Lara Browning					
Plants in the Landscape	8140	Fall 2023	3	3	5
Hyejung Chang					
Research Methods	8210	Fall 2023	3	3	5
Tom Schurch					
Advanced Community Design	8230	Fall 2023	6	3	5
Tom Schurch					
Advanced Community Design Lab Lab	8231	Fall 2023	0	9	5
Matthew Nicolette					
Interdisciplinary Design and Research	8430	Fall 2023	6	3	11
Matthew Nicolette					
Interdisciplinary Design and Research Lab	8431	Fall 2023	0	9	11
Hala Nassar					
Graduate Colloquium	8500	Fall 2023	3	3	6
Paul Russell					
Design Implementation I	8610	Fall 2023	3	3	5
Tom Schurch					
Design Implementation I	8610	Fall 2023	3	3	1
Matthew Nicolette					
Design Implementation III	8630	Fall 2023	3	3	2
Matthew Nicolette					
Internship in Landscape Architecture	8930	Fall 2023	1-3	1-3	4
Sara E. Bille					
Design Exploration	8970	Fall 2023	3	3	3
Hala Nassar					
Selected Topics in LA	8980	Fall 2023	6	1	1
Matthew Nicolette					
Environmental Issues in LA	6230	Spring 2024	3	3`	3
Mary G. Padua					

LA Professional Practice	6810	Spring 2024	3	3	8
Matthew Nicolette					
LA Orientation I	8020	Spring 2024	6	3	3
Matthew Nicolette					
LA Orientation II Lab	8021	Spring 2024	0	9	3
Lara Browning					
Planting Design	8150	Spring 2024	3	3	2
Lara Browning					
History of Landscape Architecture	8300	Spring 2024	3	3	3
Hala Nassar					
Advanced Urban Design	8520	Spring 2024	6	1	5
Hala Nassar					
Advanced Urban Design Lab	8521	Spring 2024	0	10	5
Paul Russell					
Design Implementation II	8620	Spring 2024	3	3	5
Hyejung Chang					
Directed Studies	8900	Spring 2024	3	3	1
Hyejung Chang					
LA Terminal Project	8920	Spring 2024	6	12	6
Tom Schurch					
LA Terminal Project	8920	Spring 2024	6	12	1
Arielle Spencer					
Digital Design and Representation	8970	Spring 2024	3	3	3
Hannah V. Slyce					
GIS in Landscape Architecture	8970	Spring 2024	3	3	3

D. LEARNING OUTCOMES CURRICULAR MAP – Bachelor's

D. LEARNING OUTCOMES CURRICULAR MAP – Master’s

I Introduction of knowledge / skill
D Development of knowledge / skill
C Competency in knowledge / skill

	Design Studios						Required Courses											
	Year 1		Year 2		Year 3		Year 1 - Fall		Year 1 - Spring		Year 2 - Fall		Year 2 - Spring		Year 3 - Fall		Year 3 - Spring	
	LA Orientation I	LA Orientation II	Adv. Community Design (Off-Campus)	Adv. Urban Design (Off-Campus)	Interdisciplinary Design & Research	Terminal Project	Drawing & Representation	Key Issues in LA	Plants in the Landscape	Computer-Aided Design	Planting Design	History Seminar I	Research Methods	Design Implementation I	Elective	LA Professional Practice	Design Implementation II	Elective
	LARC 8010	LARC 8020	LARC 8230	LARC 8520	LARC 8490	LARC 8920	LARC 8120	LARC 6530	LARC 8140	LARC 6260	LARC 8150	LARC 8300	LARC 8210	LARC 8610	Elective	LARC 6810	LARC 8620	Elective
Knowledge																		
Design Process, Principles and Theory																		
the range of creative, cultural and historic approaches to developing material, spatial, and temporal landscape compositions, site-specific design solutions and other creative responses that are grounded in the natural, physical, and social sciences and address aesthetic, environmental and social issues and goals	I	I	D	D	C	C	I	I			D		D					
Histories and Theories of the Art and Science of Landscape Architecture	I	I	D	D	C	C		I			D							
built and natural environment, and urban, community, and ecological planning and design framed by diverse social, cultural, economic, political, and scientific forces in North America and globally	I	I	D	D	C	C		I			D		D					
Plants, Ecosystems, and Climate Science																		
abiotic and biotic aspects of ecosystems associated with natural and constructed landscapes;	I	I	D	D	C	C		I	I		D	I						
application of ecology, botany, and horticulture principles to the design of the landscape;	I	I	D	D	C	C		I	I		D		D	D			D	
knowledge of soil science and geology and their impact on the landscape;	I	I	D	D	C	C		I	I		D			D			D	
impacts associated with landscape engineering, development, post construction management and maintenance;	I	I	D	D				I	I		D		D	D			C	
interrelationships between ecosystems and climate.	I	I	D	D	C	C		I	I		D							
Resilience																		
social, human, economic and environmental principles of sustainability and resilience;	I	I	D	D	C	C		I	I		D		D	D			D	
landscape performance categories, metrics and methodologies;	I	I	D	D	C	C		I	I		D		D	D			C	
the use of behavioral sciences to assess the impacts of design within diverse social, human, economic and environmental systems.	I	I	D	D	C	C		I	I		D		D					
Legal Context of the Profession																		
legal responsibilities and the role of landscape architects to preserve and safeguard human health, safety and the public welfare through their professional practice;			I					I	I			I	D			C	D	
maintaining the intrinsic values of environmental, historic, cultural and community resources in compliance with legal and regulatory frameworks;			I					I	I				D			C	D	
the regulatory professional practice and licensure requirements.			I					I					D			C	D	
Professional Practice																		
current and emerging practice opportunities that utilize landscape architectural skills and knowledge in a variety of private, public, academic, and non-governmental settings,	I	I	D	D	C	C		I	I		D		D			D	D	
project management and delivery;	I	I	D	D	C	C		I			D		D				C	
the ethical and professional obligations to clients, communities, the public, and the landscape and environment;	I	I	D	D	C	C		I	I		I		D			C	D	
life-long learning, advocacy, career development, and the role of professional and community organizations.	I	I	D	D	C	C		I			D					C		
Skills and Competencies																		
Assessment																		
analysis of the physical, biotic, climatic, and cultural context of a project;	I	I	D	D	C	C		I	I		D		D	D			D	
comprehensively synthesis of objective and subjective analysis;	I	I	D	D	C	C		I			D		D	D			D	
evaluation of the suitability of a program to multiple sites and prioritization of a site based on program;	I	I	D	D	C	C		I					D					
evaluation of spatial and other relevant data;	I	I	D	D	C	C		I			D		D	D			D	
communication of the criteria and methodologies used in evaluation.	I	I	D	D	C	C		I					D	D			D	
Design																		
generation of multiple design concepts to for a project;	I	I	D	D	C	C					D		D				D	
evaluation and critique of alternatives and synthesis of ideas into a comprehensive, implementable result;	I	I	D	D	C	C					D		D				D	
application of the natural, physical, and social sciences in the development of innovative and site-specific design solutions;	I	I	D	D	C	C					D		D				D	
design decision-making that incorporates physical, cultural, climatic and regulatory context, the diverse needs of users, considering all abilities and modes of perception, equitable access, ecological health, and temporal change, materials and constructability.	I	I	D	D	C	C					D		D				D	
Communication																		
use of verbal, nonverbal, visual, and written communication to clearly and concretely express ideas;	I	I	D	D	C	C		I	I	D	I	D	D	D		C	D	
solicit ideas from, listen and seek to understand and communicate effectively with diverse audiences;	I	I	D	D	C	C		I	I		I	D	D	D		C	D	
thoughtfully provide, receive, and respond to feedback and critique;	I	I	D	D	C	C		I	I		I	D	D	D		C	D	
demonstrate empathy and respect.	I	I	D	D	C	C		I	I		I	D	D	D		C	D	
Construction materials and methods																		
integration of materials, engineering, specifications, and construction techniques in a design proposal;							I							D			C	
selection of materials for character, quality, cost, sustainability, and cultural relevance;	I	I					I							D			C	
preparation of design development, construction documents, and details;	I	I					I							D			C	
understanding construction administration and oversight.							I							D			C	
Landform/landscape engineering and green infrastructure																		
applying quantifiable principles and practices of engineering including grading, drainage, water quality and management, and other landform processes to design landscapes that are accessible, safe, and ecologically sustainable							I							D			C	
Numeracy/Quantification																		
mathematical calculations to inform and substantiate design and construction performance			I								I		D				C	
Landscape Performance																		
ability to define and measure the impact of a design on its environmental, social, and economic goals based on measurable outcomes;					C	C			I				D				C	
identification of types of data to measure project impact(s);					C	C			I				D				C	
use of performance metrics to measure performative impacts of a project.					C	C			I				D				C	
Collaboration																		
leadership and collaboration on multidisciplinary teams;	I	I	D	D	C	C		I					D	D			D	
incorporation of knowledge from other disciplines, professions, and perspectives.	I	I	D	D	C	C		I	I		D		D	D			D	
Research (graduate level)																		
articulation of a clear research theory;					C			I					D				C	
selection and application of appropriate research methods;					C			I					D				C	
placement of work within an existing body of knowledge and articulation of the significance of the work to the field;					C			I					D				C	
the practice of research ethics and responsible conduct;					C			I					D				C	
work autonomously and effectively to complete independent projects;					C			I					D				C	
contribution of new knowledge to the profession to address current and future challenges.					C			I					D				C	

E. COURSE SYLLABI & STUDENT WORKTABLE of CONTENT

All course syllabi and student work samples for the BLA can be found at <https://www.clemson.edu/caac/sites/larc/bla-courses/index.html> searchable by course and information type (syllabus, project brief, sample student work).

The website course information is arranged as follows:

BLA Courses

- Year of curriculum
 - Fall or Spring
 - Course name and number
 - Syllabus
 - Project brief/s
 - Sample student work

All course syllabi and student work samples for the MLA can be found at <https://www.clemson.edu/caac/sites/larc/mla-courses/index.html> searchable by course and information type (syllabus, project brief, sample student work).

The website course information is arranged as follows:

MLA Courses

- Year of curriculum
 - Fall or Spring
 - Course name and number
 - Syllabus
 - Project brief/s
 - Sample student work

F. CURRICULAR ASSESSMENT PLAN – Bachelor's



Bachelor of Landscape Architecture Program 2023-2024

School of Architecture,
College of Architecture, Art & Construction
Curricular Assessment Plan

<https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/bachelors-landscape-architecture.html>

Program Vision

To foster excellence in transformational design education, scholarship and community engagement that rigorously promotes a resilient, healthy, socially just and sustainable future.

Program Mission

The mission of Clemson University's Landscape Architecture Program is to cultivate thinkers, designers, professional landscape architects and transformational leaders who make responsible, stewardship-based contributions locally and internationally through collaborative and student-centered, experiential and studio-based learning. As educators, we instill in our students a deep respect for the land with a focus on pro-active, sustainable, socially inclusive, resilient communities and regenerative design solutions. As scholars, through creative and applied research, we are committed to advancing equitable, culturally and ecologically sensitive, healthy communities, human-centered and environmentally ethical works.

Program Educational Goals

Clemson University's Landscape Architecture Program's educational goals are as follows:

1. Cultivate and produce professional landscape architects and transformational leaders who are prepared to meet the challenges of our time locally, nationally, and internationally.
2. Provide and deliver a curriculum aligned with the program mission and values.
3. Sustain and enhance our creative and research-based design culture and student-centered learning environment enabling students to produce award-winning projects, innovative research, and faculty to generate acclaimed scholarship that contributes to advancing landscape architecture.
4. Cultivate, sustain and enhance opportunities for real-world experiences and leadership opportunities for students through community engagement, outreach and service-learning, professional internships and support for student organizations.
5. Optimize the unique, interdisciplinary learning environment fostered by Lee Hall through outreach, collaborative opportunities and articulated relationships with academic units/disciplines in Lee Hall, Clemson Design Center-Charleston, including new Fluid Campus sites beyond the Charles E. Daniel Center for Building Research and Urban Studies and the Barcelona Architecture Center in Spain.

Program Core Values

Clemson University's Landscape Architecture Program's core values are as follows:

People, Culture, Sustainability & Community Engagement

Our studio-based and experiential learning milieu creates a vessel for building critical thinking skills and sensitivity to the needs of communities and their cultures both locally and internationally. We acknowledge the human impact in our world and seek balanced and innovative solutions that deeply respects the inter-relationships of people and their built and natural environments. Sustainability is foundational throughout Clemson's landscape architecture educational journey and integrates the significance of environmental concerns, equity and inclusion for a socially just world. Through community engagement and working directly with communities beyond Lee Hall, students explore contemporary issues and learn with a diverse faculty comprised of active researchers and practitioners.

Legacy, Land Ethic & Stewardship

The "place" of Clemson University and South Carolina provides an incredible laboratory where students directly learn about the significance of the state's rich landscape legacy and instill the significance of land ethics and the importance of serving as good stewards of the environment. The integrity of the state's complex landscape legacy traverses the mountains to the coastline. It involves the Clemson Experimental Forest, textile mill heritage and brownfield sites along numerous rivers, Charleston's Garden tradition, along the urban landscapes of the Greenville-Spartanburg area, Columbia and the coastal region. Acknowledgement and respect for this legacy, along with the advocacy for sustainable environments and resilient communities, both locally and globally, informs a formidable land ethic and deepens the importance of environmental stewardship.

Collaboration, Global engagement, Interdisciplinary learning, and research

Collaboration involves multiple tiers of engagement. In addition to our students and faculty engaging directly with communities during design studio settings, collaborative activities include interdisciplinary learning and research through engagement with other disciplines, especially architecture faculty and students in Lee Hall, as well as our "Fluid Campus" non-campus locations at the Clemson Design Center in Charleston, Charles E. Daniel Center for Building Research and Urban Studies in Genoa, Italy, and Barcelona Architecture Center in Spain. Collaboration, in this context, interdisciplinary learning in local and global contexts bolsters the significance of environmental stewardship, as well as working with diverse communities and cultures to cultivate a healthy, resilient, equitable and an inclusive society.

Background and Status of Accreditation

The Bachelor of Landscape Architecture Program (BLA) is a program within the School of Architecture in the College of Architecture, Art & Construction. The BLA is a professional program accredited by the Landscape Architecture Accreditation Board (LAAB) and is accredited through the fall of 2024. The BLA has been in operation since August 16, 1988.

Curricular Assessment Process

The Clemson LA Program faculty regularly assesses its educational goals and curriculum through various mechanisms and activities. The faculty believes that the program vision, mission, core values and goals fully describe the design-based discipline of Landscape Architecture. The program has been assessing the curriculum through a combination of activities, including final design reviews, invited external guests, alumni and professionals, end of the semester Walk-Throughs, curriculum committees and faculty meetings, and students' evaluation of courses. However, with a change in Clemson LA program leadership in 2023 and the appointment of two new directors, a Director of Landscape Architecture and Graduate Program (MLA) and a Director of undergraduate program (BLA), program faculty have decided to adopt a new assessment procedure; one that is data-driven intertwining qualitative and quantitative approaches in a series of assessments activities capable of delivering a robust insight into the program curriculum. Quantitative data is harnessed via surveys administered during final design review weeks and final exams week and filled by all faculty and external reviewers, numeric data of students' awards, and students job placement. While qualitative data is regularly collected via the open-ended comment section of surveys administered during final design review week, student exit interviews, and formal and informal meetings and discussions with professionals, the South Carolina ASLA executive committee and the program alumni. The new assessment procedure analyzes the data using metrics and benchmarks agreed upon by the entire program faculty. Faculty

believe that this provides an in-depth insight into the curriculum, grounds our decision-making regarding curriculum modifications, enables us to track changes, and helps us identify the efficacy of those changes.

The outcomes of our curriculum assessment, presented here, are based on accreditation standards and represent best practices according to our program faculty. Each assessment is intended to identify areas of success and areas that need improvement. Collectively, assessment tools effectively provide an overall picture of the program's successes or identify potential areas that need improvement. The strength of our assessment strategy becomes evident when certain themes or patterns emerge across multiple assessment tools. Cross-referencing quantitative and qualitative data also supports our assessment strategy in identifying successes, weaknesses, and needs for improvement.

The following are the different activities and tools our Landscape Architecture program employs for BLA curricular assessment:

- 1- Student Learning Outcome Assessment
- 2- Student Exit Interviews
- 3- Awards and recognition
- 4- Post-graduation job placement rates

1- **Student Learning Outcome Assessment**

To conduct a thorough and robust assessment of the BLA curriculum and to ensure that delivered courses match the program mission, vision, core values, goals, as well as LAAB standards, program faculty identified where knowledge, skills and competencies are achieved, marking I) Introduction of knowledge, D) Development of Knowledge C) Competency in Knowledge, on the curricular map (***Please see Exhibit A, BLA Curricular Map***). All courses that have been indicated with **C** for competency in knowledge and skills have been identified for Learning Outcome Assessment. This exercise resulted in identifying the following courses for comprehensive assessment:

- **LARC 4620 Design Implementation III**
- **LARC 4530 Key Issues in Landscape Architecture**
- **LARC 4550 Landscape Architecture Exit Project**
- **LARC 3810 Landscape Architecture Professional Practice**

The landscape architecture faculty collectively believe that a benchmark for our program should be that **80% of the students achieve Very Good (B) and Excellent (A) on all measurements identified on the respective course rubric**. Since the assessment is taking place, on the courses listed above, where students are expected to be achieving competency, faculty believe that a benchmark of 80% of all students was a reasonable and desirable outcome. In other words, we want to see 80 % of all students achieving a B and higher, and that if any area of assessment falls below the benchmark, it would immediately warrant attention.

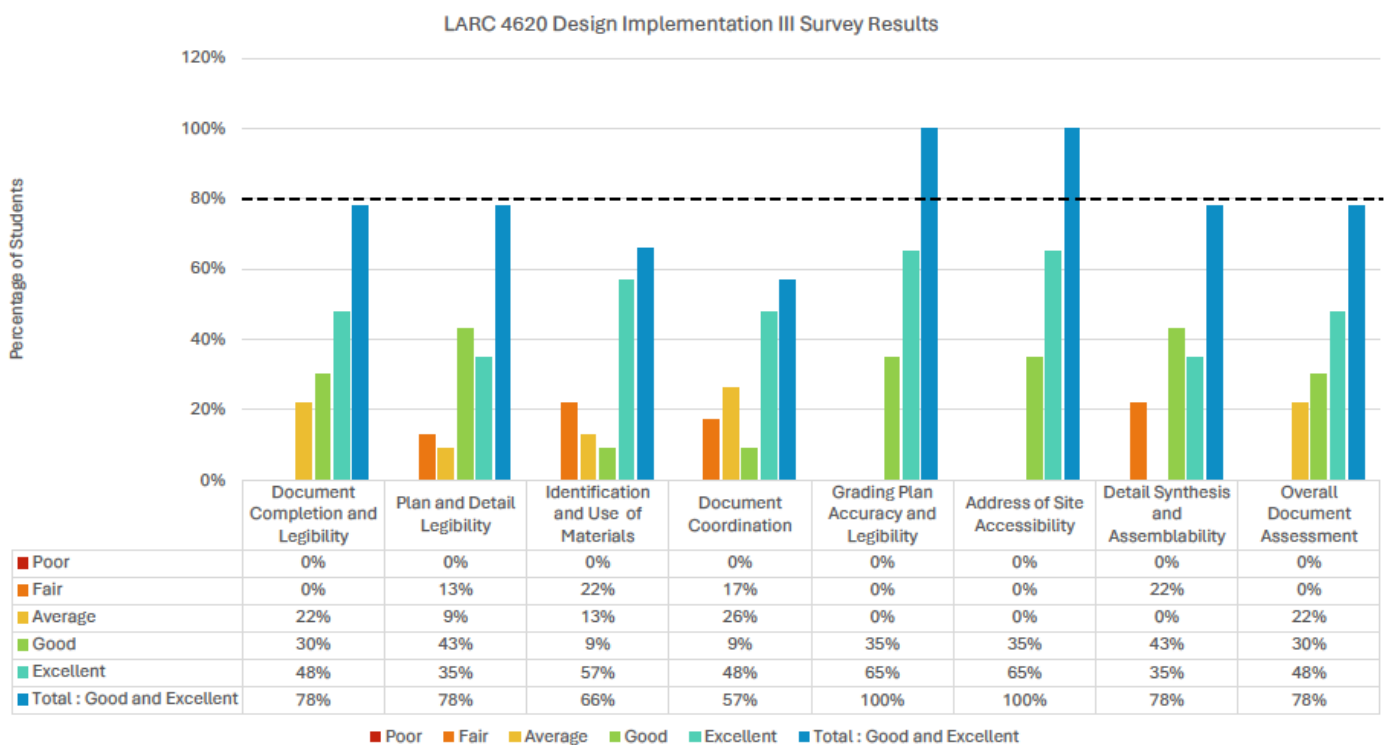
Accordingly, course rubrics were reviewed and revised to ensure that they were comprehensive in the areas of knowledge, skills and competencies identified on the curricular map. Rubrics included between 8 and 10 (and, in a few cases 12) questions. Rubrics were reviewed by the respective faculty and directors of the MLA and BLA programs. Rubrics were then entered into Qualtrics XM, a web-based platform that allows users to create surveys and generate reports. During final design review week and exam periods in both fall 2023 and spring 2024, Qualtrics survey URLs were generated and used by all faculty and external reviewers, practitioners and alumni who participated in final reviews and presentations of the different courses. The Qualtrics surveys made it easy for faculty and guest reviewers to evaluate the student work, record their assessment and type their comments on their smart devices while being able to provide verbal critiques and comments to student presenters. At the end of the academic semesters, Qualtrics survey reports were exported by the respective faculty members, data was analyzed, and prepared for discussion in faculty meetings. The outcome was a robust and insightful discussion by the faculty members as follows:

LARC 4620 Design Implementation III

Design Implementation III is the final of a sequence of technical courses that focus on site engineering, construction documents, project implementation and building materials. The course presents an advanced overview of construction materials and methods used in project implementation, focusing on site design and using different materials. Overall, students did well on-site accessibility design and the accuracy of the grading plan. However, on questions related to identifying, labeling, and the coordination of the materials in the plan CDs fell below the benchmark. Students seem to have underestimated the length of time needed to fully label materials and resolve design details. The challenge resulting in Q3, Q7 and Q8 achieving 79%, 78% and 78% is attributed to time constraints and time management.

Recommendations:

While the assessment results are overall very good, with 35% of all students achieving Excellent and 45% achieving Very Good, thus meeting the overall benchmark of 80%, faculty discussed the idea of either shortening the time dedicated to design and focusing most of the time on the development of the technical implementation aspects of the construction documents or utilizing a design project concluded in previous design course in the interest of maximizing the time dedicated to technical development. Additionally, faculty suggested encouraging students to be aware of time management and constraints in the technical design implementation sequence.



LARC 4530 Key Issues in Landscape Architecture

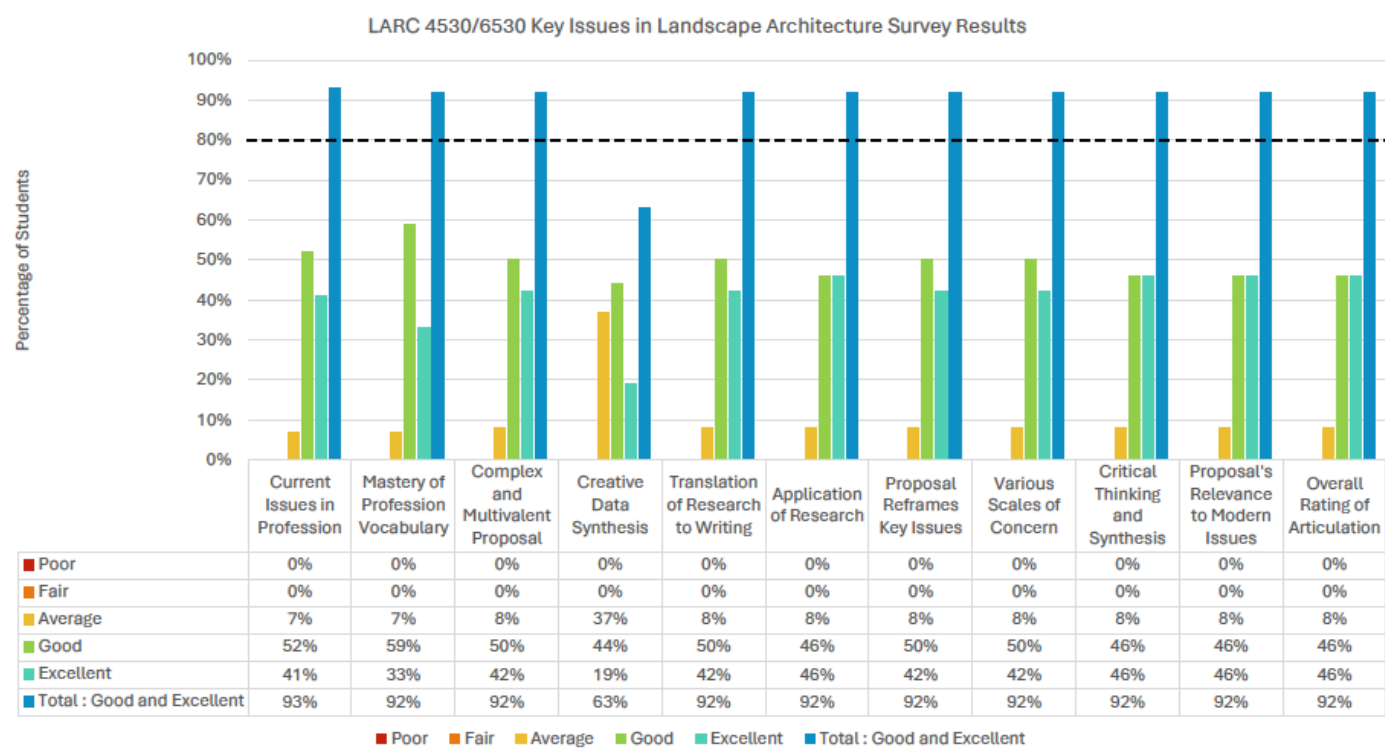
Key Issues in Landscape Architecture is the final of a history and theory sequence that addresses foundation and contemporary issues and develops knowledge of the relationship between landscape architecture and our core values, including *people, culture, sustainability & community engagement, legacy, ethics and stewardship, and collaboration, global engagement, interdisciplinary learning, and research*. The course is a seminar-based and is intended to prepare the bachelor students for their LA Exit Project. Students develop design goals objectives, research, and write a project proposal. Students select, explore, and research their topic and then narrow it down by applying it to their selected site or area. Overall, students did very well on all rubric questions, scoring between 90% and 93%, with this question receiving the highest score of 93%, exceeding the benchmark of achieving

knowledge in multiple areas: ***“does the student demonstrate an understanding of the major dilemmas, current issues and “wicked” challenges facing the profession of landscape architecture?”***.

The course had both junior and senior students enrolled. Seniors performed significantly better; scoring “excellent” on most rubric questions compared to Juniors. This is because the course is more relevant to them as they are preparing for graduation.

Recommendations:

Faculty discussed that students taking this course should have a senior standing in the program and are in their penultimate semester preparing for the final semester and LA Exit Project. Juniors should not be allowed to take the course unless they are studying abroad in their penultimate semester. Faculty also discussed the possibility of having two sections of Key Issues in years to come to accommodate for the very large second year (45 undergraduate students) as they reach their penultimate year to ensure the robustness of their project development in the Key Issues course.

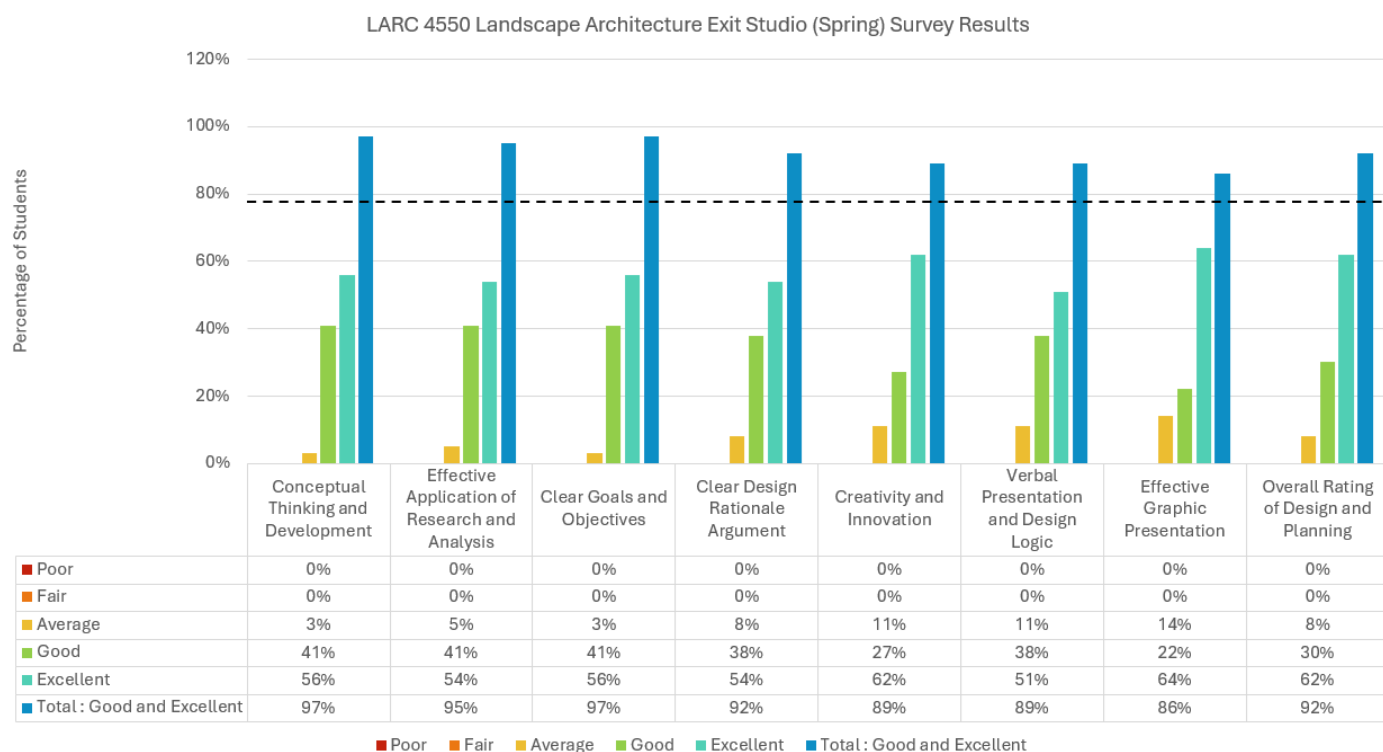


LARC 4550 Landscape Architecture Exit Project

Design studios are one of the critical components of design education. The design studio is the point where a student is asked to analyze conditions and design an intentional intervention responding to the conditions and creatively addressing project goals. In the Clemson LA program, students have a design studio every semester. Landscape Architecture Exit Project is the final of the design studio sequence, a capstone where students synthesize and build upon all knowledge, skills and competencies developed throughout the program. In this assessment cycle, students in this course are the “Covid Students”; the ones who started the program during the COVID-19 pandemic lockdown and had remote learning for a year and a half (total of three semesters). Residual effects of this remote learning show up in assessment. Overall, students did well, performing much higher in verbal and graphic presentation, communication, articulation of project goals, demonstration of creativity and innovation, overall design, and planning, scoring between 80% and 100%. Rubric questions that fell below the benchmark, averaging 70% to 75%, were in syntheses and demonstration of conceptual thinking in delivered design solutions.

Recommendations:

Faculty discussed that, in the bigger picture, the “Covid Students” cohort had made enormous strides and did a great job transitioning from on-line remote learning to learning how to be in-person in studio. Faculty also agreed that the ultimate studio and semester need to be in-person (some students were expecting that they could finish the program remotely). The faculty recommended making this a written program policy that in the ultimate semester, students must be on-campus. Faculty agreed that this is better for the design studio dynamic and moral in general. Faculty also discussed the need for better integration between Key Issues in Landscape Architecture and the Exit Project course. In other words, perhaps students conducting further research, analysis and developing alternative approaches to conceptual design In Key Issues would allow students to dedicate time and effort to design thinking and production. Faculty discussed the importance of students presenting their proposals as a final deliverable in Key Issues before entering their ultimate Exit Project studio.

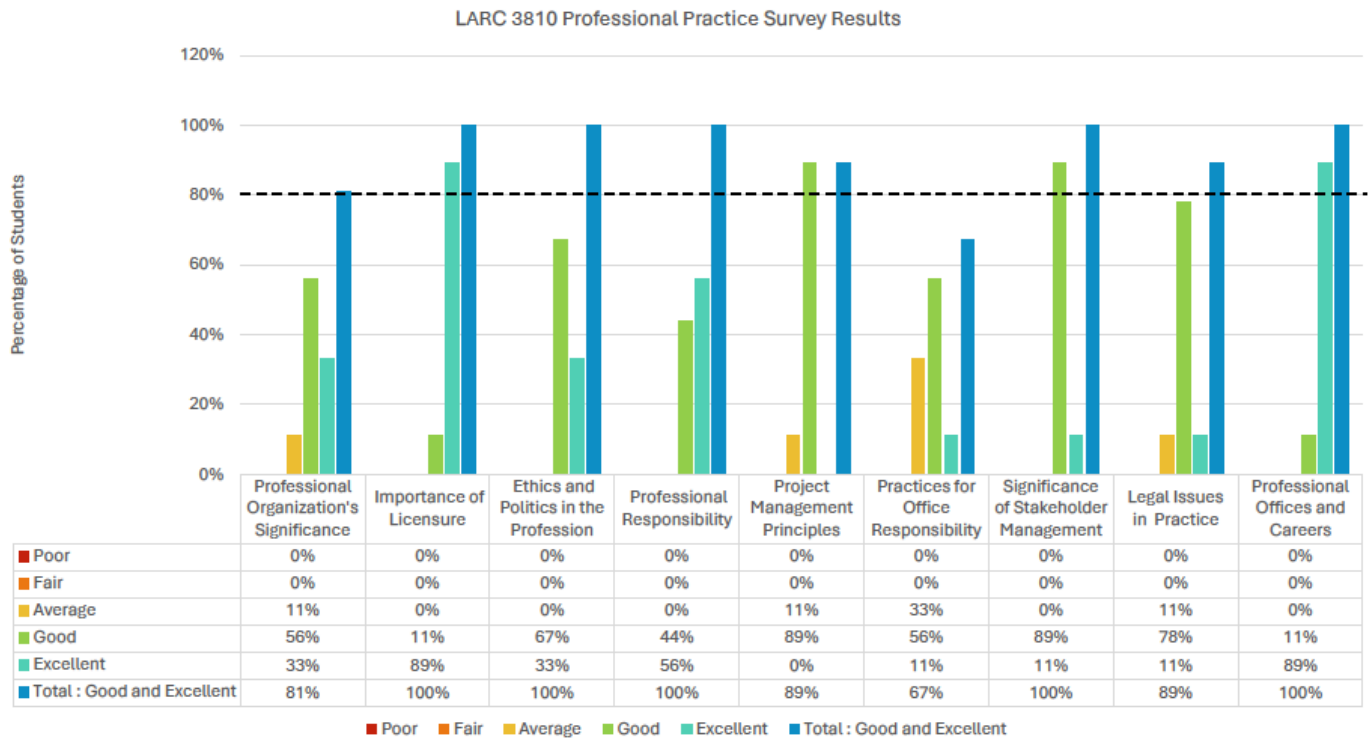


LARC 3810 Landscape Architecture Professional Practice

Professional practice in landscape architecture is introduced, discussed, and referenced in studio, implementation, and seminar sequences pertain to the different respective studio projects and seminar discussion topics. Landscape Architecture Professional Practice is the formal and final course that focuses on policies, rules and regulations governing the operation of landscape architects and the profession. Specialized policies for particular landscapes or areas of knowledge are presented in their respective course, such as Design Implementation, Planting design, Environmental regulations and the various design studios. Assessment of LA Pro Practice is based on a final exam that students take to demonstrate knowledge of the subject matter, and which is evaluated by the course instructor. Overall, students performed much higher on T & F questions, averaging 100%. Questions that presented multiple answers had response rates that varied between 80% to 100%. A series of rubric questions intended to measure students’ demonstration of the important areas of knowledge in Pro Practice, including knowledge of professional organizations, the importance of licensure, significance of social, ethical, political issues to the profession, professional citizenship and responsibility, management principles and procedure pertinent to project development. Scores indicated that 80% to 100% of the students demonstrated knowledge of the subject areas. One rubric question that fell below the benchmark (with a score of 67%) addressed ***“understanding of organization, practices, and factors that permit responsible and cost-effective office administration.”***

Recommendations:

Faculty discussed that some of the questions on the rubric seem to be “hard” or “more advanced” than the standing of students taking the course and that issues discussed in LA professional practice are more suitable for advanced students. Faculty agreed that Pro Practice becomes more relevant to students as they are approaching graduation and that the course “makes more sense” is a better fit with their level of professional maturity as they enter their final year in the program. Faculty agreed that perhaps advancing Pro Practice to the final year would improve the effectiveness of the course as the students see its direct relevance to their professional career goals. Another consideration was to change the course name to *Issues in Landscape Architecture Professional Practice*.



2-
Student Exit Interviews

Another assessment tool that the Landscape Architecture program uses to inform the curriculum and identify areas of strength and areas that need improvement is the annual Exit Interviews of all graduates. The exit interview was conducted in person by the Director of the BLA program and augmented by an online survey in Qualtrics XM. The combination of the two methods allows the program to comprehensively gather graduating students’ insights and satisfaction with their program.

The survey consists of 15 questions and is divided into three main sections: a) satisfaction questions related to their learning experience in the professional program, b) perceptions and opinions of areas of strength and areas of weakness in their learning experience, and c) post-graduation career goals, practice, further education and contact information.

- a)
- Interviews and survey results indicate that overall, students were very satisfied with the studio sequence of the professional program and believe that it helped them develop the knowledge, skills and competencies, and appropriate level of readiness to join the workforce post-graduation. Some feedback that appeared frequently in students’ responses included appreciation of the program instructors, their expertise and dedication, appreciation of the freedom within the program and courses allowing room for growth and independency, appreciation of the design coaches and teaching assistants program that LA implemented in the recent years. Students noted that having an entire course dedicated to preparing and developing the research and project goals for their final exit project would be very helpful and that Key Issues is the appropriate course for this to take place. Interviews and survey results indicate that overall, students were very satisfied with the seminar courses of the professional program and believe that it helped them develop knowledge, skills and competencies and appropriate

level of readiness to join the workforce post-graduation. Students shared that they appreciated having Pro Practice closer to graduation that visiting design firms is a very important part of their professional readiness. They would like to have more firm exposure woven into the curriculum.

- b) In terms of their observations on program strengths and weaknesses, students were overall objective in their praise of the profession program. Of the strengths, the majority of the students cited the instructors as the main strength of the program: their diverse knowledge, expertise and student-center dedication. Students also mentioned facilities, positive studio culture, internship program, curriculum sequence and course structure as a top program strength. In terms of weakness, students cited the need for more professors and the current professor number is insufficient. Students also mentioned the need for food options closer to Lee Hall, printing facilities, and digital design and software courses.
- c) The third section is for developing the program records of graduating students' contact information and their job location.

3- Internal and external awards and recognition

Awards and recognitions reflect students' excellence and competitiveness. They allow students to achieve education and preparedness validation beyond the professional program. Each year, students and faculty submit their work for internal and external awards recognition. Clemson Landscape Architecture program aspires to have 20% of students receive awards and recognitions on an annual basis from local, state, and national agencies and organizations. In addition, the program nominates students annually for different types of awards, including LAF, Olmsted Scholar, CELA, ASLA and a multitude of Service Awards.

As an assessment tool, the Program is proud to report that several of our students have received internal and external awards and recognition for their work. Please see the list of students who achieved awards during this assessment cycle:

2024 SC ASLA Student Honor Award

Emma Rocchetta, The Island Mangrove

2024 Award of Honor – South Carolina ASLA

Kinzer Hurt winner of Award of Honor

2024 Award of Merit – South Carolina ASLA

Morgan Sisk winner of Award of Merit

2024 Award of Merit – South Carolina ASLA

Tyler Bentley winner of Award of Honor

2024 SCASLA Award

Samantha Bost winner of SCASLA Award

4- Post-graduation job placement rates

The primary goal and benchmark of the Landscape Architecture program is for our students to achieve 100% job placement post-graduation. The program provides concerted efforts to ensure that the students are not only academically prepared to join the workforce and also well exposed to the profession before graduation. Some of the mechanisms we have in place include an internship program, a Lunch & Learn program on Fridays that brings professional firms to present to students on campus, and a Career Fair held every spring on campus and hosts more than 100 architecture, landscape architecture and multi-disciplinary firms and professionals. We are able to track alumni data through Clemson Alumni Relations and the Office of Institutional Effectiveness. In addition to staying in touch with Alumni via social media and Linked In, updated alumni information can be obtained from Clemson University's respective offices.

As an assessment tool, the Program is proud to report that 100% of our graduates, in the last three years, 2023, 2022, and 2021, who were seeking discipline-related employment were able to get a job before or within a few months of graduation from the professional program. Consistently, some of our graduates elect to pursue graduate degrees.

Conclusion

The Clemson LA Program faculty regularly assesses its educational goals and curriculum through various mechanisms and activities. The faculty believes that the program vision, mission, core values and goals fully describe our professional program, and that regular assessment not only ensures that the program reaches and exceeds its benchmarks for performance but also allows us to continue updating and improving the professional program.

While every studio, seminar, and lecture conduct its final review, exam, or final project to determine the level of learning achieved by students in meeting course learning goals and outcomes, the program conducted a comprehensive evaluation of the Curriculum Map (***Please see attached Curricular BLA Map***). It determined all courses where knowledge, skills and competencies culminate. Those courses identified underwent comprehensive learning outcome assessments as described in this document. Other assessment tools that our program employees include Exit Interviews, Awards and Recognition, and Job placement data. Cross-referencing data from all four assessment tools enables the program to identify issues that emerge as patterns. Analyzed data is presented and discussed in faculty meetings for deliberation and decisions. Other sources of information that enrich curriculum and learning outcome assessment discussion include faculty members' individual observations and feedback from Alumni, SCASLA Executive Committee members, and the Program Advisory Board.

It is worthy of note that assessments, discussions, and decision making involved the entire program faculty. Our LA faculty participated in each phase of the process and attended all discussions related to assessment findings.

Assessment Results and Implementation

This 2023-2024 assessment cycle has resulted in a robust discussion and evaluation by program faculty. Below is a summary of results and recommendations for adjustments and improvements:

- 1- Consideration for a name and road map change for Landscape Architecture Professional Practice.
- 2- Improving the connection and overlap between Key Issues and Exit Project. Tightening the gap between the two courses by ensuring that courses complement each other and that the final Exit Project's scope, goals, research and site conditions, and background have been completed in Key Issues.
- 3- Consideration for Key Issues' final presentation to focus on the student's chosen Exit Project, its goals, objectives, conceptual framework, site conditions and background, stakeholders (if applicable) ...etc.
- 4- Consideration for Key Issues final presentation to be an all-faculty jury for feedback and recommendations before the student enters their final semester in the program.
- 5- Improving the connection between Implementation III and Design Studio projects and learning outcomes, whereby Implementation III course can utilize a design project concluded in a previous design course. This recommendation will improve Implementation III's efficacy, time management, and final course learning outcomes and deliverables.
- 6- Consideration for increasing instructional capacity and areas of expertise in our professional program by adding two faculty lines. This consideration will allow the program to meet and achieve our strategic goals and priorities and continue delivering outstanding education.

EXHIBIT A: BACHELOR OF LANDSCAPE ARCHITECTURE CURRICULUM MAP

[Clemson University] [Bachelor of Landscape Architecture] Curriculum [October 17, 2023]			I Introduction of knowledge / skill D Development of knowledge / skill C Competency in knowledge / skill																																	
	Design Studios								Required Courses																											
	Year 1	Year 2	Year 3	Year 4	Year 1 - Fall	Year 1 - Spring	Year 2 - Fall	Year 2 - Spring		Year 3 - Fall	Year 3 - Spring		Year 4 - Fall	Year 4 - Spring																						
	Basic Design I	Basic Design II	Design Fundamentals	Community Design	Regional Design & Ecology	Off-Campus Studio	Urban Design	LA Exit Project	Introduction to LA	Technical Graphics	Composition and Rhetoric	Non-Lit Requirement	History of LA	LA Digital Design	Public Speaking	Natural Science w/ Lab	Plants in the Landscape	Design Imp I	Planting Design	Design Imp II	Soc Sci Requirement	Math Requirement		Design Imp III	LA Pro Practice	Elective	Off-Campus Field Study	Off-Campus LA Seminar	Elective	Key Issues in LA	Literature Requirement	Elective	SC Reach Act or Elective	Social Science Requirement	Elective	
	LARC 1510	LARC 1520	LARC 2510	LARC 2550	LARC 3510	LARC 3550	LARC 4540	LARC 4550	LARC 1150	LARC 1280	ENGL 1030	Gen Ed	LARC 1160	LARC 1580	COMM 2500	Gen Ed	LARC 2140	LARC 2620	LARC 2150	LARC 3620	Gen Ed	Gen Ed		LARC 4620	LARC 2810	Elective	LARC 3190	LARC 3210	Elective	LARC 4530	Gen Ed	Elective	Elective	Gen Ed	Elective	
Knowledge																																				
Design Process, Principles and Theory																																				
the range of creative, cultural and historic approaches to developing material, spatial, and temporal landscape compositions, site-specific design solutions and other creative responses that are grounded in the natural, physical, and social sciences and address aesthetic, environmental and social issues and goals	I	I	D	D	D	D	D	C	I				I					D	D	D				D					C							
Histories and Theories of the Art and Science of Landscape Architecture																																				
built and natural environment, and urban, community, and ecological planning and design; framed by diverse social, cultural, economic, political, and scientific forces in North America and globally	I	I	D	D	D	D	D	C	I				D				I		I		I								C			I	D			
Plants, Ecosystems, and Climate Science																																				
abiotic and biotic aspects of ecosystems associated with natural and constructed landscapes;	I	I	D	D	D	D	D	C	I				I				D	I	D	D	D			D					C							
application of ecology, botany, and horticulture principles to the design of the landscape;	I	I	D	D	D	D	D	C	I								D	I	D	D	D		D						D							
knowledge of soil science and geology and their impact on the landscape;	I	I	D	D	D	D	D	C	I								D	I	D	D	D		D						D							
impacts associated with landscape engineering, development, post construction management and maintenance;	I	I	D	D	D	D	D					D					D	I	D	D	D		C						D							
interrelationships between ecosystems and climate.	I	I	D	D	D	D	D	C	I				D				D	I	D	D	D		D						C							
Resilience																																				
social, human, economic and environmental principles of sustainability and resilience;	I	I	D	D	D	D	D	C	I				D				I		D										C							
landscape performance categories, metrics and methodologies;	I	I	D	D	D	D	D	C									I		D										D							
the use of behavioral sciences to assess the impacts of design within diverse social, human, economic and environmental systems.	I	I	D	D	D	D	D	C	I				D				I		D										C							
Legal Context of the Profession																																				
legal responsibilities and the role of landscape architects to preserve and safeguard human health, safety and the public welfare through their professional practice;			I						I				I				I							C					D							
maintaining the intrinsic values of environmental, historic, cultural and community resources in compliance with legal and regulatory frameworks;			I						I								I							C					D							
the regulatory professional practice and licensure requirements.			I						I															C					D							
Professional Practice																																				
current and emerging practice opportunities that utilize landscape architectural skills and knowledge in a variety of private, public, academic, and non-governmental settings;	I	I	D	D	D	D	D	C	I								I		D					D					D	D						
project management and delivery;	I	I	D	D	D	D	D	C	I										D										D							
the ethical and professional obligations to clients, communities, the public, and the landscape and environment;	I	I	D	D	D	D	D	C	I								I		I					C					D	D						
life-long learning, advocacy, career development, and the role of professional and community organizations.	I	I	D	D	D	D	D	C	I			D												C					D							
Skills and Competencies																																				
Assessment																																				
analysis of the physical, biotic, climatic, and cultural context of a project;	I	I	D	D	D	D	D	C									I		D										D							
comprehensively synthesis of objective and subjective analysis;	I	I	D	D	D	D	D	C											D																	
evaluation of the suitability of a program to multiple sites and prioritization of a site based on program;	I	I	D	D	D	D	D	C																												
evaluation of spatial and other relevant data;	I	I	D	D	D	D	D	C											D																	
communication of the criteria and methodologies used in evaluation.	I	I	D	D	D	D	D	C		D					D																					
Design																																				
generation of multiple design concepts to for a project;	I	I	D	D	D	D	D	C											D																	
evaluation and critique of alternatives and synthesis of ideas into a comprehensive, implementable result;	I	I	D	D	D	D	D	C											D																	
application of the natural, physical, and social sciences in the development of innovative and site-specific design solutions;	I	I	D	D	D	D	D	C											D																	
design decision-making that incorporates physical, cultural, climatic and regulatory context, the diverse needs of users, considering all abilities and modes of perception, equitable access, ecological health, and temporal change, materials and constructability.	I	I	D	D	D	D	D	C											D																	
Communication																																				
use of verbal, nonverbal, visual, and written communication to clearly and concretely express ideas;	I	I	D	D	D	D	D	C	I	I	I	I		I	D		D		D					C					C	D						
solicit ideas from, listen and seek to understand and communicate effectively with diverse audiences;	I	I	D	D	D	D	D	C	I	I	I	I		I	D			D						C					C	D						
thoughtfully provide, receive, and respond to feedback and critique;	I	I	D	D	D	D	D	C		I	I	I		I	D			D						C					C	D						
demonstrate empathy and respect.	I	I	D	D	D	D	D	C	I	I	I	I		I	D			D						C					C	D						
Construction materials and methods																																				
integration of materials, engineering, specifications, and construction techniques in a design proposal;	I	I	D	D	D		D											I		D				C												
selection of materials for character, quality, cost, sustainability, and cultural relevance;	I	I	D	D	D		D											I	I	D	D			C												
preparation of design development, construction documents, and details;																			I	I	D			C												
understanding construction administration and oversight.																			I	I	D			C												
Landform/landscape engineering and green infrastructure																																				
applying quantifiable principles and practices of engineering including grading, drainage, water quality and management, and other landform processes to design landscapes that are accessible, safe, and ecologically sustainable	I	I	D	D	D		D		I									I		D				C												
Numeracy/Quantification																																				
mathematical calculations to inform and substantiate design and construction performance			I															D	I	D		D		C												
Landscape Performance																																				
ability to define and measure the impact of a design on its environmental, social, and economic goals based on measurable outcomes;	I	I	D	D	D		D		I									I	I	D				C												
identification of types of data to measure project impact(s);	I	I	D	D	D		D		I									I	I	D				C												
use of performance metrics to measure performative impacts of a project.	I	I	D	D	D		D											I	I	D				C												
Collaboration																																				
leadership and collaboration on multidisciplinary teams;	I	I	D	D	D	D	D	C	I																					D						
incorporation of knowledge from other disciplines, professions, and perspectives.	I	I	D	D	D	D	D	C	I									I		D										D						
Research (graduate level)																																				
articulation of a clear research theory;																																				
selection and application of appropriate research methods;																																				
placement of work within an existing body of knowledge and articulation of the significance of the work to the field;																																				
the practice of research ethics and responsible conduct;																																				
work autonomously and effectively to complete independent projects;																																				
contribution of new knowledge to the profession to address current and future challenges.																																				

EXHIBIT B: UNDERGRADUATE LANDSCAPE ARCHITECTURE STUDENT AWARDS SINCE 2018

2018-2019

2019 Undergraduate Award of Honor – South Carolina ASLA

Alex C. Williams winner of Award of Merit

2019 Undergraduate Award of Merit – South Carolina ASLA

Xianjian “Echo” Wang winner of Award of Merit

2019 SCASLA Award

Marissa Gigis winner of Award of Merit

2019 University Undergraduate Olmsted Scholar

Alex C. Williams

2019-2020

2020 Undergraduate Award of Honor – South Carolina ASLA

Xingjian Wang winner of Award of Merit

2020 Undergraduate Award of Merit – South Carolina ASLA

Gabriel M. Jenkins winner of Award of Merit

2020 Undergraduate Award of Merit – South Carolina ASLA

Emily K. Long winner of Award of Merit

2020 SCASLA Award

John M. Ward winner of Award of Merit

2020 University Undergraduate Olmsted Scholar

Xingjian Wang

2020 Blue Key National Honor Award

Gabriel M. Jenkins winner of Honor Award

2020 Student Honor Award: General Design – South Carolina ASLA

John Ward winner of Student Merit Award

Project: Vene D’Aqua

2020 Student Honor Award: General Design – South Carolina ASLA

Caitlyn Van de Meulebroecke winner of Student Merit Award

Project: Woven Communities

2020 Student Merit Award: General Design – South Carolina ASLA

Molly Foote winner of Student Merit Award

Project: Music in Motion

2020 Student Merit Award: Analysis and Planning – South Carolina ASLA

Gabe Jenkins winner of Student Merit Award

Project: The CEF Commemorative Center

2020 Student Merit Award: General Design – South Carolina ASLA

Elizabeth Rooney winner of Student Merit Award

Project: Mercato sul Lungomare di Genova+

2020-2021

2021 Undergraduate Award of Honor – South Carolina ASLA

Samuel Floyd winner of Award of Honor

2021 Undergraduate Award of Merit – South Carolina ASLA

Dalton Burbage winner of Award of Merit

2021 Undergraduate Award of Merit – South Carolina ASLA

Emily Long winner of Award of Merit

2021 SCASLA Award

Dalton Burbage winner of SCASLA Award

2021 SCASLA Award

Caitlyn Van de Meulebroecke winner of SCASLA Award

2021 University Undergraduate Olmsted Scholar

Emily K. Long

2021 CELA Fountain Scholar Program Finalist

Gabriel Jenkins

2021-2022

2022 Undergraduate Award of Honor – South Carolina ASLA

Molly Foote winner of Award of Honor

2022 Undergraduate Award of Merit – South Carolina ASLA

Emma Strong winner of Award of Merit

2022 Undergraduate Award of Merit – South Carolina ASLA

Caitlyn Van de Meulebroecke winner of Award of Merit

2022 SCASLA Award

Jonathan Carter winner of SCASLA Award

2022 University Undergraduate Olmsted Scholar

Caitlyn Van de Meulebroecke

2022 Cameron Chase Huntley '11 Diversity and Inclusion Annual Award

Madelyn Stafford winner of Award

2022 Student Honor Award: General Design – South Carolina ASLA

Holden McCullough winner of Student Merit Award

Project: Palomar Writer's Theater Site Design

2022-2023

2023 Award of Honor – South Carolina ASLA

Haylee McMannus winner of Award of Honor

2023 Award of Honor – South Carolina ASLA

Mason Malphrus winner of Award of Honor

2023 Award of Merit – South Carolina ASLA

Kinzer Hurt winner of Award of Merit

2023 Award of Merit – South Carolina ASLA

Emma Strong winner of Award of Honor

2023 SCASLA Award

Melissa Morales winner of Award of Honor

2023 Landscape Architecture Foundation

Tairiq Mansfield winner of Landscape Forms Diversity, Equity, and Inclusion Scholarship

2023 Landscape Architecture Foundation

Melissa Morales winner of LandDesign Equity, Diversity, and Inclusion Scholarship

2023 CAAH Dre Martin Award of Service

Haley Carpenter winner of the CAAH Dre Martin Award of Service

2023-2024

2024 Award of Honor – South Carolina ASLA

Kinzer Hurt winner of Award of Honor

2024 Award of Merit – South Carolina ASLA

Morgan Sisk winner of Award of Merit

2024 Award of Merit – South Carolina ASLA

Tyler Bentley winner of Award of Merit

2024 SCASLA Award

Samantha Bost winner of SCLASLA Award

2024 Student Honor Award: General Design – South Carolina ASLA

Emma Rochetta winner of Student Honor Award

Project: The Mangrove Project

F. CURRICULAR ASSESSMENT PLAN – Master’s



Master of Landscape Architecture Program 2023-2024

School of Architecture,
College of Architecture, Art & Construction
Curricular Assessment Plan

<https://www.clemson.edu/caac/academics/architecture/programs/landscape-architecture/masters-landscape-architecture.html>

Program Vision

To foster excellence in transformational design education, scholarship and community engagement that rigorously promotes a resilient, healthy, socially just, and sustainable future.

Program Mission

The mission of Clemson University’s Landscape Architecture Program is to cultivate thinkers, designers, professional landscape architects and transformational leaders who make responsible, stewardship-based contributions locally and internationally through collaborative and student-centered, experiential, and studio-based learning. As educators, we instill in our students a deep respect for the land with a focus on pro-active, sustainable, socially inclusive, resilient communities and regenerative design solutions. As scholars, through creative and applied research, we are committed to advancing equitable, culturally, and ecologically sensitive, healthy communities, human-centered and environmentally ethical works.

Program Educational Goals

Clemson University’s Landscape Architecture Program’s educational goals are as follows:

1. Cultivate and produce professional landscape architects and transformational leaders who are prepared to meet the challenges of our time locally, nationally, and internationally.
2. Provide and deliver a curriculum aligned with the program mission and values.
3. Sustain and enhance our creative and research-based design culture and student-centered learning environment enabling students to produce award-winning projects, innovative research, and faculty to generate acclaimed scholarship that contributes to advancing landscape architecture.
4. Cultivate, sustain, and enhance opportunities for real-world experiences and leadership opportunities for students through community engagement, outreach and service-learning, professional internships, and support for student organizations.
5. Optimize the unique, interdisciplinary learning environment fostered by Lee Hall through outreach, collaborative opportunities, and articulated relationships with academic units/disciplines in Lee Hall, Clemson Design Center-Charleston, including new Fluid Campus sites beyond the Charles E. Daniel Center for Building Research and Urban Studies and the Barcelona Architecture Center in Spain.

Program Core Values

Clemson University's Landscape Architecture Program's core values are as follows:

People, Culture, Sustainability & Community Engagement

Our studio-based and experiential learning milieu creates a vessel for building critical thinking skills and sensitivity to the needs of communities and their cultures both locally and internationally. We acknowledge the human impact in our world and seek balanced and innovative solutions that deeply respects the inter-relationships of people and their built and natural environments. Sustainability is foundational throughout Clemson's landscape architecture educational journey and integrates the significance of environmental concerns, equity, and inclusion for a socially just world. Through community engagement and working directly with communities beyond Lee Hall, students explore contemporary issues and learn with a diverse faculty comprised of active researchers and practitioners.

Legacy, Land Ethic & Stewardship

The "place" of Clemson University and South Carolina provides an incredible laboratory where students directly learn about the significance of the state's rich landscape legacy and instills the significance of land ethics and the importance of serving as good stewards of the environment. The integrity of the state's complex landscape legacy traverses the mountains to the coastline. It involves the Clemson Experimental Forest, textile mill heritage and brownfield sites along numerous rivers, Charleston's Garden tradition, along with the urban landscapes of the Greenville-Spartanburg area, Columbia, and the coastal region. Acknowledgement and respect for this legacy, along with the advocacy for sustainable environments and resilient communities, both locally and globally, informs a formidable land ethic and deepens the importance of environmental stewardship.

Collaboration, Global engagement, Interdisciplinary learning, and research

Collaboration involves multiple tiers of engagement. In addition to our students and faculty engaging directly with communities during design studio settings, collaborative activities include interdisciplinary learning and research through engagement with other disciplines, especially architecture faculty and students in Lee Hall, as well as our "Fluid Campus" non-campus locations at the Clemson Design Center in Charleston, Charles E. Daniel Center for Building Research and Urban Studies in Genoa, Italy, and Barcelona Architecture Center in Spain. Collaboration, in this context, interdisciplinary learning in local and global contexts bolsters the significance of environmental stewardship, as well as working with diverse communities and cultures to cultivate a healthy, resilient, equitable and an inclusive society.

Background and Status of Accreditation

The Master of Landscape Architecture Program (MLA) is a program within the School of Architecture in the College of Architecture, Art & Construction. The MLA is a professional program accredited by the Landscape Architecture Accreditation Board (LAAB) and is accredited through the fall of 2024. The MLA has been in operation since August 16, 2005.

Curricular Assessment Process

The Clemson LA Program faculty regularly assesses its educational goals and curriculum through various mechanisms and activities. The faculty believes that the program vision, mission, core values and goals fully describe the design-based discipline of Landscape Architecture. The program has been assessing the curriculum through a combination of activities, including final design reviews, invited external guests, alumni and professionals, end of the semester Walk-Throughs, curriculum committee and faculty meetings, as well as students' evaluation of courses. However, with a change of Clemson LA program leadership in 2023 and the appointment of two new directors, a Director of landscape Architecture and Graduate Program (MLA) and a Director of the undergraduate program (BLA), program faculty have decided to adopt a new assessment procedure; one that is data-driven intertwining qualitative and quantitative approaches in a series of assessments activities capable of delivering a robust insight into the program curriculum. Quantitative data is harnessed via surveys administered during final design review weeks and final exams week and filled by all faculty and external reviewers, numeric data of students' awards, and students job placement. Qualitative

data is regularly collected via the open-ended comment section of surveys administered during final design review week, student exit interviews, and formal and informal meetings and discussions with professionals, South Carolina ASLA executive committee and the program alumni. The new assessment procedure analyzes the data using metrics and benchmarks agreed upon by the entire program faculty. Faculty believe that this provides an in-depth insight into the curriculum, grounds our decision-making regarding curriculum modifications, enables us to track changes, and helps us identify the efficacy of those changes.

The outcomes of our curriculum assessment, presented here, are based on accreditation standards, and represent best practices according to our program faculty. Each assessment is intended to identify areas of success and areas that need improvement. Collectively, assessment tools effectively provide an overall picture of the program's successes or identify potential areas that need improvement. The strength of our assessment strategy becomes evident when certain themes or patterns emerge across multiple assessment tools. Cross-referencing quantitative and qualitative data also supports our assessment strategy in identifying successes, weaknesses, and needs for improvement.

The following are the different activities and tools our Landscape Architecture program employs for MLA curricular assessment:

- 1- Student Learning Outcome Assessment
- 2- Student Exit Interviews
- 3- Awards and recognition
- 4- Post-graduation job placement rates

1- Student Learning Outcome Assessment

To conduct a thorough and robust assessment of the MLA curriculum and to ensure that delivered courses match the program mission, vision, core values, and goals, as well as LAAB standards, program faculty identified where knowledge, skills and competencies are achieved, marking I) Introduction of knowledge, D) Development of Knowledge C) Competency in Knowledge, on the curricular map (***Please see Exhibit A, MLA Curricular Map***). All courses that have been indicated with **C** for competency in knowledge and skills have been identified for Learning Outcome Assessment. This exercise resulted in identifying the following courses for comprehensive assessment:

- **LARC 8430 Interdisciplinary Design and Research**
- **LARC 8500 Graduate Colloquium**
- **LARC 8920 Terminal Project**
- **LARC 8620 Design Implementation II**
- **LARC 6810 Landscape Architecture Professional Practice**

The landscape architecture faculty collectively believe that a benchmark for our program should be that **80% of the students achieve Very Good (B) and Excellent (A) on all measurements identified on the respective course rubric**. Since the assessment is taking place, on the courses listed above, where students are expected to be achieving competency, faculty believe that a benchmark of 80% of all students was a reasonable and desirable outcome. In other words, we want to see 80 % of all students achieving a B and higher, and that if any area of assessment falls below the benchmark it would immediately warrant attention.

Accordingly, course rubrics were reviewed and revised to ensure that they were comprehensive in the areas of knowledge, skills and competencies identified on the curricular map. Rubrics included between 8 and 10 (and in a few cases 12) questions. Rubrics were reviewed by the respective faculty and directors of the MLA and MLA programs. Rubrics were then entered into Qualtrics XM, a web-based platform that allows users to create surveys and generate

reports. During final design review week and exam periods in both fall 2023 and spring 2024, Qualtrics survey URLs were generated and used by all faculty and external reviewers, practitioners and alumni who participated in final reviews and presentations of the different courses. The Qualtrics surveys made it easy for faculty and guest reviewers to evaluate the students' work, record their assessment, and type their comments on their smart devices while being able to provide verbal critiques and comments to student presenters. At the end of the academic semesters, Qualtrics survey reports were exported by the respective faculty members, data was analyzed, and prepared for discussion in faculty meetings. The outcome was a robust and insightful discussion by the faculty members as follows:

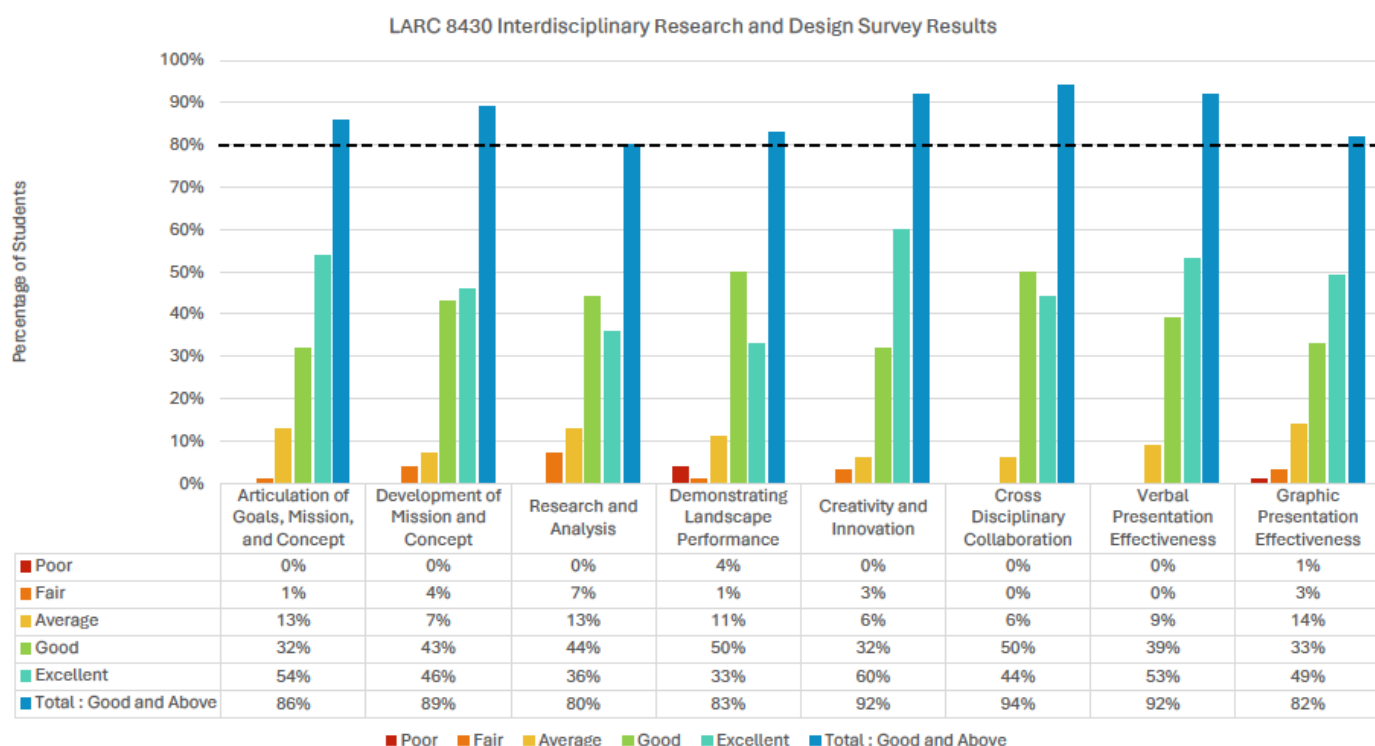
LARC 8430 Interdisciplinary Design and Research Studio

Interdisciplinary design and research studio is an advanced design studio in the third year of the MLA program. It is one of the final courses in several course sequences, including design and research. The course addresses multiple areas of knowledge and competencies, requires the ability to work in an interdisciplinary design team, and reflects our core values of *people, culture, sustainability & community engagement, legacy, ethics and stewardship, collaboration, global engagement, interdisciplinary learning, and research*. Interdisciplinary design and research studio was taught in collaboration with an architecture studio. The assessment survey was completed by external guest reviewers, architecture faculty, and LA program faculty. Overall, all survey questions received an 'Excellent and Good' scoring above the benchmark of 80%. Questions that scored less than 85% of 'Excellent and Good' were evaluated for possible improvement.

One of those questions addressed the research and analysis component. Since students presented their research and analysis earlier in the semester and did not include it in the final presentation, the perception was research and analysis were absent in students' work. A second survey question discussed by the faculty addressed the demonstration of landscape performance. Students did utilize LEED and SITES certification programs to demonstrate and communicate design performance. However, students felt that they needed extra time on applying them to the site design phase. A third survey question that scored slightly below 85% and above our benchmark focused on the graphic presentation of the design work. Upon discussion, it seems that the time allocated for final graphic production was somewhat less than sufficient for some students.

Recommendations:

While the assessment results are overall very good, with 86.25% of all students achieving Excellent and Good, thus meeting the overall benchmark of 80%, faculty agreed that minor tweaks to the course timeline, allowing more time for the site design phase, and final design development and production phase, will help students easily achieve course goals and outcomes. Additionally, earlier integration of LEED and SITES certification programs in the studio design process works better with the studio outcome without compromising the research and analysis components of the studio.

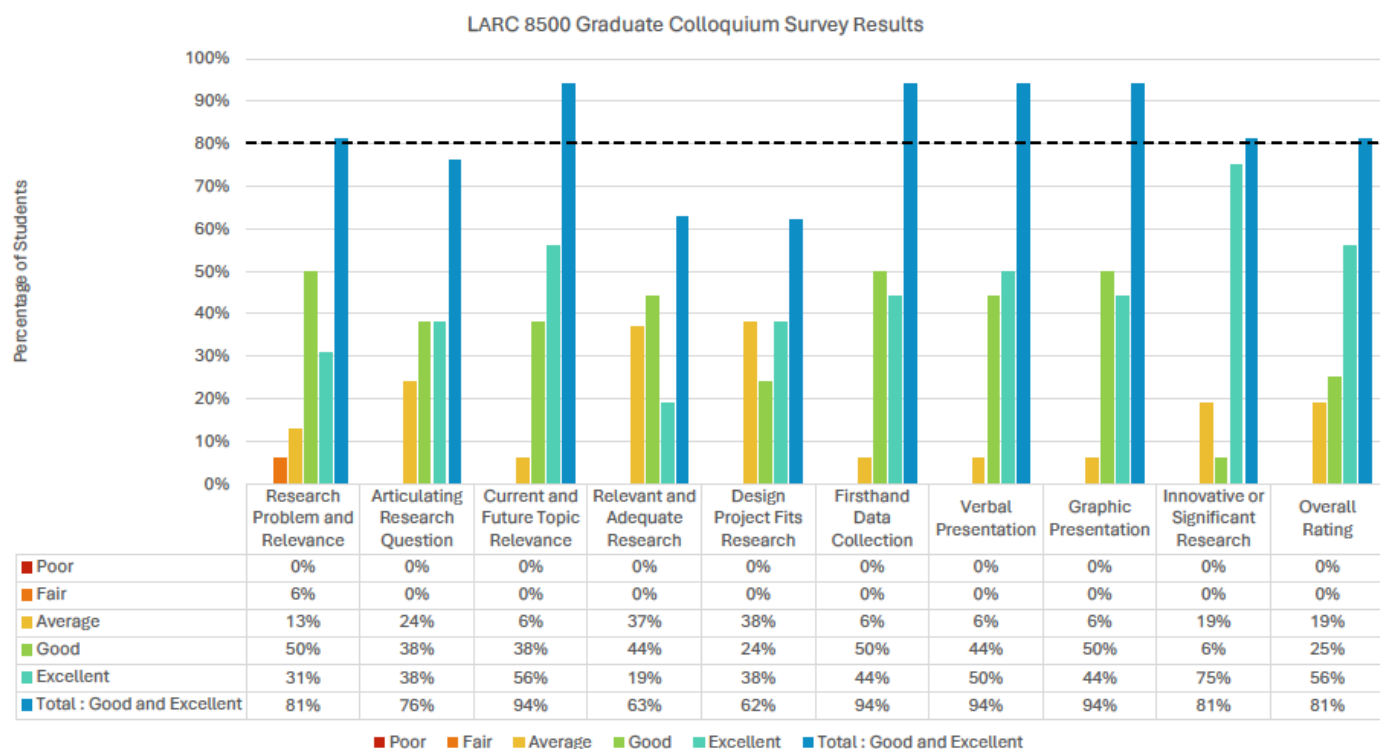


LARC 8500 Graduate Colloquium

Graduate Colloquium is a seminar-based course designed to assist students in preparing for their terminal master project. The course is a final in the research sequence where students achieve competency and demonstrate knowledge in defining research design topic and scope, relevant literature, and precedent, apply research methods, examine case studies, and develop a rigorous research-based terminal project proposal. The assessment survey was filled by external guest reviewers and LA program faculty. Overall, most survey questions received an ‘Excellent and Good’ scoring above the benchmark of 80%. However, two questions (Q 4 and Q5) fell below the benchmark, receiving 63% and 62%, respectively. These two questions generated a healthy and robust discussion amongst faculty. Both questions addressed literature review, the ability of a student to conduct a literature review, and the ability of a student to identify areas of literature that reflect their research question and selected project site. Faculty discussed the research sequence, suggesting that the “gap” is too wide between *Research Methods*, which is offered in the fall of the second year, and *Graduate Colloquium*, which is offered in the fall of the third year. Faculty discussed the need to close the “gap” and allowing continuity of the research sequence by offering the two courses in consecutive semesters. By doing so once students were introduced to *Research Methods*, they continued applying the knowledge in their penultimate and ultimate semesters. Faculty agreed that this is a better route and sequence for research-based courses and should improve students’ retention and application of research methods to their terminal proposal and project.

Recommendations:

Faculty discussed the need to make a curriculum change by moving *Research Methods* from the Fall of the second year to the spring of the second year. The faculty agreed that the recommendation should be forwarded to the curriculum committee to submit curriculum map changes. Other suggestions to help mitigate the deficient area in the assessment outcome was to encourage students to continue working on developing their proposal, project selection, and literature review in the summer before their penultimate semester to ensure reinforcement of research learning outcomes.



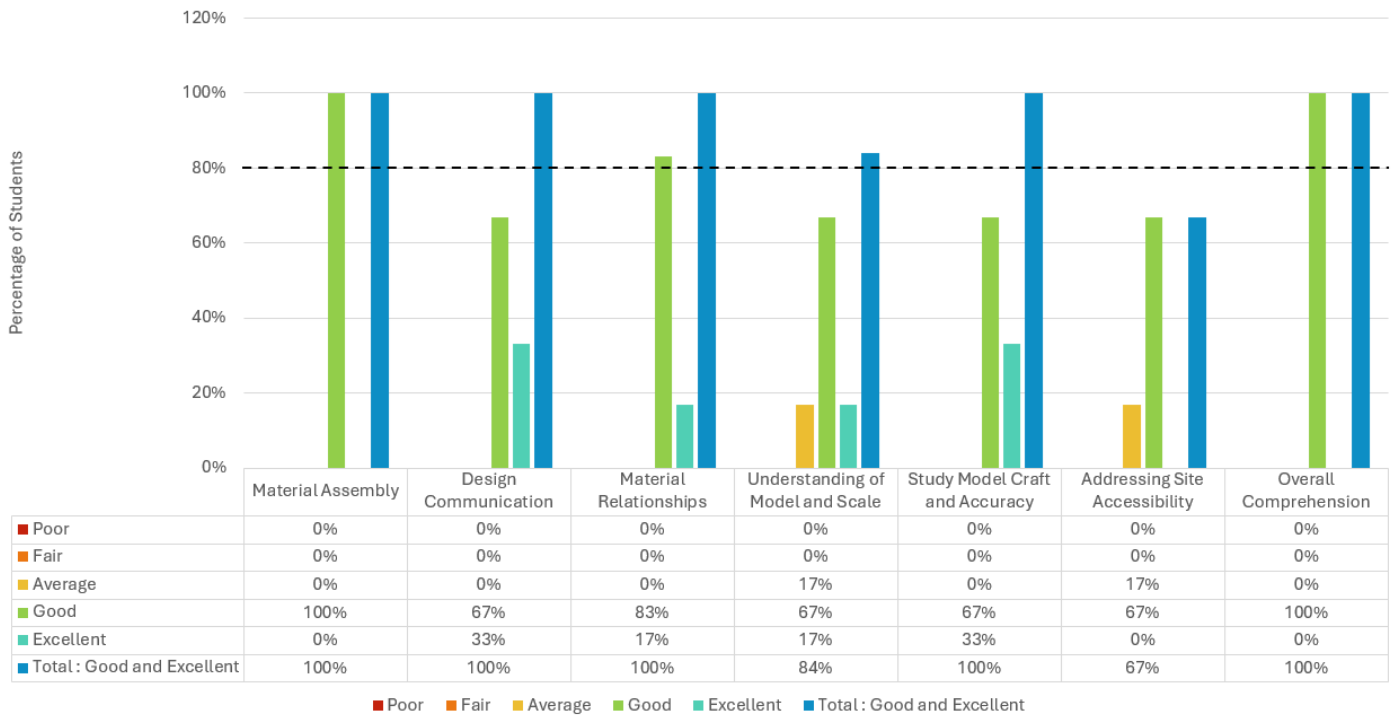
LARC 8620 Design Implementation II

Design implementation II is the final of a sequence of technical courses that focus on site engineering, construction documents, project implementation and building materials. The course presents an advanced overview of construction materials and methods used in project implementation, focusing on site design and the use of different construction materials. Students learn about the characteristics of different materials, their expected performance under different conditions, and their durability in different built environments. Students learn drawing and representing different materials in construction documents. Students are also expected to learn and employ the use of the laser cutter and 3D printer in some of their exercises. Overall, students did well on all assessment rubric questions with 90% scoring Very Good (B) and Excellent (A). Students scored the highest on questions related to communication of design intent in plan, section, and axonometric drawings and accuracy of design models. A relatively lesser score was achieved by a question addressing the accuracy and understanding of scale. Faculty reflected on the importance of the implementation courses, especially Implementation II, as the culminating course in the sequence.

Recommendations:

Faculty noted that it would be beneficial to add a third course to the design implementation sequence. However, currently, the program cannot offer any additional required courses. Perhaps this could be revisited by the program curriculum committee when the LA program has more faculty lines and is able to add instructors with expertise in site engineering and construction documents.

LARC 8620 Design Implementation II Survey Results



LARC 8920 LA Terminal Project

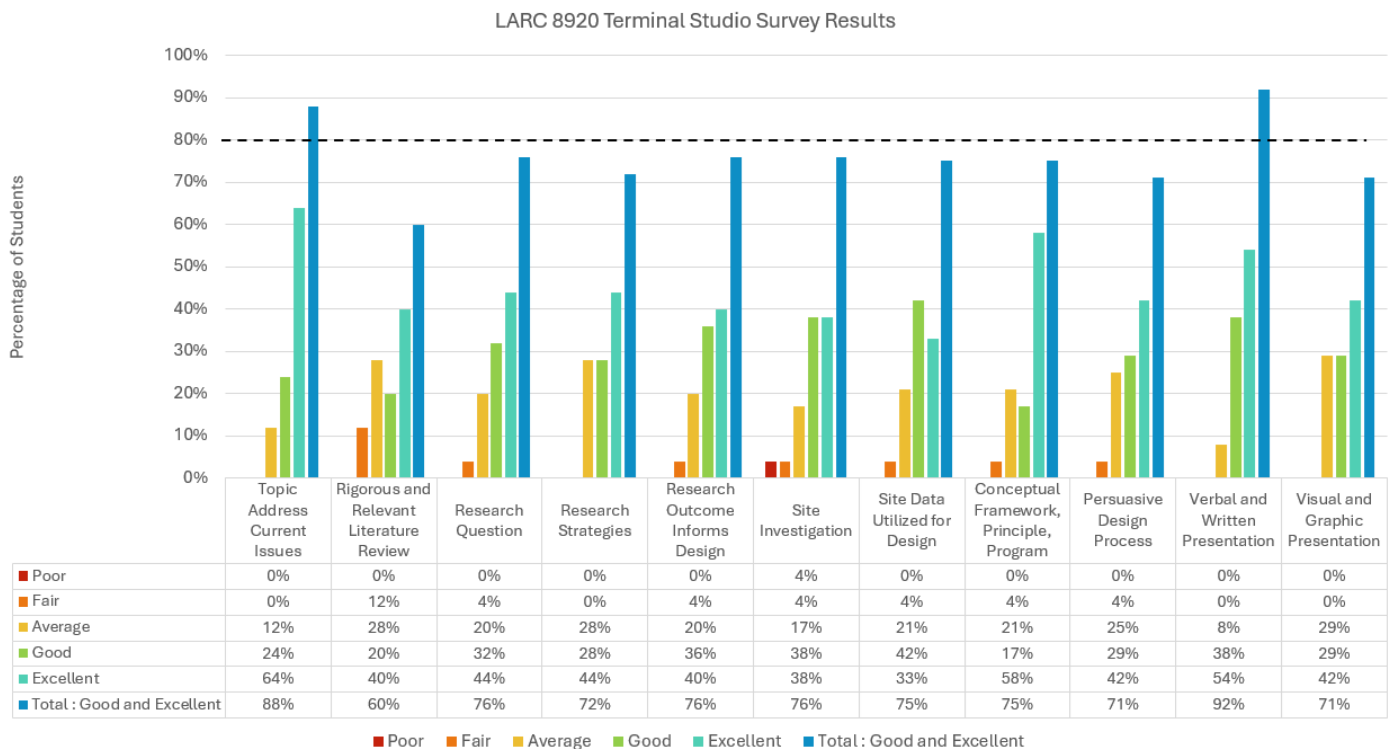
Landscape Architecture Terminal Project is the final studio-based course where the graduating MLA students demonstrate comprehensive learned skills, knowledge, and competencies through their individually developed final project. Graduating MLA students bring to this studio their research proposal developed in *Graduate Colloquium* and utilize conceptual framework and data synthesize to design their individually chosen site. The course requires students to demonstrate competency in articulating research theory, choosing research methods, applying knowledge, managing project progress, and completing individual Terminal Projects. MLA students selected projects reflect our core values of *people, culture, sustainability & community engagement, legacy, ethics and stewardship, collaboration, global engagement, interdisciplinary learning, and research*. The assessment survey was completed by external guest reviewers, alumni, professionals, and LA program faculty.

In this course, only 35 % of the rubric questions achieved the desired 80% benchmark of learning outcomes. Faculty spent a considerable amount of time reflecting on the course process and outcomes. Students were praised by reviewers and scored between 88% to 92% on topic selections addressing contemporary and relevant issues in landscape architecture, on their verbal argument and presentation, as well as on their compelling final graphics and drawings. The other 65% of the rubric questions scored slightly below the desired 80% benchmark, ranging from 70% to 78%, with one question scoring 62%. Faculty reflected that reasons, for this anomaly and less than desired outcome in this assessment cycle, are attributed to a range of reasons, including:

- Students changing their research proposal after investing a full semester working on it in *Graduate Colloquium* which caused a significant delay in reaching the design development and production phases.
- Students spending a longer time transitioning from theoretical to applied phases of work.
- The points above resulted in students not allocating sufficient time for applying project research to design development.
- Curricular gap between *Research Methods* and *Graduate Colloquium* courses in the MLA curriculum map.

Recommendations:

While faculty acknowledged that the results from this assessment cycle seem to be an anomaly deviating from the standard expected results of *Terminal Project*, they agreed that levels of attention need to be paid to students' transition between courses, especially *Graduate Colloquium* and *Terminal Project*. Faculty agreed that a curriculum change needs to happen to close the gap between *Research Methods* and *Graduate Colloquium*, thus putting them back-to-back on the MLA curriculum roadmap. Faculty also agreed that students need mentorship in the areas of time management and transition between theoretical and design development phases. Faculty believe that paying attention to those points would allow for a better time allocation and would ultimately help students better achieve course goals and learning outcomes.



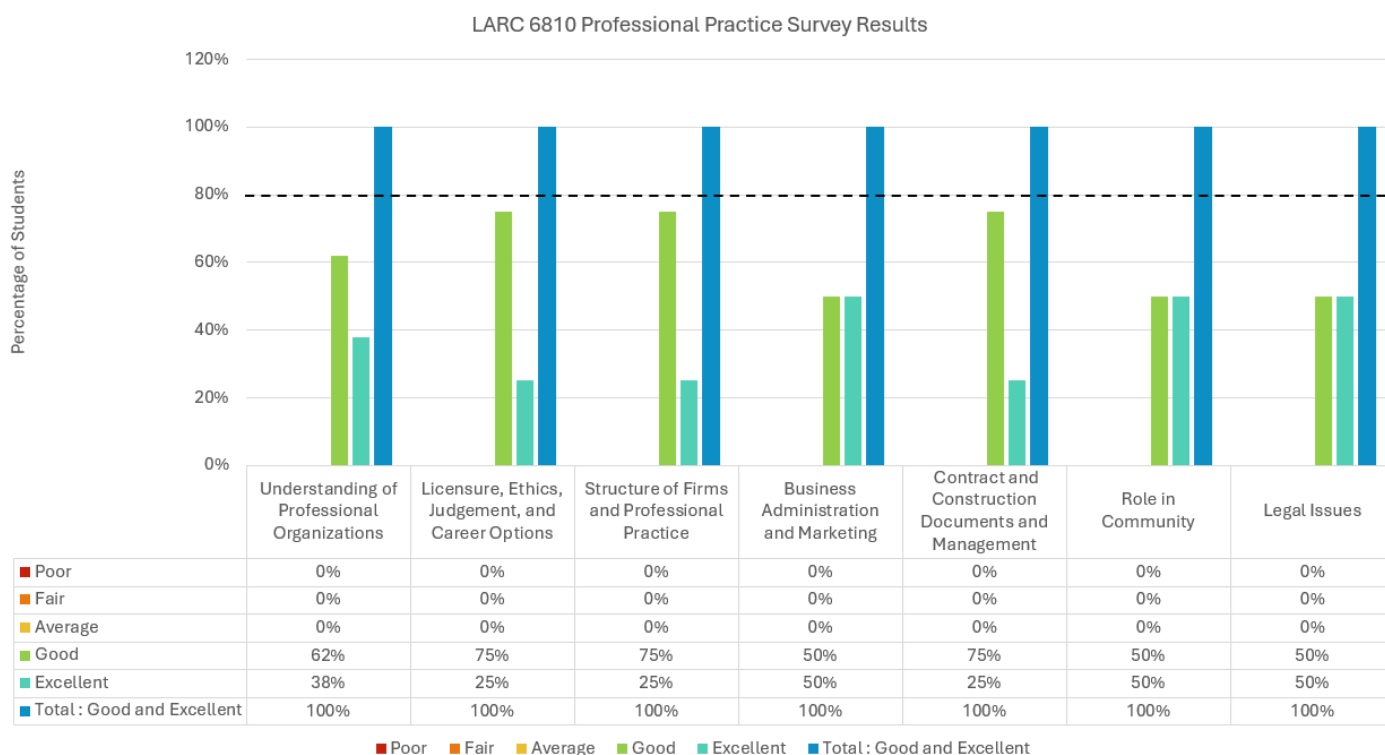
LARC 6810 Landscape Architecture Professional Practice

Professional practice in landscape architecture is introduced, discussed, and referenced in studio, implementation, and seminar sequences as it pertains to the different respective studio projects and seminar discussion topics. Landscape Architecture Professional Practice is the formal and final course that focuses on policies, rules and regulations governing the operation of landscape architects and the profession. Specialized policies for particular landscapes or areas of knowledge are presented in their respective course, such as Design Implementation, Planting design, Environmental regulations and the various design studios. Assessment of LA Pro Practice is based on a final project that students develop to demonstrate knowledge of the subject matter, which is evaluated by the course instructor. Overall, students performed well and developed creative projects that demonstrated their knowledge and competencies in professional practice.

A series of rubric questions intended to measure students' demonstration of the important areas of knowledge, including knowledge of professional organizations, the importance of licensure, the significance of social, ethical, political issues to the profession, professional citizenship and responsibility, management principles and procedure pertinent to project development. All rubric questions scored between 90% to 100%, well above the benchmark that aspires to have 80% of the students achieving Very Good (B) and Excellent (A) in this course.

Recommendations:

Faculty noted that using the new format of a final project where students created websites for their hypothetical landscape architecture firms seems to have been an engaging exercise for students to demonstrate areas of knowledge in professional practice. Faculty agreed that perhaps further development of this new format can guide students to create specific deliverables such as contracts and other pertinent legal documentation. Faculty discussed that Pro Practice becomes more relevant to students as they are approaching graduation and that the course “makes more sense” and is a better fit with their level of professional maturity as they enter their final year in the program. Advancing Pro Practice to the final year would improve the course effectiveness as the students see its direct relevance to their professional career goals.



2- Student Exit Interviews

Another assessment tool that the Landscape Architecture program uses to inform the curriculum and identify areas of strength and areas that need improvement is the annual Exit Interviews. The Exit Interview is conducted in person by the MLA program Director and augmented by an online survey in Qualtrics XM. The combination of the two methods allows the program to comprehensively gather graduating students’ insights and satisfaction with the program. The survey consists of 22 questions and is divided into three main sections: a) satisfaction questions related to their learning experience in the professional program in both quantitative and qualitative format, b) perceptions and opinions of areas of strength and areas of weakness in their learning experience, and c) post-graduation career goals, practice, further education and contact information.

a) Interviews and survey questions asked students to reflect on the following aspects of the professional program: academic curriculum, career development, program communication, and diversity and inclusion. Results show that 80% to 100% of the students were satisfied and very satisfied with the above-mentioned aspects. Students provided written constructive comments and praise of the program. Overall, students were very satisfied with the professional program and believed that it helped them develop the knowledge, skills and competencies, and appropriate levels of readiness to join the workforce post-graduation. Some feedback that frequently appeared in students’ responses included appreciation of the program instructors, their expertise and dedication, appreciation of the freedom within the program and courses allowing room for growth and independence, appreciation of the extensive opportunities for attending conferences and professional development opportunities that the program offers, and the supportive and inclusive atmosphere fostered in Lee Hall.

b) In terms of their observations on program strengths and weaknesses, students were the overall objective in their praise of the professional program. For strengths, most students noted faculty as the major strength of the program. They mentioned that faculty expertise, diversity, flexibility, background, and willingness to go the extra mile to help and provide guidance are a major strength. Students also mentioned the collaborative nature of Lee Hall, makerspace labs, the rigorous curriculum, positive studio culture, curriculum sequence, program size, and working alongside undergraduate students and architecture students as enriching to their academic experience. For weaknesses, students cited the need for additional computer labs that have stations capable of running large rendering software and the need for more classes and/or workshops focused on digital software and portfolio design. Students also cited the need for more professors, that the current professors' number is insufficient.

c)The third section is for developing the program records of graduating students' contact information and their job location.

3- Internal and external awards and recognition

Awards and recognitions reflect students' excellence and competitiveness. They allow students to achieve education and preparedness validation beyond the professional program. Each year, students and faculty submit their work for internal and external awards recognition. Clemson Landscape Architecture program aspires to receive awards and recognitions on an annual basis from local, state, and national agencies and organizations. In addition, the program nominates students annually for different types of awards, including LAF, Olmsted Scholar, CELA, ASLA and a multitude of Service Awards.

As an assessment tool, the LA Program is proud to report that several of our students have received internal and external awards and recognition for their work. Please see the list of students who achieved awards during this assessment cycle:

2024 SC ASLA Student Award of Excellence

April Riehm, Take Your Time

2024 SC ASLA Student Honor Award

April Riehm, Playscapes

2024 Award of Honor – South Carolina ASLA

Molly Foote winner of Award of Honor

2024 Award of Merit – South Carolina ASLA

Jordan Livingston winner of Award of Merit

2024 SCASLA Award

Jordan Livingston winner of SCASLA Award

Please see *EXHIBIT B*, at the end of this document, for previous Graduate Landscape Architecture students awards between 2018 and 2023.

4- Post-graduation job placement rates

The primary goal and benchmark of the Landscape Architecture program is for our students to achieve 100% job placement post-graduation. The program provides concerted efforts to ensure that students are not only academically prepared to join the workforce but are also well exposed to the profession before graduation. Some of the mechanisms we have in place include an internship program, a Lunch & Learn program on Fridays that brings professional firms to present to students on campus, the Career Fair that is held every spring on campus and hosts

more than 100 architecture, landscape architecture and multi-disciplinary firms and professionals. We are able to track alumni data through Clemson Alumni Relations and the Office of Institutional Effectiveness. In addition to staying in touch with Alumni via social media and Linked In, updated alumni information can be obtained from Clemson University's respective offices.

As an assessment tool, the LA Program is proud to report that 100% of our graduates, in the last three years, 2023, 2022, and 2021, who were seeking discipline-related employment were able to get a job before or within a few months of graduation from the professional program. In this assessment cycle, 100% of our graduating class has secured a job before graduation.

Conclusion

The Clemson LA Program faculty regularly assesses its educational goals and curriculum through various mechanisms and activities. The faculty believes that the program vision, mission, core values and goals fully describe our professional program, and that regular assessment not only ensures that the program reaches and exceeds its benchmarks for performance but also allows us to continue updating and improving the professional program. While every studio, seminar, and lecture course conduct its final review, exam, or final project to determine the level of learning achieved by students in meeting course learning goals and outcomes, the program conducted a comprehensive evaluation of the Curriculum Map (***Please see Exhibit A, MLA Curriculum Map, at the end of document***). It determined all courses where knowledge, skills and competencies culminate. Those courses identified underwent comprehensive learning outcome assessments as described in this document. Other assessment tools that our program employees include Exit Interviews, Awards and Recognition, and Job placement data. Cross-referencing data from all four assessment tools enables the program to identify issues that emerge as patterns. Analyzed data is presented and discussed in faculty meetings for deliberation and decisions. Other sources of information that enriches curriculum and learning outcome assessment discussion include faculty members' individual observations and feedback from Alumni, SCASLA Executive Committee members, and professionals.

It is worthy of note that assessments, discussions, and decision-making involved the entire program faculty. Our LA faculty participated in each phase of the process and attended all discussions related to assessment findings.

Assessment Results and Implementation

This 2023-2024 assessment cycle has resulted in robust discussions and evaluation by program faculty. Below is a summary of results and recommendations for adjustments and improvements:

- 1- Consideration for a curriculum change to move *Research Methods* from the Fall of the second year to the Spring of the second year, thus closing the gaps between *Research Methods*, *Graduate Colloquium* and *Terminal Project*.
- 2- Improving and monitoring the transition between the *Graduate Colloquium* and *Terminal Project* to ensure students have adequate time for achieving both research development and design development goals and learning outcomes.
- 3- Consideration for a curriculum change to move landscape architecture professional practice from the fall of the second year to the fall of the third year to be closer to graduation.
- 4- Consideration for landscape architecture professional practice to have the final presentation be an all-faculty jury for feedback and recommendations before the students enter their final semester in the program.
- 5- Future consideration for a possible addition of a third design implementation course once the program increases the number of its faculty members.
- 6- Consideration for increasing instructional capacity and areas of expertise in our professional program by adding two faculty lines. This consideration will allow the program to meet and achieve our strategic goals and priorities and continue delivering outstanding education.

EXHIBIT A: MASTER OF LANDSCAPE ARCHITECTURE CURRICULUM MAP

[Clemson University] [Master of Landscape Architecture] Curriculum Map		I Introduction of knowledge / skill																					
[10/12/2023]		D Development of knowledge / skill																					
		C Competency in knowledge / skill																					
		Design Studios						Required Courses															
		Year 1		Year 2		Year 3		Year 1 - Fall		Year 1 - Spring		Year 2 - Fall		Year 2 - Spring		Year 3 - Fall		Year 3 - Spring					
		LA Orientation I	LA Orientation II	Adv. Community Design/Off-Campus	Adv. Urban Design/Off-Campus St	Interdisci. Design & Research	Terminal Project	Drawing & Representation	Key Issues in LA	Plants in the Landscape	Computer-Aided Design	Planting Design	History Seminar I	Research Methods	Design Implementation I	Elective	LA Professional Practice	Design Implementation II	Elective	Elective	Graduate Colloquium	Elective	Elective
		LARC 8010	LARC 8020	LARC 8230	LARC 8520	LARC 8430	LARC 8920	LARC 8120	LARC 6530	LARC 8140	LARC 6280	LARC 8150	LARC 8300	LARC 8210	LARC 8610	Elective	LARC 6810	LARC 8620	Elective	Elective	LARC 8500	Elective	Elective
Knowledge																							
Design Process, Principles and Theory																							
the range of creative, cultural and historic approaches to developing material, spatial, and temporal landscape compositions, site-specific design solutions and other creative responses that are grounded in the natural, physical, and social sciences and address aesthetic, environmental and social issues and goals		I	I	D	D	C	C	I	I			D		D									
Histories and Theories of the Art and Science of Landscape Architecture																							
built and natural environment, and urban, community, and ecological planning and design framed by diverse social, cultural, economic, political, and scientific forces in North America and globally		I	I	D	D	C	C		I			D											
		I	I	D	D	C	C		I			D		D									
Plants, Ecosystems, and Climate Science																							
abiotic and biotic aspects of ecosystems associated with natural and constructed landscapes;		I	I	D	D	C	C		I	I		D	I										
application of ecology, botany, and horticulture principles to the design of the landscape;		I	I	D	D	C	C		I	I		D		D	D			D					
knowledge of soil science and geology and their impact on the landscape;		I	I	D	D	C	C		I	I		D			D			D					
impacts associated with landscape engineering, development, post construction management and maintenance;		I	I	D	D				I	I		D		D	D			C					
interrelationships between ecosystems and climate.		I	I	D	D	C	C		I	I		D											
Resilience																							
social, human, economic and environmental principles of sustainability and resilience;		I	I	D	D	C	C		I	I		D		D	D			D					
landscape performance categories, metrics and methodologies;		I	I	D	D	C	C		I	I		D		D	D			C					
the use of behavioral sciences to assess the impacts of design within diverse social, human, economic and environmental systems.		I	I	D	D	C	C		I	I		D		D									
Legal Context of the Profession																							
legal responsibilities and the role of landscape architects to preserve and safeguard human health, safety and the public welfare through their professional practice;					I				I	I			I		D		C	D					
maintaining the intrinsic values of environmental, historic, cultural and community resources in compliance with legal and regulatory frameworks;					I				I	I					D		C	D					
the regulatory professional practice and licensure requirements.					I				I						D		C	D					
Professional Practice																							
current and emerging practice opportunities that utilize landscape architectural skills and knowledge in a variety of private, public, academic, and non-governmental settings;		I	I	D	D	C	C		I	I		D			D			D	D				
project management and delivery;		I	I	D	D	C	C		I			D			D				C				
the ethical and professional obligations to clients, communities, the public, and the landscape and environment;		I	I	D	D	C	C		I	I		I			D		C	D					
life-long learning, advocacy, career development, and the role of professional and community organizations.		I	I	D	D	C	C		I				D				C						
Skills and Competencies																							
Assessment																							
analysis of the physical, biotic, climatic, and cultural context of a project;		I	I	D	D	C	C		I	I		D		D	D			D					
comprehensively synthesis of objective and subjective analysis;		I	I	D	D	C	C		I			D		D	D			D					
evaluation of the suitability of a program to multiple sites and prioritization of a site based on program;		I	I	D	D	C	C		I					D									
evaluation of spatial and other relevant data;		I	I	D	D	C	C		I			D		D	D			D			C		
communication of the criteria and methodologies used in evaluation.		I	I	D	D	C	C		I					D	D			D			C		
Design																							
generation of multiple design concepts to for a project;		I	I	D	D	C	C					D			D			D					
evaluation and critique of alternatives and synthesis of ideas into a comprehensive, implementable result;		I	I	D	D	C	C					D			D			D					
application of the natural, physical, and social sciences in the development of innovative and site-specific design solutions;		I	I	D	D	C	C					D			D			D					
design decision-making that incorporates physical, cultural, climatic and regulatory context, the diverse needs of users, considering all abilities and modes of perception, equitable access, ecological health, and temporal change, materials and constructability.		I	I	D	D	C	C					D			D			D					
Communication																							
use of verbal, nonverbal, visual, and written communication to clearly and concretely express ideas;		I	I	D	D	C	C		I	I	D	I	D		D	D		C	D			C	
solicit ideas from, listen and seek to understand and communicate effectively with diverse audiences;		I	I	D	D	C	C		I	I		I	D		D	D		C	D			C	
thoughtfully provide, receive, and respond to feedback and critique;		I	I	D	D	C	C		I	I		I	D		D	D		C	D			C	
demonstrate empathy and respect.		I	I	D	D	C	C		I	I		I	D		D	D		C	D			C	
Construction materials and methods																							
integration of materials, engineering, specifications, and construction techniques in a design proposal;									I						D			C					
selection of materials for character, quality, cost, sustainability, and cultural relevance;		I	I						I						D			C					
preparation of design development, construction documents, and details;		I	I						I						D			C					
understanding construction administration and oversight.									I						D			C					
Landform/landscape engineering and green infrastructure																							
applying quantifiable principles and practices of engineering including grading, drainage, water quality and management, and other landform processes to design landscapes that are accessible, safe, and ecologically sustainable									I						D			C					
Numeracy/Quantification																							
mathematical calculations to inform and substantiate design and construction performance				I								I			D			C					
Landscape Performance																							
ability to define and measure the impact of a design on its environmental, social, and economic goals based on measurable outcomes;						C	C			I					D			C					
identification of types of data to measure project impact(s);						C	C			I					D			C					
use of performance metrics to measure performative impacts of a project.						C	C			I					D			C					
Collaboration																							
leadership and collaboration on multidisciplinary teams;		I	I	D	D	C	C		I						D	D					D		
incorporation of knowledge from other disciplines, professions, and perspectives.		I	I	D	D	C	C		I	I		D			D	D		D					
Research (graduate level)																							
articulation of a clear research theory;						C			I						D						C		
selection and application of appropriate research methods;						C			I						D						C		
placement of work within an existing body of knowledge and articulation of the significance of the work to the field;						C			I						D						C		
the practice of research ethics and responsible conduct;						C			I						D						C		
work autonomously and effectively to complete independent projects;						C			I						D						C		
contribution of new knowledge to the profession to address current and future challenges.						C			I						D						C		

EXHIBIT B: GRADUATE LANDSCAPE ARCHITECTURE STUDENT AWARDS SINCE 2018

2018-2019

2019 Graduate Award of Honor – South Carolina ASLA

Sharvari Gangal winner of Award of Merit

2019 Graduate Award of Merit – South Carolina ASLA

Taylor Inzetta winner of Award of Merit

2019 SCASLA Award

Chelsea Preciado winner of Award of Merit

2019 University Graduate Olmsted Scholar

Taylor Inzetta

2019-2020

2020 Graduate Award of Honor – South Carolina ASLA

Tong Liu winner of Award of Merit

2020 University Graduate Olmsted Scholar

Tong Liu

2020-2021

2021 Graduate Award of Honor – South Carolina ASLA

Hannah Slyce winner of Award of Honor

2021 Graduate Award of Merit – South Carolina ASLA

Tamaki Inahata winner of Award of Merit

2021 University Graduate Olmsted Scholar

Hannah Slyce

2021-2022

2022 Graduate Award of Honor – South Carolina ASLA

Maggie T. Gaston winner of Award of Honor

2022 Graduate Award of Merit – South Carolina ASLA

Hannah C. Smith winner of Award of Merit

2022 SCASLA Award

Annie Steele winner of SCASLA Award

2022 University Graduate Olmsted Scholar

Hannah C. Smith

2022-2023

2023 Graduate Award of Merit – South Carolina ASLA

April Reihm winner of Award of Merit

2023 Graduate Award of Honor – South Carolina ASLA

Meredith Bendl winner of Award of Honor

2022-2023

2024 Graduate Award of Honor – South Carolina ASLA

Molly Foote winner of Award of Honor

2024 Graduate Award of Merit – South Carolina ASLA

Jordan Livingston winner of Award of Merit

2024 SCASLA Award

Jordan Livingston winner of SCASLA Award

SCASLA STUDENT DESIGN AWARDS

2018 Student Honor Award: General Design – South Carolina ASLA

Xiangjian Wang winner of Student Honor Award

Project: Clemson Junction: Creating a Community Overlook

2018 Student Merit Award: General Design – South Carolina ASLA

Sharvari Gangal winner of Student Merit Award

Project: Visualizing a Sustainable Desertscape

2018 Student Merit Award: General Design – South Carolina ASLA

Xiangjian Wang & Ailin Han winner of Student Merit Award

Project: Starry Garden

2019 SERC Award: Recognition Award: General Design – South Carolina ASLA

Emily Kelly winner of Award

Project: Edge

Effect in Barcelona, Spain

2020 Student Merit Award: Analysis and Planning – South Carolina ASLA

Sharvari Gangal and Xiaowiang Hu winner of Student Merit Award

Project: Sterling Community Design

2020 Student Merit Award: Analysis and Planning – South Carolina ASLA

Hannah Slyce winner of Student Merit Award

Project: The Huddle

2020 Student Merit Award: Research – South Carolina ASLA

Xiwei Shen, Quaoqi Dai, and Adam Ng winner of Student Merit Award

Project: Phyto! A Responsive Remediation System for Landscape Recovery

2020 Student Merit Award: Residential Design – South Carolina ASLA

Xiwei Shen & Chenzine Zhang winner of Student Merit Award

Project: Slopey Garden

2020 Student Merit Award: General Design – South Carolina ASLA

Jenna Arndt, John Dittenhauser, Tory Garland, and Isabel Korn winner of Student Merit Award

Project:

Seneca River Bottoms Experimental Forest

2020 Student Honor Award: General Design – South Carolina ASLA

Xiao Xu winner of Student Merit Award

Project: Droplet in the Desert – Naama Bay Nature Museum

2020 Student Honor Award: General Design – South Carolina ASLA

Xiao Xu winner of Student Merit Award

Project: Woodland Teeth – Woodland Intervention

2024 SC ASLA Student Award of Excellence

April Riehm winner of Student Award of Excellence

Project: Take Your Time

2024 SC ASLA Student Honor Award

April Riehm winner of Student Award of Honor

Project: Playscapes

G. STUDENT INFORMATION – Bachelor's

1. Pre-enrollment Information

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Number Applied	102	134	69	51	51	52
Number Accepted	29	130	40	34	33	25
Number Enrolled	28	52	22	15	11	7

2. Student Demographics

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Race and Ethnicity						
American Indian/ Alaska Native						
Asian	2	2	1	1	1	1
Native Hawaiian/ Pacific Islander						
Black / African American	6	9	7	4	2	2
Hispanic / Latino	9	5	4	5	6	7
White / Non-Hispanic	90	93	71	67	67	60
Mixed						
Unknown	9	10	6	5	7	8
Gender						
Male	59	63	45	47	42	39
Female	57	56	44	35	41	39
Other / prefer not to answer						
Student Type						
Domestic	116	119	88	81	80	75
International			1	1	3	3
Total Students	116	119	89	82	83	78

G. STUDENT INFORMATION – Master's

1. Pre-enrollment Information

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Number Applied	38	16	23	31	22	43
Number Accepted	36	16	8	27	16	29
Number Enrolled	3	7	5	6	6	3

2. Student Demographics

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Race and Ethnicity						
American Indian/ Alaska Native						
Asian						
Native Hawaiian/ Pacific Islander						
Black / African American	1	1	1	1	2	1
Hispanic / Latino		1	1		1	1
White / Non-Hispanic	14	12	10	7	5	6
Mixed						
Unknown			4	6	6	7
Gender						
Male	7	5	6	4	6	5
Female	8	9	10	10	8	10
Other / prefer not to answer						
Student Type						
Domestic	15	12	12	9	8	8
International			4	5	6	7
Total Students	15	12	16	14	14	15

H. ALUMNI INFORMATION – Bachelor's

1. Degrees Awarded

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Race and Ethnicity						
American Indian/ Alaska Native						
Asian				1		
Native Hawaiian/ Pacific Islander						
Black / African American	1	2		1		1
Hispanic / Latino	2	1		2	3	2
White / Non-Hispanic	19	15	19	9	19	9
Mixed	1	1		1	1	1
Unknown (non-resident)			1		2	
Gender						
Male	14	10	8	9	11	7
Female	9	9	12	5	14	6
Other / Prefer not to answer						
Student Type						
Domestic	23	19	19	14	23	13
International			1		2	
Total Degrees Awarded	23	19	20	14	25	13

2. Alumni Employment Since Last Accreditation

Present Occupation	Male	Female	Other/Prefer not to Answer	Total
Graduate Education	2	5		
Academic Practice				
Private Practice	28	24		
Government Practice				
NGO / Non-profit Practice				
Landscape Horticulture/Design Build				
Volunteer Service				
Not Employed in Landscape Architecture	1	1		
Unknown	8	10		
Other				
TOTAL	39	40		

H. ALUMNI INFORMATION – Master's

1. Degrees Awarded

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Race and Ethnicity						
American Indian/ Alaska Native						
Asian						
Native Hawaiian/ Pacific Islander						
Black / African American			1			
Hispanic / Latino			1		1	
White / Non-Hispanic	7		4	2	1	3
Mixed						
Unknown (Non-resident)			3	1	3	4
Gender						
Male	2		4	1	2	1
Female	5		5	2	3	6
Other / Prefer not to answer						
Student Type						
Domestic	7		6	2	2	3
International			3	1	3	4
Total Degrees Awarded	7		9	3	5	7

2. Alumni Employment Since Last Accreditation

Present Occupation	Male	Female	Other/Prefer not to Answer	Total
Graduate Education		2		
Academic Practice				
Private Practice	5	13		
Government Practice		1		
NGO / Non-profit Practice				
Landscape Horticulture/Design Build				
Volunteer Service				
Not Employed in Landscape Architecture				
Unknown	4	6		
Other				
TOTAL	9	22		

I. FACULTY INFORMATION

1. Faculty FTE

Rank/Title	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Tenure-related Faculty						
Professor	3.0	3.0	3.0	4.0	4.0	2.0
Associate Professor	2.0	3.0	3.0	3.0	2.0	3.0
Assistant Professor	1.0	1.0			1.0	2.0
Non Tenure-related Faculty						
Full-time	2.0	2.3	3.0	1.0	1.5	
Part-time						
TOTAL FTE	8.0	9.3	9.0	8.0	8.5	7.0

2. Faculty Demographics: Gender

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Tenure-related Faculty: Professor						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
Other / Prefer not to answer						
Tenure-related Faculty: Associate Professor						
Male	1	2	2	2	2	2
Female	1	1	1	1		
Other / Prefer not to answer						
Tenure-related Faculty: Assistant Professor						
Male	1				1	
Female					1	2
Other / Prefer not to answer						
Non tenure-related Faculty: Full-time						
Male		1	1			
Female	2	2	2	1	1	
Other / Prefer not to answer						
Non tenure-related Faculty: Part-time						
Male				1		1
Female				1	2	1
Other / Prefer not to answer						
TOTAL FACULTY MEMBERS						
Male	3	4	4	4	4	5
Female	5	5	5	5	6	5
Other / Prefer not to answer						

3. Faculty Demographics: Ethnicity

	Current Year (2023-2024)	Last Year (2022-2023)	2 Years Ago (2021-2022)	3 Years Ago (2020-2021)	4 Years Ago (2019-2020)	5 Years Ago (2018-2019)
Tenure-related Faculty: Professor						
American Indian/ Alaska Native						
Asian	1	1	1	1	1	1
Native Hawaiian/ Pacific Islander						
Black / African American						
Hispanic / Latino						
White / Non-Hispanic	2	2	2	2	2	1
Mixed						
Unknown						
Tenure-related Faculty: Associate Professor						
American Indian/ Alaska Native						
Asian	1	1	1	1		
Native Hawaiian/ Pacific Islander						
Black / African American						
Hispanic / Latino						
White / Non-Hispanic	1	2	2	2	2	3
Mixed						
Unknown						
Tenure-related Faculty: Assistant Professor						
American Indian/ Alaska Native						
Asian					1	1
Native Hawaiian/ Pacific Islander						
Black / African American						
Hispanic / Latino						
White / Non-Hispanic	1	1				1
Mixed						
Unknown						
Non-tenure-related Faculty: Full-time						
American Indian/ Alaska Native						
Asian						
Native Hawaiian/ Pacific Islander						
Black / African American						
Hispanic / Latino						
White / Non-Hispanic	1	2	2		1	
Mixed						
Unknown	1	1	1	1	1	
Non-tenure-related Faculty: Part-time						
American Indian/ Alaska Native						
Asian						

Native Hawaiian/ Pacific Islander						
Black / African American						
Hispanic / Latino						
White / Non-Hispanic						
Mixed						
Unknown						
TOTAL FACULTY MEMBERS						
American Indian/ Alaska Native						
Asian	3	3	3	3	3	3
Native Hawaiian/ Pacific Islander						
Black / African American						
Hispanic / Latino						
White / Non-Hispanic	4	6	5	4	5	5
Mixed						
Unknown	1	1	1	1	1	

4. Faculty Education and Licensure

Faculty member	FTE	BSLA/BLA	MLA	PhD	LA License	Other License
Hala Nassar	1.0		Y	Y		
Mary G. Padua	1.0		Y	Y	Y	
Thomas Schurch	1.0		Y	Y	Y	
Hyejung Chang	1.0	Y	Y	Y		
Paul Russell	1.0	Y	Y			
Matthew Nicolette	1.0		Y	Y	Y	
Lara Browning	1.0		Y			
Hannah V. Slyce	1.0		Y			

5. Instructional Assignments

Faculty member	Teaching %			Research %	Service %	Admin / other %	TOTAL FTE %
	BSLA/ BLA	MLA	Other				
Hala Nassar		35%		40%	10%	15%	100%
Mary G. Padua	40%	40%		10%	10%		100%
Thomas Schurch	10%	54%		19%	17%		100%
Hyejung Chang	10%	305		35%	25%		100%
Paul Russell	50%	30%		20%	10%		100%
Matthew Nicolette	40%	20%		30%	10%		100%
Lara Browning	75%			5%		10%	100%
Hannah V. Slyce	80%				20%		100%

6. Visiting Lecturers/Critics

2023-2024

Name	Field/Specialty	Firm/University	Date(s)	Contribution
Harrison Floyd	1 Point Perspectives	Clemson University SoA	8/25/2023	Lecturer
Paul Russell	Drawing Trees and Plants	Clemson University SoA	9/1/2023	Lecturer
Jeff Debell	Forestry	Washington State Dept. of Natural Resources	9/1/2023	Lecturer
Daniel Tal	Sketchup Introduction	DanielTal.com	9/8/2023	Lecturer
Patrick Larkin	Strategic Planning Specialist	CSR	9/8/2023	Lecturer
Lauren Garcia Chance	Associate Director of Professional Development	American Public Garden Association (APGA)	9/8/2023	Lecturer
Harry Haritos	Hand Graphics	CU Planning	9/11/2023	Lecturer
Erin Toraya	Design	Nike/Lululemon	9/15/2023	Lecturer
Matthew Browning	Climate Change	CU PRMT	9/19/2023	Lecturer
Russell Stall	Urban Designer	Clemson University	9/20/2023	Lecturer
Lisa Casey	Landscape Architecture	Studio Outside, TX	9/20/2023	Lecturer
Tom Lannen	County Commissioner, Skamania County	Washington State	9/22/2023	Lecturer
Daniel O. Lambert	Landscape Architecture	Merick & Co.	9/25/2023	Critic
Pendleton Historic Foundation Board	Various	Various	9/27/2023	Critic
Hannah Slyce	Landscape Architecture	Clemson University	10/2/2023	Lecturer
Pendleton Historic Foundation Board	Various	Various	10/11/2023	Critic
Eric Bosman	Landscape Architecture	Kimly-Horn	10/13/2023	Critic
Jay Martin	Landscape Architecture	Planning Director, City of Travelers Rest	10/13/2023	Critic
Brad Turcotte	Landscape Architecture	Bolton & Menk	10/13/2023	Critic
Jeff Debell	Forestry	Washington State Dept. of Natural Resources	10/19/2023	Lecturer
Jeff Debell	Forestry	Washington State Dept. of Natural Resources	10/20/2023	Critic
Hannah Slyce	Landscape Architecture	Clemson University SoA	10/20/2023	Critic
Jacob Lange	Rendering	Star Whitehouse Design	10/23/2023	Lecturer
Fred Guthier	Landscape Architecture	ADC Engineering	10/23/2023	Critic

Sallie Hambright-Belue	Architecture	Clemson University SoA	10/25/2023	Lecturer
Matt Nicolette	Landscape Architecture	Clemson University SoA	10/30/2023	Critic
Todd Richardson	Landscape Architecture	Synchronicity	10/31/2023	Lecturer
Fred Guthier	Landscape Architecture	ADC Engineering	11/10/2023	Critic
David Stone	Landscape Architecture	Stone Property	11/10/2023	Critic
Dustin Albright	Architecture	Clemson University SoA	11/10/2023	Lecturer
Thackston Crandall	Landscape Architecture	LaGuardia Landscape Architecture	11/13/2023	Lecturer
Tony Putnam	Engineering	Clemson University	11/14/2023	Lecturer
Brendan Gardes	Sustainability Director	Newcomb & Boyd	11/17/2023	
Brenden Gardes	Sustainability Director	Newcomb & Boyd	11/20/2023	
Hannah Slyce	Landscape Architecture	Clemson University SoA	11/27/2023	Critic
Hyejung Chang	Landscape Architecture	Clemson University SoA	11/27/2023	Critic
Sara Eslamzadeh	Architecture & Landscape Architecture	Clemson University SoA	11/27/2023	Critic
Zahra Ghazanfari	Landscape Architecture	Clemson University SoA	11/27/2023	Critic
Hannah Slyce	Landscape Architecture	Clemson University SoA	11/29/2023	Critic
Hyejung Chang	Landscape Architecture	Clemson University SoA	11/29/2023	Critic
Sara Eslamzadeh	Architecture & Landscape Architecture	Clemson University SoA	11/29/2023	Critic
Zahra Ghazanfari	Landscape Architecture	Clemson University SoA	11/29/2023	Critic
Bradford Watson	Architecture	Clemson University SoA	12/1/2023	Lecturer
Lynn Abdouni	Landscape Architecture	University of Georgia	12/4/2023	Critic
Matt Nicolette	Landscape Architecture	Clemson University SoA	12/4/2023	Critic
Mary Padua	Landscape Architecture	Clemson University SoA	12/4/2023	Critic
Paul Russell	Landscape Architecture	Clemson University SoA	12/4/2023	Critic
Angela Agard	Museum Director	Clemson Area African American Museum	12/4/2023	Critic
Shannon	Museum Educator	Clemson Area African American Museum	12/4/2023	Critic
Dan Harding	Architecture	Clemson University SoA	12/4/2023	Critic
Fred Guthier	Landscape Architecture	ADC Engineering	12/6/2023	Critic

David Stone	Landscape Architecture	Stone Property	12/6/2023	Critic
Nick Meyers	Landscape Architecture	Seamon Whiteside	12/6/2023	Critic
Jonathan Diaddigo	Landscape Architecture	Seamon Whiteside	12/6/2023	Critic
Fred Guthier	Landscape Architecture	ADC Engineering	12/8/2023	Critic
David Stone	Landscape Architecture	Stone Property	12/8/2023	Critic
David Pearson	Landscape Architecture	Pearson Design	12//8/2023	Critic
Grady Grumman	Landscape Architecture	Thomas & Hutton	12/8/2023	Critic
Jeff Debell	Forestry	Washington State Dept. of Natural Resources	12/8/2023	Critic
Sallie Hambright-Belue	Architecture	Clemson University SoA	12/8/2023	Lecturer
Brenden Gardes	Architect/Engineer	Newcomb & Boyd	12/8/2023	Critic
Hannah Slyce	Landscape Architecture	Clemson University SoA	12/8/2023	Critic
Tom Schurch	Landscape Architecture	Clemson University SoA	12/8/2023	Critic
Mary Padua	Landscape Architecture	Clemson University SoA	12/8/2023	Critic
Hannah Smith	Landscape Architecture	Clemson University SoA	12/8/2023	Critic
Devon O'Geary	Landscape Architecture	HGOR, Atlanta GA	12/8/2023	Critic
Holley Owings	Landscape Architecture	Earth Design, LLC	12/8/2023	Critic
Keyron Smith	International Governance and Leadership	OneEleuthera Foundation. Bahamas	12/11/2023	Critic
Shawna McCarthy	International Governance and Leadership	Chief Deputy of Tarpum Bay, Bahamas	12/11/2023	Critic
Hannah Slyce	Landscape Architecture	Clemson University SoA	12/11/2023	Critic
Zahra Ghazanfari	Landscape Architecture	Clemson University SoA	12/11/2023	Critic
Lara Browning	Landscape Architecture	Clemson University SoA	12/11/2023	Critic
Eric Bosman	Landscape Architecture	Kimly Horn	12/13/2023	Critic
Jay Martin	Landscape Architecture	Planning Director, City of Travelers Rest	12/13/2023	Critic
Brad Turcotte	Landscape Architecture	Bolton & Menk	12/13/2023	Critic
Jessica Fernandez	Landscape Architecture	UGA	1/30/2024	Lecturer
Fremont Latimer	Arborist	ML + H	2/13/2024	Lecturer

Bryant Cook	Land Developer	Hines Development	2/27/2024	Lecturer
Taylor Clem	County Extension Director	University of Florida Extension	3/12/2024	Lecturer
Britton Jones	PM/CA	Coen + Partners	3/26/2024	Lecturer
Eric Bosman	Urban Designer	Kimley- Horn	3/15/2024	Critic
David Cosslett	Landscape Architecture	RVI	3/15/2024	Critic
Michael Etheridge	Landscape Architecture	Davis Floyd	3/15/2024	Critic
Paul Pennell	Urban Designer	Urban Design Partners	3/28/2024	Lecturer
Laural Holtzapple	Landscape Architecture	Groundworks Studio	3/28/2024	Lecturer
Sean Paone	Landscape Architecture	Bolton & Menk	3/28/2024	Lecturer, Critic
Jamair Evans	Landscape Designer	Bolton & Menk	3/28/2024	Critic
Jake Bachman	Project Manager	Bolton & Menk	3/28/2024	Critic
Morja Hauenstein	Senior Planner	Bolton & Menk	3/28/2024	Critic
Lori Milam	Senior Designer	LandDesign	3/29/2024	Lecturer
Allison Merriman	Director	LandDesign	3/29/2024	Lecturer
Kendal Copeland	Designer	LandDesign	3/29/2024	Lecturer
Rhett Croker	Landscape Architecture	LandDesign	3/29/2024	Lecturer
Zan Stewart	PM/CA	Perkins & Will	4/02/2024	Lecturer
Steven Summerford	PM/CA	Perkins & Will	4/02/2024	Lecturer
Marc Archambault	Art in Public Spaces	Hammerhead Stonework's	4/16/2024	Lecturer
Stephen Wyda	Landscape Architecture Implementation	Vision Design	4/16/2024	Lecturer
Ryan Blau	Landscape Architecture Implementation	Vision Design	4/16/2024	Lecturer
Aaron Wiener	Landscape Architecture	National Park Service	4/23/2024	Lecturer
Amy Scaroni	Ecologist	Baruch Institute	4/24/2024	Critic
Sam Downs	Ecologist	Baruch Institute	4/25/2024	Critic
David Cosslett	Landscape Architecture	RVI	4/26/2024	Critic
Kevin Ammons	Landscape Architecture	Bolton & Menk	4/26/2024	Critic
Sean Paone	Landscape Architecture	Bolton & Menk	4/26/2024	Critic
Brad Turcotte	Landscape Architecture	Bolton & Menk	4/26/2024	Critic

2022-2023

Name	Field/Specialty	Firm/University	Date(s)	Contribution
Gustavo Utrabo	Architecture	Gustavo Utrabo Studio	8/31/2022	Public Lecturer
Anne Grant	Resource Librarian	Clemson University	9/7/2022	Lecturer
Naline Patel	Institutional Review Board	Clemson University	9/27/2022	Lecturer
Ellen Vincent	Professor of Horticulture	Clemson University	10/4/2022	Lecturer

Emmanuel Didier	Landscape Architecture	Didier Design Studio	10/5/2022	Public Lecturer
Ryan Helle	City and Regional Planning	Planning and Dev., St. Louis, MO	10/12/2022	Lecturer
Keyron Smith	Chief Executive Officer	One Eleuthera Foundation	10/15/2022	Critic
Valeria Pintard Flax	Architecture	University of Bahamas	10/15/2022	Critic
Yolanda Pawar	Chief Communications Officer	One Eleuthera Foundation	10/15/2022	Critic
Lane Glaze	Chief Executive Director	One Eleuthera Foundation	10/15/2022	Critic
Paul Duggan	Planning and Landscape Architecture	Clemson University	10/19/2022	Lecturer
Isabel Rivera	Architecture	RAD/ Universidad de Concepcion	10/19/2022	Public Lecturer
Karima Ben Bih	Urban and DRM Specialist	World Bank Group	11/9/2022	Public Lecturer
Sekou Cooke	Architecture	Sekou Cooke Studio	1/30/2023	Public Lecturer
Marcos Parga	Architecture	MAPAA/Syracuse University	2/15/2023	Public Lecturer
Ahmed Khaled	Architecture and Urban Planning	Ain Shams University	3/6/2023-3/14/2023	Lecturer
Ahmed El-Iraqi	Architecture	Ain Shams University	3/6/2023-3/14/2023	Lecturer
Maie Adel	Architecture	Ain Shams University	3/6/2023-3/14/2023	Lecturer
Ahmed Adel	Architecture	Ain Shams University	3/6/2023-3/14/2023	Critic
Nora El-Amin	Architecture	Ain Shams University	3/6/2023-3/14/2023	Critic
Diane Allen Jones	Landscape Architecture	Design Jones/ University of Texas	4/5/2023	Public Lecturer

2021-2022

Name	Field/Specialty	Firm/University	Date(s)	Contribution
Meg Williamson	Plant and Pest Diagnostic Center	Clemson University	9/14/2021	Lecturer
Bill Lane	Landscape Architecture	National Park Service	10/13/2021	Critic
Holley Ownings	Landscape Architecture	Earth Design Inc.	10/13/2021	Critic
Michael Etheridge	Landscape Architecture	Earth Design Inc.	10/13/2021	Critic
Bill Lane	Landscape Architecture	National Park Service	11/08/2021	Critic
Holley Ownings	Landscape Architecture	Earth Design Inc.	11/08/2021	Critic
Michael Etheridge	Landscape Architecture	Earth Design Inc.	11/08/2021	Critic
Bill Lane	Landscape Architecture	National Park Service	12/03/2021	Critic
Terry Hurley	Chief of Resource Mgmt.	SC Dept. of Parks, Recreation and Tourism	12/03/2021	Critic
Holley Ownings	Landscape Architecture	Earth Design Inc.	12/03/2021	Critic
Michael Etheridge	Landscape Architecture	Earth Design Inc.	12/03/2021	Critic
Tina Christensen	Executive Director	Winyah River Alliance	12/03/2021	Critic

Maria Whitehead	Senior Director of Land, Southeast	Open Space Institute	12/03/2021	Critic
Haley Parent	Water Resources Agent	Clemson University	3/08/2022	Lecturer
Jacob Lange	Green Roofs	Starr Whitehouse Atlanta	3/08/2022	Lecturer
Haley Parent	Water Resources Agent	Clemson University	4/04/2022	Critic
Billy Bolger	Assoc. Dir. Of Municipal Utilities	Clemson University	4/04/2022	Critic
Tommy Fallow	Dir. of Landscape Services	Clemson University	4/04/2022	Critic
Tom Suttles	Manager of Utility Services	Clemson University	4/04/2022	Critic
Edward Kinney	PLA	City of Greenville, SC	2/01/2022	Lecturer
James Ward	PLA/HABS	College of Charleston	2/08/2022	Lecturer
Gary Collins	PLA	Seamon Whiteside	2/15/2022	Lecturer
Lauren Marshall	PLA/USFS	US Forest Service	2/22/2022	Lecturer
Jason Lucas	Constructions Sciences BIM	Clemson University	3/01/2022	Lecturer
Shane Frieze	PLA/NPS	National Park Service	3/08/2022	Lecturer
Rick Huffman	PLA	Earth Design Inc.	3/15/2022	Lecturer
Kristina Harvey	PLA/ SC ASLA Chapter President	Stantec	3/29/2022	Lecturer
Tony Putnam	Engineering – Geothermal Energy	Clemson University Physical Plant	4/04/2022	Lecturer
Natasha Sexton	PLA	Sexton Design and Development	4/05/2022	Lecturer
Paul Borick	Capital Projects Management	Clemson University	4/05/2022	Lecturer
Snowell Lopes	Engineering – Solar Energy	Clemson University Physical Plant	4/06/2022	Lecturer
Barry Anderson	PLA	Clemson University Office of Design Services	4/12/2022	Lecturer
Meg Caulkins	PLA Sustainable Sites Initiative	NC State University	4/19/2022	Lecturer

J. FACULTY INDIVIDUAL RECORD

The following pages present information on each of our resident faculty who teach in the BLA and/or MLA.



Name: Dr. Hala Nassar

Rank: Professor and Director of Landscape Architecture

Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
Pennsylvania State University	2	MSC.LandscapeDesign /2000
Ain Shams University	5	Ph.D./1998
Ain Shams University	5	M.SC./1993
Ain Shams University	5	B. ARCH/1988

Teaching Experience:

Institution	Years Taught	Subjects
Clemson University	18	Community Design Studio, Advanced Urban Design Studio Design Fundamentals, History of Landscape Architecture 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 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 I and Landscape Construction II Architectural Design Studio
Ain Shams University	2	Architectural Design Studio, Building Construction Studio Landscape Design; Theory of Architecture Construction Workshop: Drawings Independent & Directed Studies

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Hewitt-Nassar Studio	15	Founding Principal
ESEI-Egyptian-Saudi Incorporation for Estate Investment, Cairo, Egypt	6	Designer
COPA-Consultant Office for Planning and Architecture, Cairo, Egypt	4	Designer
COPA-Consultant Office for Planning and Architecture, Cairo, Egypt	1	Architecture Internship
NAPRED-Gradjevinska Radna Organizacija, Belgrade, Yugoslavia	1	Architecture Internship

Professional Registration:

N/A.

Professional & Academic Activities:

2023-Present	Director of Landscape Architecture Program
2023-Present	Director of Landscape Architecture Graduate Program
2016 – Present	Professor of Landscape Architecture, Clemson University
2019	Appointed Honorary Visiting Professor at Ain Shams University, Cairo, Egypt

Publications:

*Steffens, Ashely, Charlene LeBleu, Ebru Ozer, and Hala Nassar, "Status of Women in Landscape Architecture: A Study of CELA and ASLA Career Metrics". *Forthcoming in Landscape Journal*. (2024)

*Nassar, Hala, Ryan Helle and Mike McGirr, "Perry Hill & Utica Mill Hill Villages Opportunity Zone; Innovating Community Development in the Context of Climate, Pandemic, and Social Disruptions." Under review for *Landscape Journal*. (2023)

*Cummings, Missy, Hala Nassar & Vishwa Alaparthi, "Defining the Trade Space for Passively Defending Against Rogue Drones." *Journal of Intelligence and Robotics System*. December 2021, 103(4) DOI:[10.1007/s10846-021-01524-w](https://doi.org/10.1007/s10846-021-01524-w) (2021)

*Okenwa, C.B. and Hala Nassar, "Investigating Smart Neighborhood Design For Physical Activities; A Case Study of South Atlanta Neighborhood, Georgia" *Landscape Research Record No 10*, 2011, pp 122-132 (2021)

*Cummings, Missy, Hala Nassar & Vishwa Alaparthi, "A Low-Cost Acoustic Alerting System for Rogue Drones in Public Space." *National Robotics Institute 3.0. Innovations in Integration of Robotics NRI 3.0* (2021)

*Nassar, Hala, Robert Hewitt and Missy Cummings, "Assessment of Public Space Visitors of Unmanned Aerial Vehicles (UAVs) in Outdoor Public Space and the development of Countermeasures to Control Aerial Visual Access" in *Landscape Research Record No 9*, pp 122-131(2020)

*Hewitt, Robert, Hala Nassar, "Design Research Based Development of Camouflage Landscape Features to Prevent Criminal UAV Activity," *Landscape Research Record No 8*, pp 402-410 (2019)

*Nassar, Hala, Robert Hewitt and Missy Cummings, "Drone Visual Access in the Design of Public Outdoor Spaces," Manuscript in progress for *Landscape Journal*. (2019)

Contributions:

My main contributions over the last five years have occurred in three main areas:

1. In teaching, I focus on design studio teaching, history of landscape architecture, and advanced research methods and graduate colloquium, helping students develop their research design to address contemporary issues and challenges and applying landscape architecture design research to present design solutions. In the design studio, I have continued to grow the legacy of the World Design Studio that I started at Clemson in 2006 and have been consistently offering every Spring semester. The WDS is a consortium of three international universities Ain Shams University in Cairo, Egypt, Huazhong Agricultural University in Wuhan, China, and Clemson University in the USA. My most recent contribution in the last three years is a Bahamas Studio in collaboration with a non-profit organization in Eleuthera, the Bahamas.
2. In research and scholarship, I have continued to develop my scholarship with a strong emphasis on women's leadership in Landscape Architecture. During Covid, four women professors of landscape architecture who overlapped and served on CELA presented several CELA surveys about the status of women in academia in Landscape Architecture. The generated body of knowledge was presented in CELA and ASLA and has just been published in May 2024 in *Landscape Journal*. Please see publications above.
3. In service and leadership, I have served on CELA executive board as Second Vice President, chairing the national CELA faculty and students' awards. During my term, together with the awards and recognitions committee, I instated CELA students award and CELA Life-Time Achievement Award. In 2020, I was elevated to CELA Academy Fellow. In January 2023, I was appointed director of the Graduate Program, and in July 2023, I was appointed Director of Landscape Architecture. Since August 2023, I have led our program faculty in strategic planning sessions leading to our program mission, vision and strategic priorities (Long-range plan 2023-2028 published on our program website), participated in our national search for landscape architecture faculty and founding dean of CAAC, update professional curricula, and prepare for 2024 reaccreditation.



Name: Dr. Thomas Schurch
Rank: Professor
Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
University of Washington	3	Ph. D Urban Design & Planning / 1998
Cal Poly Pomona	3	MLA/1978
US International University	4	B.A/1971

Teaching Experience:

Institution	Years Taught	Subjects
Clemson University	2012-Present	Community. Design, History, Urban Design, Professional Practice, PDBe Doctoral Seminar
University of Oklahoma	1999-2012	Graduate Studios I-IV, History, Research Methods, Graphics, Terminal Project
Mississippi State University	1997-1999	Design Studio., Graphics, Urban Planning. Urban Design, Planting Design
Ball State University	1989-1996	Graphics, Research. Studio, Urban Impact Analysis, Urban Planning, Urban Design, Environmental, Design Graphics, Graduate Planning Studio, History
Texas Tech University	1984-1986	Design I, Design II, Graphics, Seminar, History, Landscape Architecture Problems
Cal Poly Pomona	Summer 1984	Foundations of Landscape Architecture, Graphics, Landscape Awareness

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Schurch & Company	1982-present	Principal and CEO
Cunningham Schurch & Assoc.	1981-1982	Principal
Wimmer Yamada & Assoc.	1980-1981	Project Landscape Architect
Hirsch & Company	1979-1980	Environmental Analyst
John Fitzpatrick & Assoc.	1978-1979	Project Designer
Land Survey Service	1972-1974	Land Surveyor

Professional Registration:

Landscape Architecture	California (#1916)
Certified Planner (expired)	American Institute of Certified Planners
Landscape Architecture (expired)	Oklahoma
Landscape Architecture (expired)	Texas

Professional & Academic Activities:

- Member Greenville Housing Fund Taskforce 2023 to present
- Member, Clemson University Committee on Creative Inquiry 2023-present
- Invited Reviewer NOAA Mississippi Alabama Sea Grant Consortium March 2023
- Invited Reviewer NOAA Mississippi Alabama Sea Grant Consortium July 2023
- Invited Speaker, American Planning Association Annual Conference, SC Chapter 2023
- Juror – South Carolina Chapter of the American Society of Landscape Architects jurying the New York Chapter of the American Society of Landscapes Annual Awards Program 2023
- Creative Inquiry” Recipient – as bestowed by the Clemson University Program on Creative Inquiry 2023
- Member, Sterling Community Trust Board 2022-present
- PhD International Advisor - Kazakh National Technical & Research University 2022
- Program representative addressing effort to “sunset” licensure law in South Carolina 2022
- Invited Participant, Town of Pendleton, SC Staff and Planning Commission Workshop 2022
- Chair, Landscape Architecture Program Tenure and Promotion Committee 2022
- Chair – Landscape Architecture Faculty Search Committee 2022
- Invited Reviewer, Landscape Journal 2021
- Election to the American Society of Landscape Architects Council of Fellows 2021
- Invited Reviewer, External Reviewer - Candidates Up for Promotion and Tenure – Various 2019—present
- Co-Director, American Society of Landscape Architects Urban Design Professional Practice 2019-2020

Publications:

- *“Rethinking Soviet Era Mass Housing in Kazakhstan.” Sarzhanov, Niyaz and Thomas Schurch. In *Spatium*. No. 49. 42-50. (2023)
- *A Best Practices Primer: Accommodating Growth in Pendleton and the Upstate – A Resource for Planning Commissions. (2022) ISBN 979-8-88722-475-6.
- “A Sterling Collaboration: Community Trust, CU Students Collaborate for Memorial Grove Plans.” *The Community Informer News*. V27, N32. (December 14, 2022)
- Revitalizing an Urban Village: The example of the Sterling Community.” In *The Field American Society of Landscape Architects*. (November 9, 2021)
- “Urban Villages, Town Design, New Urbanism: Where Does Landscape Architecture Stand?” In *The Field American Society of Landscape Architects* (April 2020)
- “Urban Design Selected as “Standalone” Award Category for National Honors and Awards Program.” In *The Field. American Society of Landscape Architects* (December 2019)

Contributions:**Advancement of landscape architecture as follows:**

- Recognition from the American Society of Landscape Architects Council of Fellows for “Knowledge”
- Leadership in urban design vis-à-vis the profession -Co-Chair ASLA PPN on Urban Design
- Lead in developing the case for “Urban Design” to be adopted as a stand-alone category in the American Society of Landscape Architects Annual Awards Program
- Merit Award from South Carolina Chapter of the American Society of Landscape Architects in “Planning”.
- Professional development through regular participation and full membership in the American Society of Landscape Architects 44 years
- Cross-disciplinary activity within the profession of landscape architecture and urban planning
- Invited Manuscript Reviewer, Landscape Journal 2021
- Invited Manuscript Reviewer, L Urban Design International 2021
- Invited Grant Reviewer NOAA Mississippi-Alabama Sea Grant Consortium



Name: Dr. Mary G. Padua

Rank: Professor

Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
University of Edinburgh, Scotland, UK Edinburgh College of Art (College of Arts, Humanities & Social Sciences)	6	Ph.D. (Doctor of Philosophy) /
UCLA, Graduate School of Architecture & Urban Planning, LA, California	2	M.A (Advanced Research Degree in Architecture with the Certificate in Urban Design /
University of California, Berkeley (College of Environmental Design)	4	B.A. (Landscape Architecture) / Minor: Visual Design (photography)

Teaching Experience:

Institution	Years Taught	Subjects
Clemson University's School of Architecture	2017-present	Exit Project, Key Issues, South Carolina Landscapes: Then and Now
Clemson University's Department of Landscape Architecture	2013-2017	Graduate Terminal Project
Associate Professor, University of Florida (UF) Department of Landscape Architecture	2007-2013	BLA Exit Studio, Implementation, Paris Fall Semester Study Abroad
Assistant Professor, University of Hong Kong (HKU) Dept. of Architecture	2001-2007	MLA Terminal Project, History/Theory, China Joint Studio (Arch, LA, UD)
Visiting Professor, Shenyang University, School of Architecture	2006-2009	Special Topics
Visiting Professor, Peking University, College of Architecture and Landscape Architecture	2003-present	Research Seminars, Mentor junior faculty

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
MGP Studio: Art Design Research (SC, CA)	2001-current	Founding Principal
RRM Design Group, San Luis Obispo, CA	2000-2001	Principal
Anaheim Redevelopment Agency, Anaheim, CA	1998-2000	Project Manager
Pamela Burton & Company	1998	Design Consultant

Professional Registration:

Landscape Architecture	California #2934
Landscape Architecture	South Carolina #1256

Professional & Academic Activities:

Clemson University - Provost's Leadership Academy, 2014-present

Advisor, International Programs, Peking University, 2005 - present

Special Advisor to the School of Design Dean, Xi'an Jiaotong-Liverpool University for the post-graduate

Resilient Landscape Program Initiative Mar 2024 – present

Co-Editor, Land Special Issue: Landscape Design, Evaluation and Management Created by Novel Technologies 2022-current

2021 ASLA Deep Dive Educational Session (sold-out)– Lead Speaker/Moderator: “How Big Data Benefits You: Using Info for Good in LA”

Founding Member, International Editorial Board, Landscape Architecture Frontiers Journal 2013-present

Publications:

*Shen, X., Padua, M. G., Kirkwood, N. (2024) "Transformative Impact of Technology in Landscape Architecture on Landscape Research: Trends, Concepts and Roles", *Land* 13 (5) <https://doi.org/10.3390/land13050630>

*Padua, M. G. (2023) “Illuminating a Hidden Site: The Recovery of a Sacred Black Landscape”, *Landscape Journal* 42 (1) 53-75; DOI: <https://doi.org/10.3368/lj.42.1.53>

*Fernandez, J., Song, Y., Padua, M. G., & Liu, P. (2022) “A Framework for Urban Parks: Using Social Media Data to Assess Bryant Park, New York”, *Landscape Journal* 41 (1) 15-29; DOI: <https://doi.org/10.3368/lj.41.1.15>

*Shen, X., Handel S., Kirkwood, N., Padua, M.G. (2022) “Locating the Responsive Plants for Landscape Recovery: A Toolkit for Designers and Planners”, *Ecological Restoration* 40 (1)

*Padua, M. G. (2020) *Hybrid Modernity: The Public Park in Late 20th Century China*. Routledge. 2021 Recipient ASLA-SC Chapter Honor Award – Communication

Padua, M. G. & Lung, S. (2019) “Adaptive Landscapes for Coastal Restoration and Resilience in Contemporary China”, in *Sustainable Coastal Design and Planning*, ed. Elizabeth Mossop. CRC Press

“Health-based Policy Recommendations for Outdoor Learning Environments at South Carolina’s Licensed Day Care Facilities”, 2019 technical report funded by State of South Carolina’s Department of Health and Environmental Control
Book proposal (sole author) in development: Elucidating the American Experiment via South Carolina’s Multivalent Landscape Legacy, partially funded by CAAC, SoA

*Padua, M. “Urban Landscapes of Trauma, the Filipino Diaspora and collective memory of the WWII Battle of Manila”, *2024 Council of Educators in Landscape Architecture (CELA) Conference Proceedings*

*Padua, M., Henderson, R., Fernandez, J.; Song, Y., Wu, J., & Shen, X, “Junior faculty in Landscape Architecture: exploring the future of academic pursuit and professional demand”, *2023 CELA Conference Proceedings*

*Padua, M. “Illuminating hidden sites and Retrospective Justice: the convergence of memory, “sacred” space, technology, and the American South’s Black heritage”, *2022 CELA Conference Proceedings*. 2022 Recipient ASLA-SC Chapter Honor Award – Research

Contributions:

In the last five years, Dr. Padua has advanced knowledge and the profession’s capacity on multiple levels: a) research on social issues, restorative human-centered design, the changing meaning of place and novel technologies that are disseminated via publication in peer-reviewed journals, books, book chapters, government reports, conference presentations and invited special lectures and symposia; b) teaching the Exit (Capstone) Studio and preparatory seminar to over 130 BLA seniors, the majority of whom successfully entered the profession with several now licensed; advising PhD students who are now serving as lecturers, tenure-track assistant professors in landscape architecture programs around the nation; and c) service on Advisory Boards and Committees for new international landscape architecture programs, International Editorial Board, invited editor for peer-reviewed special issue journals, mentor junior faculty around the world, external reviewer for over ten faculty seeking tenure and promotion to associate professor, or promotion to full professor, and providing testimonials to local and international agencies on the public health benefits of outdoor designed environments.



Name: Paul Russell
Rank: Associate Professor
Department or unit: Landscape Architecture

Education:)

Institution	Years Attended	Degree/Date Granted
Louisiana State University	2002-2005	MLA/ 2005
University of Tennessee	1997-2001	B.S. Ornamental Horticulture & Landscape Design / 2001

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Teaching Experience:

Institution	Years Taught	Subjects
Clemson University	2010-present	Basic Design, Design Implementation I and II, Urban Design Studio, Exit Studio, Interdisciplinary Design, Planting Design
Louisiana State University	2002-2004	Design I, Design II
The University of Tennessee	2001	Studio

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Russell Design Office, Clemson, SC	2015-present	Principal
Pearson Russell Landscape Architecture Clemson, SC & Asheville, SC	2010-2015	Partner
Reed Hilderbrand Associates, Watertown, MA	2005-2010	Project Manager, Project Designer
Hodgson Douglas LLC	2002-2004	Summer Intern, Project Designer

Professional Registration:

N/A

Professional & Academic Activities:

2024	Provost's Award for Excellence in Teaching (Nominee), College of Architecture Arts and Construction
2023	Excellence in Teaching Award Recipient, Senior Level, Council of Educators of Landscape Architecture
2022-	Sustainable Forest Initiative Pilot Project, CU Department of Planning, Forestry, \$10,000 Awarded
2022-23	Bald Rock Natural Heritage Preserve South Carolina Department of Natural Resources, \$27,000 Awarded
2020	IBHS Fire Prevention Model Institute of Business and Home Safety, LA-Co-Lab, \$20,000 Awarded
2017-2022	Director of Graduate Studies Landscape Architecture Program
2017-present	Tenure and Promotion Committee, Landscape Architecture
2017-present	Curriculum Committee, Landscape Architecture

Publications:

*2024 Integrating Ecological Experimentation and Site Design Strategies: Mitigating Vandalism at the Bald Rock Natural Heritage Preserve

Environmental Research Design Association National Conference Portland, OR (June 2024)

Co-Author Dr. Matthew Nicolette, Ph.D., Co-Author Paul Russell

*2024 Developing Strategies to Re-Vegetate the Bald Rock Natural Heritage Preserve to Mitigate Vandalism

Council of Educators of Landscape Architecture National Conference, St. Louis, MO

Co-Author Dr. Matthew Nicolette, Ph.D., Co-Author Paul Russell

*2022 From the Classroom to the Community: *Leveraging Partnerships to Benefit Both Town and Gown*

International Town and Gown Conference, Clemson, SC

Co-Author Jay Bennett, Lindsey Whatley, Gwynn Powell, Tony Tidwell

*2022 Accessible Nature Through Equitable Mobility

US Play Coalition National Conference, Clemson, SC

*2019 Integrated, Intuitive and Balanced: *Designing a meaningful space that facilitates learning, encourages exploration, and builds confidence through play.* US Play Coalition National Conference, Clemson, SC

Contributions:**Director of Graduate Studies Landscape Architecture:**

- Developed and organized first Landscape Architecture Alumni Giving and Development Profile
- Revised Graduate Curriculum Road Map to meet LAAB standards.
- Created Marketing Materials for all MLA Programs
- Created OPEN HOUSE Series for MLA
- Produced and Managed Social Media for MLA Program
- Managed Assistantship Program for MLA
- Coordinated Fellowship Program for MLA
- Created MLA recruitment resources.

Research / Teaching

- Awarded CELA Excellence in Teaching Award Senior Level
- Nominated Provost's Award for Outstanding Teaching, Clemson University
- Recipient of +\$60,000 in external grant funding
- Created the Department's first Research Field Lab in Clemson's Experimental Forest
- Provided the program's only design-build studio offering.
- Mentor for junior faculty.



Name: Dr. Hyejung Chang
Rank: Associate Professor
Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
NC State University, Raleigh, NC	2004-2009	Ph. D in Design/2009
University of Minnesota, Minneapolis, MN	1999-2001	MLA/2001
University of Seoul, Seoul, Korea	1987-1992	B.S in Landscape Architecture / 1992

Teaching Experience:

Institution	Years Taught	Subjects
Clemson University	2014-present	Urban Design, Key Issues, Research Methods, Terminal Project, Graduate Colloquium
University of New Mexico	2009-2014	Theory, Thesis, Fundamentals
NC State University	2004-2008	Design Thinking, Place Making, Urban Landscape, Cultural Sustainability
Pusan National University, South Korea	2004	Design Methodology
University of Minnesota	2000-2001	Landscape Construction

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
The Terra Tectonics Design Group, Inc. Tampa, Fla	2002	Landscape Architect
The LA Group Landscape Architecture & Engineering. Saratoga Springs, NY	2001-2002	Landscape Architect
Han-kuk Engineers & Architects Co., Seoul, Korea	1998-1999	Section Chief
Dasan Engineering & Construction Co. Seoul, Korea	1997-1998	Assistant Manager
LG Engineering & Construction Co. Dept of Landscape Architecture, Tourism and Leisure Seoul, Korea	1994-1997	Assistant Manager
Man-Young Engineering Co. Seoul, Korea	1992-1993	Staff Designer

Professional Registration:

Professional Engineer of Landscape Architecture 1997	National Certificate No. 99157020080U, South Korea
Engineer (higher grade) of Landscape Architecture	National Certificate No. 91202020162Z, South Korea

Professional & Academic Activities:

Peer Reviewer

2023 7 papers reviewed (Jan.21–Feb.24), The 13th ACSF 2023, New York City (invited)
2022 1 PhD Dissertation examined (Mar.–May), UNSW Sydney, Australia (invited)
2021 3 full papers reviewed (May–Oct.), Landscape Journal (invited)
2020 1 full papers reviewed (Feb 12–Mar.22), Humanities in Sage Open (invited)
2020 1 full papers reviewed (Feb 9–Mar.19), Sociology in Sage Open (invited)
2020 6 papers reviewed (Feb.4–28), The 12th ACSF 2020, Fallingwater, Pennsylvania (invited)
2019 1 full paper reviewed (Jul. 29–Sep.14), Landscape Journal (invited)
2019 6 papers reviewed (Feb.), The 11th ACSF 2019, Scottsdale, Arizona (invited)
2019 Session Moderator (Invited, Mar. 2019)
Session: Landscape and Place
The 11th ACSF Symposium: Taliesin West, Scottsdale, AZ. May 16–19, 2019
<http://www.acsforum.org/symposium2019/program.pdf>

Publications:

*Chang, Hyejung. *Landscape Aesthetics from Below, from Above, and Beyond* (Proposal in submission for the 2nd peer review for Routledge Books)
Chang, Hyejung. 2024. “How the Korean Social Emotions, Han (恨) and Jeong (情) Transformed Bong-ha Village into a Sacred Place for Democracy.”
*Paper Presented/Published at the 14th Annual International Symposia on Architecture, Culture and Spirituality Forum (ACSF). Kalyon Hotel, Istanbul, Turkey. June 5-9.
<https://acsforum.org/how-the-korean-social-emotions-han-%e6%81%a8-and-jeong-%e6%83%85-transformed-bong-ha-village-into-a-sacred-place-for-democracy/>
Chang, Hyejung. 2020. “7. Design for Humanity: Landscape Architecture of Understanding, Feeling, and Care.” In *Landscape Handbook of All Hands*, edited by Kim, Y., 236–251 (288 pages) Seoul, South Korea: Han-soop (ISBN 979-11-87511-18-2 93520). Book Chapter
*Chang, Hyejung. 2020 “Propositions for the Urban Aesthetics of Continuity.” Sage Open 10(3): 1–13. (<https://doi.org/10.1177/2158244020941851>, impact factor, 0.715).
*Chang, Hyejung. 2020 “The locus of Native Landscape in the Global Environment.” (Paper Accepted). The 2020 Architecture, Media, Politics, and Society (Amps). University of Kent/City, University of London, Canterbury, UK. (June 29-30, 2020)
*Chang, Hyejung. 2019. “Trans-actions Trans-form: Thoughts on Participation and Representation.” (Paper Accepted (not presented). The 2019 Conference of the Council of Educators in Landscape Architecture (CELA), Sacramento, CA (March 6-9).
*Chang, Hyejung. 2019. “Environmental Justice as Justification for Landscape Architectural Design.” *Landscape Journal* 37(2): 1–17. (DOI: 10.3368/lj.37.2.1, ISSN: 0277-2426)

Contributions:

In the past five years, I have published two peer-reviewed journal papers and one book chapter as a single author, all well-received and highly regarded by peers. They said my expertise and scholarship are unique and transformative since rare scholars and practitioners focus on humanity and philosophical and spiritual significance in landscape architectural theory and practice. I believe this is my contribution to the program and the profession.



Name: Dr. Matthew L. Nicolette
Rank: Assistant Professor
Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
The University of Texas at Austin, School of Architecture	2009-2011	MLA/2011
The University of Texas at Austin	2006-2008	Ph. D in Molecular and Cellular Biology/2008
NC State University	1997-2001	B.S in Biochemistry /2001
NC State University	1997-2001	B.S Biology/2001

Teaching Experience:)

Institution	Years Taught	Subjects
Clemson University, Professor	2022—present	Landscape design and planning, design implementation, environmental issues
Clemson University, Visiting Professor	2021-2022	Landscape design and planning, design implementation, environmental issues
The University of Texas at Austin, School of Architecture, Austin, TX, Guest Instructor	2021	landscape architecture focusing on design implementation and documentation
The University of Texas at Arlington, TX, Adjunct Faculty	2020-2021	Instructed lecture courses related to professional practice and the field of landscape architecture.

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Studio Outside, Dallas, TX	2013-2021	Associate Landscape Architect
Raymond Jungles, inc. Miami, FL	2012-2013	Landscape Designer

Professional Registration:

Landscape Architecture, State of Texas Registration #3534

Professional & Academic Activities:

Faculty Awards Committee Member, 2023
 Student Awards Committee Member, 2022-present
 Clemson Lecture Series Committee Member, 2022-present
 Design and Planning Community Chair, APGA, 2019-2023
 Program Reviewer, CELA, 2022
 Scholarship Jury, Landscape Architecture Foundation, 2021
 Design Community and Planning Vice Chair, APGA, 2017-2019
 Board Economic Development Chair, Ferguson Road Initiative, 2019-2022

Publications:

"Bald Rock Natural Heritage - Principal Investigator, Russell, Paul C," Sponsored by SC Dept of Natural Resources.
(May 16, 2022 - May 15, 2023) Funded Grant

*2024 Integrating Ecological Experimentation and Site Design Strategies: Mitigating Vandalism at the Bald Rock Natural Heritage Preserve

Environmental Research Design Association National Conference Portland, OR (June 2024)

Co-Author Dr. Matthew Nicolette, Ph.D., Co-Author Paul Russell

*2024 Developing Strategies to Re-Vegetate the Bald Rock Natural Heritage Preserve to Mitigate Vandalism

Council of Educators of Landscape Architecture National Conference, St. Louis, MO

Co-Author Dr. Matthew Nicolette, Ph.D., Co-Author Paul Russell

Contributions:

Academy:

- Developed an interdisciplinary, service-learning studio focusing on the historic Wind River Arboretum and Nursery in rural Washington State. The studio integrated certification programs to measure landscape performance.
- Created a seminar focusing on environmental issues in Landscape Architecture
- Developing strategies to engage older adults to better understand their landscape needs through gamification.
- Developing strategies to communicate complex scientific knowledge to a broader audience.

Practice:

- The Didactic Ditch- Promoting Conservation Through Demonstration, Texas Chapter ASLA Honor Award, 2021
- Red Butte Water Conservation Garden, TX Chapter ASLA Honor Award, 2020
- Re-Storying the Knobs- A Master Plan for Bernheim Arboretum and Research Forest, National ASLA Honor Award, 2019

Service:

- Board Economic Development Chair, Ferguson Road Initiative, 2019-2022
 - Responsible for advancing community park and trails projects.
- Design and Planning Community Chair, APGA, 2019-2023
 - Led and moderated a national Design and Planning Symposium
- Program Reviewer, EDRA, 2024
- Program Reviewer, CELA, 2023, 2022
- Scholarship Jury, Landscape Architecture Foundation, 2021



Name: Lara Mutel-Browning
Rank: Senior Lecturer
Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
University of Georgia	2008-2010	MLA/2010
Wellesley College	2000-2004	B.A in Environmental Studies

Teaching Experience:

Institution	Years Taught	Subjects
Clemson University, School of Architecture, Landscape Architecture	2019-present	Technical Graphic, Basic Design, History of LA; Plants in the Landscape, Planting Design
University of Illinois at Champaign-Urbana	2015-2019	Society and Leisure, Leadership, Leisure Services, Facility Management, Park Planning and Design
Virginia Tech, College of Architecture and Urban Studies	2012-2015	Community Design

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Children & Nature Network	2012	Senior Project Coordinator
Site Systems, Inc.	2010-2011	Landscape Designer
Equinox Environmental	2007-2008	Landscape Designer
Suzanne Arca Design	2005-2006	Field Assistant
Flowerland Nursery	2004-2005	Manager

Professional Registration:

N/A

Professional & Academic Activities:

Clemson Elevate 'Transform Lives' Team Member. Clemson University 2023-present
 Clemson University Award Committee, 2023- present
 Member. Clemson University Accessibility Commission, 2019- 2020
 Member. Clemson University CAAH Honors and Awards Committee, 2021- 2023
 Chair. College of Architecture, Arts and Humanities: Clemson University
 SoA Director's Committee, 2023- present

Member. School of Architecture: Clemson University
SoA Student Advisory Committee, 2023- present
Member. School of Architecture: Clemson University
Health Environments Research & Design Journal
Manuscript Reviewer, 2023
Virginia American Society of Landscape Architects Chapter
Student Awards Juror, 2023
Council of Educators in Landscape Architecture
Manuscript Reviewer: People-Environment Relationships Track, *Landscape Research Record*, 2023

Publications:

*Battisto, D., Hambright-Belue S., Browning, L., Hall, L., Blouin, J. Dong, J., Li, X., Price, K. (Accepted). Architecture and Landscape Architecture Students in University Programs are Experiencing Mental Health Challenges: Findings from a Mix Method Study. *Building Healthy Academic Communities Journal*.

*Battisto, D., Hambright-Belue S., Browning, L., Hall, L., Blouin, J. Dong, J., Li, X., Price, K. (Accepted). Promoting Wellness for Architecture and Landscape Architecture Students: Lessons Learned from a Mixed Method Study. *Building Healthy Academic Communities Journal*

Therapy Dogs in Design Studios: A Case Study of Feasibility and Efficacy (2022)

Browning, L., Browning, M., McAnirlin, O., Sindelar, K., Parkinson, C., and D. Battisto. *Environmental Design Research Association (EDRA)*. Greenville, SC

Rethinking Design Education for Student Wellness (2022)

Battisto, D., Price, K., Barber, K., Ureta, M., Browning, L., Blouin, J., and A. Steele. *Environmental Design Research Association (EDRA)*. Greenville, SC

*van Riper, C. J., Browning, M., Becker, D. A., Stewart, W. P., Suski, C. D., Browning, L. M. M., & Golebie, E. (2019). Human-nature relationships and normative beliefs influence behaviors that reduce the spread of aquatic invasive species. *Environmental Management*, 63(1), 69–79. <http://doi.org/10.1007/s00267-018-1111-9>

Contributions:

A founding member of the School of Architecture Health and Wellness Taskforce and a collaborator in the creation of the 1st Year Experience, Lara Browning has dedicated the last five years to improving the teaching experience of design students at Clemson University. In 2023, she received the Council for Educators in Landscape Architecture Excellence in Service Learning- Junior Award and the Dean's Outstanding Lecture Award for Clemson's College of Architecture, Arts, and Humanities. Lara has presented at international conferences on student's mental health in design studios and the use of therapy dogs as part of the design student experience.



Name: Hannah V. Slyce
Rank: Lecturer
Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
Clemson University	2019-2021	MLA/2021
University of South Carolina	2013-2016	B.S in Environmental Science/2016

Teaching Experience:

Institution	Years Taught	Subjects
Clemson University	2023-2024	Introduction To Landscape Architecture, Regional Design Geographic Information System (GIS) Community Design

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Earth Design Inc.	2023-present	Landscape Designer/Consultant
City of Greenville Planning	2022-2023	Sustainability Planner
City of Greenville Planning	2020-2022	Landscape Designer

Professional Registration:

N/A

Professional & Academic Activities:

Greenville Chamber Young Professionals | 2022-2023
Southeast Sustainability Directors Network | 2022-2023
Associate ASLA membership | 2021-present
SC-ASLA membership | 2021-present

Publications:

2020 World Design Studio | Clemson University
Sheshui Wetland Corridor | China Architectural Publication & Media Co. 2020

Contributions:

The first three years of my career in landscape architecture were in regulation at the City of Greenville. During my time at the City, I worked on the update and enforcement of a tree protection ordinance that allowed the City to regulate clearcutting of undeveloped land and removal of the critical urban canopy. The funds gathered from this regulation allow the City to replant public trees and acquire open lands to meet the goals of 30% land preservation. I was also responsible for City Council passage of Sustainable GVL, a sustainability plan that created guidelines to ensure Greenville's commitment to resilient planning, sustainable economic development, and the protection of natural resources. During my time with the city, we also passed a new development ordinance that focused on guiding appropriate urban development, the reduction of urban sprawl, and providing multimodal and affordable

neighborhoods for current and future residents. My direct contribution included parking lot design guidelines to include green infrastructure through bioswales and green infrastructure and the inclusion of EV charging stations. I also worked on an updated list of prohibited planting materials to remove invasives, nuisance and monoculture species to increase biodiversity. Following my tenure at the City, I taught studios at Clemson, including a regional design studio focusing on understanding and interpreting the black narrative of the upstate of South Carolina to construct a Black Heritage Trail connecting sites in Seneca, Clemson, and the University. The studio aimed to celebrate the history and culture of a minority community with aims to elevate their voices in the region. I also taught a community design studio focused on designing an ecologically sensitive student community in Georgetown, SC. The students were also asked to engage with the history of the site and region as well as the natural resources of the low country. In addition to these studios, I have taught ArcGIS applications to landscape architecture students so that they can use this critical mapping and data analysis program to assist in their design projects. When I am not teaching full-time, I work part time with a local design firm that focuses on state park projects and environmentally responsible urban projects and volunteer with conservation non-profits.

K. FACILITIES INFORMATION

1. 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	60	Classroom	S
Lee I-111	2990	250	Auditorium	S
Lee II-112	2097	120	Library	S
Lee II-129	508	30	Classroom	S
Lee II-139	118	1	Office	E
Lee I-159	113	1	Office	E
Lee II-209	132	1	Office	E
Lee II-301	923	32	Classroom	S
Lee II-318	625	25	Classroom	S
Lee III-101	93	16	Conference Room	E
Lee III-104	128	1	Office	E
Lee III-108	105	1	Office	E
Lee III-110	28	-	Storage	E
Lee III-111	28	-	Storage	E
Lee III-112	128	1	Office	E
Lee III-116	128	1	Office	E
Lee III-120	128	1	Office	E
Lee III-122	128	1	Office	E
Lee III-124	61	1	Office	E
Lee III-3B1	1260	35/30	Studio	S
Lee III-3C1	1260	35/30	Studio	E
Lee III-3D1	1260	35/30	Studio	E
Lee III-G04	280	1	Seminar Room	E
Lee III-G05	315	16	Seminar Room	E
Lee III-G07	280	10	Laser Cutting Lab	S
Lee III-G08	315	3	Resource	E
Lee III-G12	161	3	Plotting/Printing	S

Lee Hall III was completed and occupied by students and faculty in January 2012. Lee Hall II was later renovated to include the Digital Design Materials Lab, lecture rooms, and other spaces.

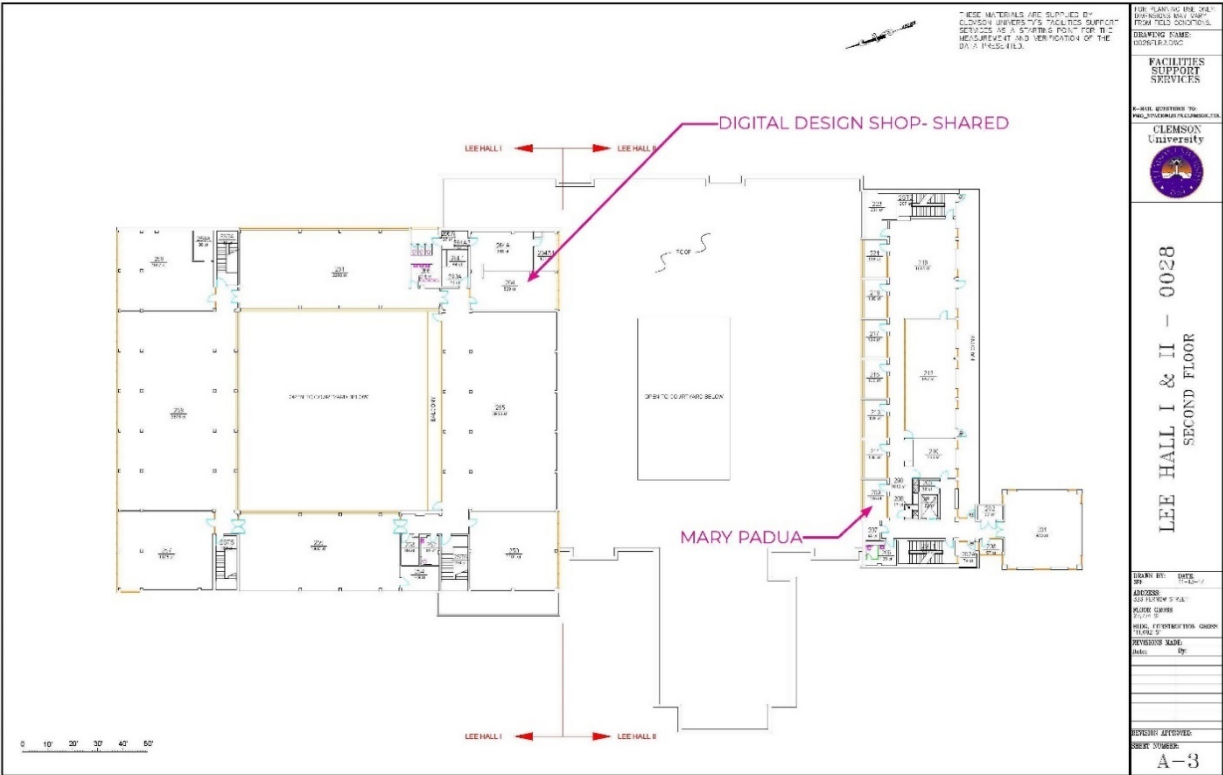
Lee Hall complex is comprised of three buildings constructed in different periods and houses faculty and students from the Department of Art (Lee I, Lee II, & Lee III); the Nieri Department of Construction, Development and Planning (Lee II and Lee III); School of Architecture (Lee I, Lee II and Lee III); Landscape Architecture program (design studios and offices in Lee III with offices and storage space in Lee II and I).

The Lee I and II auditorium spaces are university classrooms and managed through Clemson University Registration Services. 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.

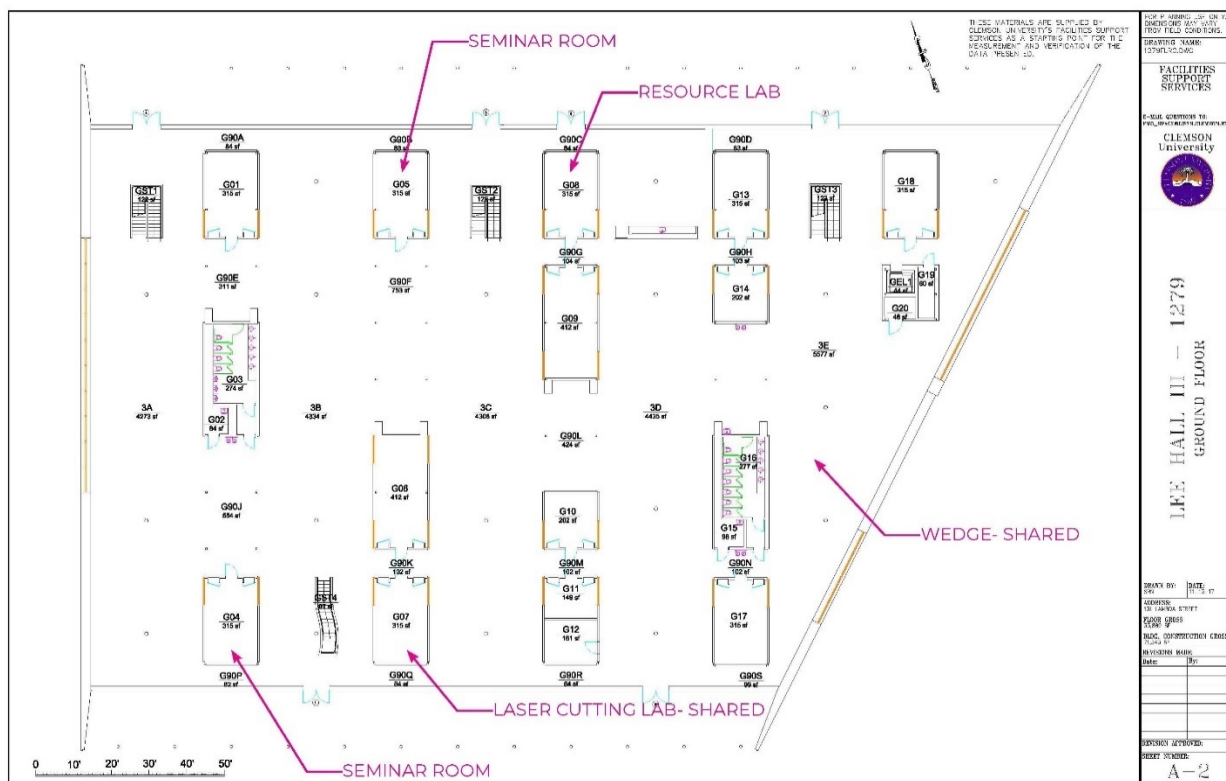
The School of Architecture supports our students with the following makerspace laboratories: the Digital Design Shop (DDS), the Laser Room and the Materials Lab. Please see Standard 7.

Landscape Architecture manages the studio and seminar spaces for our program in Lee III. We have management over three seminar rooms (G-04, G-05 and G-08) in Lee III; faculty and staff offices are on the first floor, with all LA students located on the ground level. LA also has storage space in Lee III and Lee II.

2. Floor Plans



LEE HALL I & II SECOND FLOOR



LEE HALL III GROUND FLOOR

Accompanying Information

Visit Schedule



LAAB Site Visit Schedule

Clemson University BLA & MLA Programs

November 10-14, 2024

Hala Nassar, Ph.D, FCELA
Professor & Program Director
School of Architecture
College of Architecture, Art and Construction
Clemson University
Email: hnassar@clemson.edu
Cell: (864) 207-6404

Jim Stevens, Ph.D, AIA
Professor & School Director
School of Architecture
College of Architecture, Art and Construction
Clemson University
Email: jsteve@clemson.edu
Cell: (252) 671-2516

Landscape Architectural Accreditation Board Site Visit Team

Team Chair/MLA Educator

Keith Christensen, Ph.D., ASLA, RLA
Department Head and Professor
Inclusive Planning & Design
Landscape Architecture & Environmental Planning
(LAEP)
College of Agriculture and Applied Sciences
Utah State University
The Fine Arts Visual (FAV) Building, FAV 228
1171 E Highway 89
Logan, UT 84322
435-797-0507
Keith.christensen@usu.edu

Academic Administrator

R. Brooks Jeffery
Associate Vice President for Research
(Retired)
Professor Emeritus of Architecture
College of Architecture Planning & Landscape
Architecture
The University of Arizona
P.O. Box 210066
Tucson, AZ
520-621-2991
rbieffer@email.arizona.edu

BLA Educator

Jack Ahern, Ph.D., FASLA
Former LAAB Board Member (2016-2021) and Chair
(2021)
Emeritus Professor
Department of Landscape Architecture and Regional
Planning
University of Massachusetts Amherst
Amherst, MA 01003
413-230-1610
jfa@ipo.umass.edu

Practitioner

Beth Greenleaf Kirmmse, RLA
Project Manager
Fuss & O'Neil
317 Iron Horse Way
Suite 204
Providence, RI 02908
401.861.3070
Ekirmmse@fando.com

Sunday, November 10

Time TBD	Keith Christensen arrives by
Time TBD	Jack Ahern arrives by
Time TBD	R. Brooks Jeffery arrives by
Time TBD	Beth Greenleaf Kirmmse arrives by
1:30 pm— 2:30 pm	ROVE Team members meeting with Program Director Hala Nassar Madren Center
2:30 – 4:00 pm	Tour: Dr. Hala Nassar, walking tour of Clemson Campus, Cooper Library, Gunnin Library, Lee Hall, Studio and Seminar spaces, laboratories, and a brief orientation of landscape architecture student work.
4:00—5:15pm	Lee Hall II Reception space Light refreshments Attendees: ROVE team, Landscape Architecture faculty, staff, and invited guests.
5:15pm	Dinner Hala Nassar, Lara Browning & Jim Stevens

Monday, November 11

7:45am – 8:45 am	Breakfast Meeting with Tenured Full Professor Hala Nassar Attendees: Hala Nassar Location: Sunnyside Café/ Patrick Square, Clemson, SC
9:00 am – 9:30am	Meeting with Provost of Clemson University Attendees: Robert “Bob” Jones Location: 206 Sikes Hall Escort: Hala Nassar
9:45 am – 10:15 am	Meeting with School of Architecture Director Attendees: Jim Stevens Location: 3-126 Lee Hall Escort: Hala Nassar
10:15 am – 10:30 am	Break
10:30 am – 11:00 am	BLA Curriculum overview Attendees: Senior Lecturer and Coordinator of Undergraduate BLA program, Lara Browning Location: 3-101 Lee Hall
11:00 am – 11:20 am	Faculty meeting with Senior Lecturer Lara Browning Location: 3-101 Lee Hall
11:30 am – 12:00 pm	MLA Curriculum overview Attendees: Tenured Full Professor and Coordinator of Graduate MLA program, Hala Nassar Location: 3-101 Lee Hall
12:00 pm – 12:20 pm	Faculty meeting with Tenured Full Professor Hala Nassar Location: 3-101 Lee Hall
12:30 pm - 1:45 pm	Lunch with recent alumni and practitioners Location: G06
2:00 pm – 2:45 pm	Meeting with 1 st Year BLA Students Location: Wedge
2:45 pm – 3:30 pm	Meeting with 2 nd year BLA Students Location: Wedge
3:30 pm – 3:45 pm	Break
3:45 pm – 4:30 pm	Meeting with 3 rd Year BLA Students Location: Wedge
4:30 pm – 5:00 pm	Informal check-in with Program Director Dr. Hala Nassar
5:00 pm – 6:00 pm	Break
6:00 pm	Team Dinner and Executive Session Location: TBD

Tuesday, November 12

7:45am – 8:45 am	Breakfast Meeting with Tenured Full Professor Hala Nassar Attendees: Hala Nassar Location: Sunnyside Café/ Patrick Square, Clemson, SC
9:00 am – 9:30am	Meeting with Dean of College of Architecture, Art, and Construction Attendees: Ece Erdogmus Location: 1-118 Lee Hall Escort: Hala Nassar
9:45 am – 10:15 am	Meeting with SoA Office Staff Shay Vinson, Lillian Burns, Kayla Rutherford, Regina Foster Location: 3-101 Lee Hall
10:15 am – 10:30 am	Break
10:30 am – 10:50 am	Faculty meeting with Tenured Full Professor Tom Schurch Location: 3-101 Lee Hall
10:50 am – 11:10 am	Faculty meeting with Tenured Full Professor Mary G. Padua Location: 3-101 Lee Hall
11:10 am – 11:30 am	Faculty meeting with Tenured Associate Professor Paul Russell Location: 3-101 Lee Hall
11:30 pm – 11:50 am	Faculty meeting with Assistant Professor Matthew Nicolette Location: 3-101 Lee Hall
11:50 am – 12:00 pm	Break
12:00 pm— 12:30 pm	Meeting with Staff Fiscal Analyst Esther Kaufman Location: 3-101 Lee Hall
12:30 pm – 1:20 pm	Lunch with Clemson Architecture Foundation G-06
1:20 pm—1:30 pm	Break
1:30 pm – 2:00 pm	Meeting with Amy Vogelgesang Director of Development, CAAC Location 3-101 Lee Hall
2:00 pm – 2:30 pm	Meeting with Staff Administrative Coordinator Michelle Marchesse Location: 3-101 Lee Hall
2:30 pm – 2:45	Break
2:45 pm – 3:15 pm	Meeting with Elysee Newman, CAAC Associate Dean of Research Attendees: Elysee Newman Location: 1-150 Lee Hall
3:15 pm – 4:00 pm	Meeting with SoA Joel Brown Lab Manager, DDS and Woodshop Location: 1-264 Lee Hall DDS and Basement of Lee II, G-04/G-05
4:00 pm- 4:30pm	Meeting with Gunnin Library Director Ann Holderfield Location: 2-112 Lee Hall
4:30 pm – 5:00pm	Informal Check-in with Program Director Dr. Hala Nassar
5:00 pm – 6:00 pm	Break
6:00 pm	Team Dinner and Executive Session Location: TBD

Wednesday, November 13

7:45am – 8:45 am	Breakfast Meeting with Tenured Full Professor Hala Nassar Attendees: Hala Nassar Location: Sunnyside Café/ Patrick Square, Clemson, SC
9:00 am— 9:30 am	Dean of Graduate School Dr. John Lopes Location: E-106 Martin Hall
10:00am – 10:20am	Faculty meeting with Tenured Associate Professor Hyejung Chang Location: 3-101 Lee Hall
10:20 am – 10:40 am	Faculty meeting with Lecturer Hannah Slyce Location: 3-101 Lee Hall
10:40 am – 11:00 am	Break
11:00 am – 11:20 am	Meeting with MLA Cohorts (3 cohorts – 20 min each) Meeting with 3 rd year MLA students
11:20 am – 11:40 am	Meeting with 2 nd year MLA students
11:40 am – 12:00 pm	Meeting with 1 st year MLA students
12:00 pm—12:30 pm	Break
12:30 pm – 1:30 pm	Lunch with Landscape Architecture Faculty Location: G-06 Lee Hall
1:30 pm— 2:15 pm	Zoom meeting with SC-ASLA Executive Board Members Location: G06 Karen Parker
2:15pm— 2:30 pm	Break
2:30 pm – 3:00 pm	Meeting with Staff SoA Communications Coordinator Bill Bates Location: 3-101 Lee Hall
3:10 pm—3:30 pm	Meeting with 4th Year BLA Students Location: Wedge
Afternoon	Team Executive Session as desired
6:00 pm	Team Dinner and Executive Session Location: TBD

Thursday, November 14

7:45am – 8:45 am	Breakfast Meeting with Program Administrator to advise of team findings Attendees: Hala Nassar Location: Sunnyside Café/ Patrick Square, Clemson, SC
9:00 am – 9:30am	Review of Team Findings with Provost of Clemson University Attendees: Robert “Bob” Jones Location: 206 Sikes Hall Escort: Hala Nassar
9:45 am— 10:15 am	Review of Team Findings with Dean of CAAC Attendees: Ece Erdogmus

	Location: 1-118 Lee Hall Escort: Hala Nassar
10:30 am – 11:00 am	Review of Team Findings with Program Administrator Hala Nassar & School of Architecture Director Jim Stevens Attendees: Hala Nassar & Jim Stevens Location: 3-126 Lee Hall Escort: Hala Nassar
11:00 am – 11:15 am	Break
11:15 am – 12:15 pm	Report of team findings to Landscape Architecture faculty, staff & students Location: Wedge
12:15 pm	Lunch, followed by departure from campus. Box Lunch for Visiting Team

Visit Map

