Self-Evaluation Report

For

Bachelor of Landscape Architecture

University of Nebraska-Lincoln

Landscape Architectural Accreditation Board
American Society of Landscape Architects
636 Eye Street, N.W.
Washington, D.C. 20001-3736

December 2024

SELF-EVALUATION REPORT

For the Academic Years: 2019-2025

Program: Landscape Architecture

Degree Title: Bachelor of Landscape Architecture

Chief Administrative Office of the University:
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Report Submitted
Sarah Karle, Associate Professor of Landscape Architecture
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LAAB ACCREDITATION DOCUMENTATION

1. The accredited professional program's title and degree description, which incorporates the term "landscape architecture," is the **Landscape Architecture Program, Bachelor of Landscape Architecture (BLA)**.

2. A professional program offering an accredited undergraduate professional degree meets the following degree-length requirements:

   a. The **Landscape Architecture Program**, leading to a **Bachelor of Landscape Architecture (BLA)** degree, is a single degree program that has a minimum of 120 total credit hours equivalent to the **University of Nebraska**'s definition of four academic years of full-time undergraduate enrollment.

3. The **Landscape Architecture Program, Bachelor of Landscape Architecture (BLA)** (does not offer) coursework through an online platform that meets all the requirements of the LAAB Accreditation Standards.

4. Faculty instruction full-time equivalence (FTE) is as follows:

   a. The **Landscape Architecture Program** at the continuing full accreditation status has an FTE of **5 instructional faculty, 4 of these faculty members hold a professional degree in landscape architecture,** and **3 of whom are full-time in the department.**

5. The **University of Nebraska** is accredited by the **Higher Learning Commission (HLC),** which is recognized by the U.S. Department of Education. The **University of Nebraska** was last reviewed in **2022**, with the next reaffirmation of accreditation due in **2032.**

6. **Kevin Benham** is the designated program administrator responsible for the leadership and management functions for the **Landscape Architecture Program, Bachelor of Landscape Architecture (BLA).** As the program administrator, **Kevin Benham** has significant influence in the budget and personnel management decisions of the **Landscape Architecture Program.**

7. The **Landscape Architecture Program, Bachelor of Landscape Architecture (BLA)** comprehensive disclosure about the professional program's status and performance as set forth in LAAB Accreditation Standard 1.E is accessible within a single-click link from the program's website: https://architecture.unl.edu/landscape-architecture/

8. The **Landscape Architecture Program, Bachelor of Landscape Architecture (BLA)** hereby confirms that it:
   - Continuously complies with the LAAB Accreditation Standards,
   - Pays the annual sustaining and other fees as required, and regularly files complete annual and other requested reports, as required by the Accreditation Procedures.
   - The **Landscape Architecture Program, Bachelor of Landscape Architecture BLA)** meets the minimum requirements to apply for LAAB accreditation.

Sarah Karle, Associate Professor 12/15/2024

Sarah Thomas Karle

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INTRODUCTION

1. History of the Professional Program(s).

In chronological form provide a brief history of the professional program or programs being reviewed, concentrating on events since the last review.

2000-05: Initial discussions on creating the new Landscape Architecture Program involved Wayne Drummond, Steve Waller, and Elbert Dickey. A joint Architecture/Agriculture Landscape Architecture task force was appointed, chaired by Professor Mark Hoistad. These discussions laid the foundation for the future program.

2005-06: The Nebraska Board of Regents and the Nebraska Post-Secondary Coordinating Commission approved the Landscape Architecture Program. Professor Mark Hoistad was appointed as the Founding Director. This marked the formal establishment of the program.

2006-07: Camilla Rice was hired as the initial faculty member. Her hiring marked the beginning of staffing for the new program.

2007-08: The first class of students was admitted into the program. This milestone marked the operational start of the Landscape Architecture Program.

2008-09: The Landscape Architecture Program was officially established. The Landscape Architecture Accreditation Board approved the new candidacy for the five-year Bachelor of Landscape Architecture program.

2009-10: The Landscape Architecture Program Bylaws were adopted. The Landscape Architecture and Community and Regional Planning programs merged into one academic unit. The College hired Kim Wilson as the second Program Director.

2010-11: The program hired Sarah Karle as a tenure-track Assistant Professor. Alan Berger was appointed the first Hyde Chair of Excellence for the Landscape Architecture Program.

2011-12: Dean R. Wayne Drummond stepped down, and James O'Hanlon was appointed Interim Dean. The Bachelor of Landscape Architecture degree program curriculum was fully realized as a five-year, 150-credit program. The first class of graduates received their BLA degrees.

2012-13: Gina Ford was appointed as the second Hyde Chair of Excellence. The Nebraska Board of Regents mandated all undergraduate degree programs be limited to 120 credit hours, prompting a transition to a four-year program. The Landscape Architecture Accreditation Board granted full accreditation for a six-year term.

2013-14: The Senior Vice Chancellor requested discussions on merging the College of Architecture and the College of Fine and Performing Arts. Assistant Professor Bret Betnar resigned, and Dr. Jeremy Merrill was hired as a full-time lecturer.

2014-15: The program failed to find a suitable candidate from its national search. Dr. Richard Sutton's appointment was shifted to include a joint appointment between Landscape Architecture and Horticulture. These developments highlighted the challenges in faculty recruitment and strategic faculty alignment.

2015-16: The University President halted merger discussions between the two colleges, preserving their independence. Scott Killinger was appointed as Interim Dean of the College. During his tenure, Interim

Dean Killinger established Landscape Architecture and Planning as two separate academic units. The program also hired Catherine De Almeida as a tenure-track Assistant Professor.

2016-17: The College conducted a national search and hired Katherine Ankerson as the new Dean. This appointment marked a new leadership era for the College of Architecture.

2017-18: Sarah Karle received tenure and was promoted to Associate Professor. Mark Hoistad returned as the Program Director, and the program received full accreditation with no recommendations affecting accreditation. Richard Sutton retired and was granted Emeritus status.

2018-19: The College began a yearlong strategic planning process. The program did a curriculum assessment and hosted a symposium titled "Nexus: Design, Ecology, and Horticulture," featuring Nina-Marie Lister as the keynote speaker. Catherine De Almeida resigned, and Yujia Wang was hired as a Professor of Practice after a national search.

2019-20: The College strategic plan mission statement/goals/values were approved. Eric North and David Karle joined the program faculty. Salvador Lindquist was hired as a tenure-track Assistant Professor after a national search.

2020-21: As a result of curricular assessment, Undergraduate Learning Assistant (ULA) positions were established. The program contributed to developing a graduate certificate program in partnership with Community and Regional Planning and Architecture. Eric North resigned, and Lord Ameyaw was appointed to head the Urban Forestry Program.

2021-22: The faculty approved an updated mission/goals/values document and assessed our program long range plan. Courses returned to in-person with COVID-19 precautions, and the faculty approved a revised study abroad option menu, including a summer travel option to Rome. Courtesy appointments were granted to LuAnn Wandsnider and Gary Bentrup, and the Urban Design Certificate Program was approved.

2022-23: LAAB requested and was granted a delay for the scheduled accreditation visit to Spring 2025. Dr. Kevin Van Den Wymelenberg was appointed as the new Dean. Mark Hoistad retired, and Professor Sarah Karle took over as Interim Director.

2023-24: Sarah Karle served as Interim Director, and after a national search, Kevin Benham was hired as Program Director. Monique Bassey was hired as a Visiting Assistant Professor and will be the 2024-2025 Hyde Chair of Excellence. Assistant Professor Salvador Lindquist had successful mid-tenure review and was reappointed. Assistant Professor of Practice Yujia Wang submitted his external package for promotion. Associate Dean Rumiko Handa retired.

2024-2025: Prior to the Spring 2025 visit, the faculty utilized the new LAAB curriculum mapping template to establish curriculum benchmarks, creating a foundation for evaluating program outcomes and identifying areas for enhancement.

2. Organizational Structure of the Professional Program(s).

Provide an organizational chart(s) and brief description which illustrates the following information:

The University’s executive group consists of the Board of Regents, the President, the Chancellor, and the Executive Vice Chancellor. The University of Nebraska President oversees all four campuses (UN-Lincoln-flagship campus, UN-Omaha, UN-Medical Center, and UN-Kearney), while the individual

Chancellors and Executive Vice Chancellors oversee the individual campuses. The University is organized into nine colleges, each led by a dean: Agricultural Sciences & Natural Resources, Architecture, Arts & Sciences, Business, Education and Human Sciences, Engineering, Hixson-Lied Fine & Performing Arts, Journalism & Mass Communications, and Law.

The College of Architecture **Organizational Chart** can be found in the College of Architecture Faculty and Staff Handbook.

Administrative Positions within the College

- Dean: Kevin Van Den Wymelenberg,
- Associate Dean of Faculty and Academic Programs: Sharon Kuska
- Associate Dean of Research: Rumiko Handa (until recent retirement)
- Director of Landscape Architecture: Kevin Benham
- Director of Architecture: David Karle
- Director of Community and Regional Planning: Zhenghong Tang
- Director of Interior Design: Lindsey Bahe

The Dean is assisted by a Leadership Team, which includes Program Directors, Associate Deans, an Advising & Student Success Director, a Director of Communications, and the Business Manager. Additionally, the Dean's office is supported by the following staff:

Dean's Office Staff

- Cameron Andreesen, University of Nebraska Foundation liaison
- Matt Bukrey, Shop & Media Center
- Kendra Messer, Assistant to the Dean
- Leslie Gonzalez, Academic Advisor/Recruiter
- Robyn Goodwin, Business Manager
- Jeff Jackson, Enterprise Desktop Associate
- Stephanie Kuenning, Advising & Student Success Director
- Jaime Mastera, Academic Advisor
- Kerry McCullough-Vondrak, Communications Director

3. Response to Previous LAAB Review.

Describe the progress that has been made on the Recommendations Affecting Accreditation from the previous accreditation or candidacy visit. List each prior recommendation verbatim and provide an updated recap of responses made on interim reports. List each Consideration for Improvement and provide an update. Insert copies of the Final Action Letter and subsequent interim reports since the previous accreditation visit (not applicable to those seeking initial accreditation).

There were no recommendations affecting accreditation coming out of the last review.

4. Describe current strengths and opportunities.

The Landscape Architecture Program excels within the College of Architecture, leveraging interdisciplinary collaboration and a strong culture of professional development. Key initiatives such as the Hyde Chair and the Enright Endowment support innovative faculty research and student scholarships, fostering an inclusive and dynamic learning environment. Furthermore, our diverse faculty, global

engagement, and robust programs such as UCARE and outside education requirements ensure that students gain practical skills and achieve high job placement rates.

Program Location in the College of Architecture: Our location within the College of Architecture provides a unique opportunity for interdisciplinary collaboration, essential for addressing complex challenges. The culture of design and professional development equips our students with comprehensive skills, making them versatile professionals. The common first-year d.ONE program and the collaborate DSGN 410 studio institutionalize interdisciplinary interaction, allowing students to engage with various design disciplines early, and throughout their education. Additionally, students in other design disciplines are exposed to landscape architecture during their educational experiences and participate in our Landscape Architecture minor. The College of Architecture is also expanding, with the completion of a new building providing additional space for teaching and learning. To further support student success, the College of Architecture has a professionally-staffed Student Success Office charged with supporting the College in recruiting, retention, advising, and career placement efforts. Our College boasts the highest retention rates on UNL's campus and strong four-year graduation rates. Additionally, the professional advising staff helps students navigate their curriculum effectively and efficiently while also directing students and faculty to College and University resources.

Hyde Chair and Lecture Program: The Hyde Chair and Lecture Program provides a platform for attracting distinguished speakers and hosting high-profile events. The 2019 symposium "Nexus: Design, Ecology, and Horticulture" exemplifies how this program can broaden our audience and increase support. The ongoing Hyde Chair initiative allows for continuous engagement with leading professionals, offering students and faculty unique learning and networking opportunities. For the upcoming academic year, Professor Monique Bassey will serve as the Hyde Chair of Excellence, focusing on community engagement with tribal nations in our state. Her work will include developing collaborative projects that address the unique needs and priorities of these communities.

Enright Endowment: The Enright Endowment significantly enhances our ability to support both faculty research and student scholarships, fostering innovative projects and academic excellence while promoting inclusivity and diversity. By funding faculty research, the endowment drives groundbreaking initiatives, and through student scholarships, it ensures broader access to quality education and professional development opportunities. Over the course of FY23, FY24, and FY25, the Enright Endowment awarded a total of $20,000 in Enright Professorships, further advancing its mission to support transformative research and expand educational opportunities.

Dynamic and Diverse Faculty Contributions: The program's diverse faculty, with expertise spanning Architecture, Planning, Horticulture, and Natural Resources, fosters an interdisciplinary and inclusive learning environment that equips students to address complex real-world challenges from multiple perspectives. Their active participation in international conferences, study abroad programs, and design competitions enhances the program's global presence, broadens its professional networks, and provides students with invaluable exposure to global design practices and emerging trends. Recent faculty hires, including Yujia Wang, Salvador Lindquist, Kevin Benham, and Monique Bassey, further enrich the program by bringing fresh expertise and perspectives, advancing its focus on cultural landscapes, representational methods, and community engagement. These additions expand academic offerings, strengthen mentorship opportunities, and contribute to the program's vibrancy and innovation.

Community Engagement: Our Landscape Architecture program provides students with comprehensive, real-world experiences that prepare them for professional success while fostering civic responsibility and innovation. Through Community Engagement Design Studios, students collaborate with diverse partners, including federal, state, city, and tribal communities, to address environmental, social, cultural, and economic challenges. These hands-on projects enhance technical skills and instill a strong sense of civic

responsibility. Complementing this, the Undergraduate Creative Activities and Research Experience (UCARE) program allows students to conduct meaningful research with faculty mentors, supported by financial resources that promote a culture of inquiry and innovation. Students gain recognition through the annual research poster session, advancing their academic and professional careers. Furthermore, Outside Education Requirements, including internships, co-ops, and education abroad, provide essential practical skills and global perspectives. These opportunities enable students to build robust resumes, broaden their understanding of the global field of landscape architecture, and maintain the program's impressive 90% job placement rate over the past five years.

5. Describe current weaknesses and challenges.

The Program of Landscape Architecture at the University of Nebraska is navigating critical challenges that directly stem from and are exacerbated by ongoing budget constraints. These financial limitations impact the Program's ability to deliver a high-quality educational experience and maintain its competitive edge.

University Budget: The University of Nebraska's efforts to address a $12 million deficit have introduced significant challenges, including limited staff positions; reductions in diversity, equity, and inclusion (DEI) initiatives; and fewer opportunities for hiring new faculty. These constraints impair the University's ability to attract top talent, support a diverse community, and maintain favorable student-to-faculty ratios, all of which are critical to the quality of academic programs and overall campus morale.

Within the College of Architecture, these challenges are further compounded by consistent year-over-year budget reductions. Despite these financial constraints, the College has achieved substantial growth, with enrollment increasing by 29% between 2019 and 2024, expanding from 494 to 620 students. However, during this same period, the College's budget decreased by 6%, while inflation rose by 19%, resulting in an effective 13% reduction in operational funding.

Program Director Staff Support: In 2021, the restructuring of the College of Architecture eliminated a Program Coordinator position, which supported the directors of four academic programs, the associate deans, and key College initiatives. This role facilitated curriculum activities, studio reviews, guest lectures, and national studio experiences, and managed the notification of scholarships and awards for students. The loss of the position has shifted these responsibilities to program directors and other staff, straining resources and reducing administrative efficiency.

Faculty Retirements: The retirement of several professors with longstanding teaching and research profiles presents significant challenges, resulting in the loss of mentorship, institutional knowledge, and expertise. These retirements disrupt curriculum collaborations and affect the continuity of academic programs. For example, transitions within partnerships, such as those with the Department of Horticulture/Plant Sciences, illustrate how faculty changes can impact collaboration and program alignment. These shifts place additional responsibilities on remaining faculty, complicating their teaching, research, and service efforts. Addressing these challenges requires strategic planning and investment in recruiting new talent, which is particularly difficult given University-wide budget constraints. However, renewed communication and collaboration with partner departments, along with the integration of recent hires and the implementation of new LAAB Knowledge, Skills, and Competencies requirements, present valuable opportunities to rebuild and strengthen academic partnerships.

College of Architecture Research Support: The College of Architecture is committed to its studio-based teaching pedagogy, emphasizing the equal importance of research and teaching, but it faces significant challenges in research support. Budget cuts in 2023 shifted funding for the Associate Dean of Research position from state aid to foundation funds, and the retirement of the Associate Dean in 2024, along with the retirements of Richard Sutton and Mark Hoistad, have reduced institutional expertise and

mentorship. Currently, the College Business Manager assists faculty with post-award grant management; however, while the level of externally funded research does not justify a dedicated grant manager, managing grants—regardless of funding amount—remains a time-consuming and complex responsibility. Although the central University provides some research support, the College's limited internal resources can hinder faculty from fully utilizing these opportunities. Strategic investment in research support is critical to sustaining both teaching and research excellence.

The Program of Landscape Architecture Student Recruitment and Retention: The CCPE (Coordinating Commission for Postsecondary Education) oversees the quality of higher education in Nebraska. For baccalaureate degrees, the CCPE Minimum Performance Standards require an average of 7 degrees/awards per full-time equivalent faculty over five years and a minimum of 300 student credit hours produced annually. The Program of Landscape Architecture exceeds these thresholds, demonstrating strong productivity and alignment with state expectations. The program benefits from the support of the College of Architecture Student Success team and is nearing its enrollment target of 40 to 50 students. However, with many students joining as transfers, recruitment remains a continuous challenge.

Efforts such as participation in the d.ONE program, recruitment events, hosting prospective students, organizing a Landscape Architecture Shadow Day, and conducting calling campaigns for deposit confirmations have increased the first-year class to 13 students. A significant contribution to the success of the last two years of recruiting classes has been the Enright Endowment, which provides $1,000 per semester for every student meeting GPA standards—a tremendous boost to recruiting efforts. Sustaining these efforts, however, requires significant coordination and resources, which would not be possible without the invaluable collaboration and support of our Student Success Office.

Retention of students in the second year of the program has also been a challenge. To address this, Undergraduate Learning Assistant (ULA) positions were established in 2021 to support students' academic success. Another impactful retention effort is the DSGN 101 Smart Start course—a four-week program designed to help students transition from high school to college. This course introduces students to critical College and University resources. Supplementing the Smart Start course is a robust Peer Mentor program, where the Student Success team recruits, trains, and assigns an upper-level Landscape Architecture student to mentor incoming freshmen throughout their first year. This program features a carefully developed curriculum delivered in person by the mentor and supported through Canvas. Additionally, the program will continue to evaluate the second-year curriculum following the accreditation visit to ensure alignment with retention and progression goals. Together, these initiatives demonstrate a commitment to strengthening both recruitment and retention efforts within the Program of Landscape Architecture.

6. Describe any substantial changes in the program(s) since the last accreditation review.

Faculty: Since the last accreditation visit, there have been significant changes in the program's faculty. Mark Hoistad replaced Kim Wilson as director, who left for the College of Engineering, and Cathy DeAlmeida joined the University of Washington. Yujia Wang and Salvador Lindquist joined as an Assistant Professor of Practice and a tenure-track Assistant Professor, respectively. Richard Sutton retired and was replaced by Eric North, who was later hired by the University of Minnesota. Gary Bentrup, a USDA researcher and landscape architect, and Lord Ameyaw, who took over the urban forestry program, have recently joined. LuAnne Wandsnider, an Archeology Professor, was added to enhance the cultural landscapes trajectory. After Mark Hoistad retired, Sarah Karle served as Interim Director and led a search to hire Kevin Benham as the new Program Director. Monique Bassey joined the faculty as a Visiting Assistant Professor.

Landscape Architecture Minor: The previous minor had several required classes taught by non-Landscape Architecture faculty. The new minor includes three core classes from the Landscape Architecture curriculum (DSGN 110, LARC 241, LARC 461) and three advanced courses in Landscape Architecture or related disciplines approved as electives. This revision refines the focus on Landscape Architecture, supports enrollment in professional electives, and serves as a bridge for students in other disciplines to pursue the minor. As a result of these changes, we have observed steady participation in our minor, strengthening its role as an interdisciplinary offering within the College.

Environmental Science Sequence: Following Professor Richard Sutton's retirement, the environmental science sequence was thoughtfully revised to address gaps in the curriculum. To ensure continued coverage of tree-related content, 201 (Dendrology) was integrated into the required curriculum. These adjustments, while necessary due to changes in faculty expertise, also present opportunities to strengthen collaboration across campus with the Department of Natural Resources and the Plant Science Department to align with broader academic goals. We are currently reestablishing communication with both departments, and fostering these partnerships will be key to maintaining continuity and advancing the environmental science sequence in a cohesive and sustainable manner.

7. List who participated

Provide a list of the people (faculty, administrators, students, alumni, outside professionals, etc.) who participated in preparing the SER(s) and briefly state their roles. The LAAB recommends involving as many people as possible in preparing the SER, as the process of self-evaluation can be one of the greatest benefits of accreditation.

Name	Position	Role
Sarah Karle	Interim Director, Associate Professor	Primary Author
Kevin Benham	Director, Associate Professor	Co-author
Mark Hoistad	Director, Professor Emeritus	Co-author
Monique Bassey	Visiting Assistant Professor	Standards 1, 2, 3
Robyn Goodwin	Business Manager	Standards 2, 5, 6, 7
David Karle	Associate Professor	Standards 1, 2, 3
Sharon Kuska	Associate Dean, Faculty	Standards 2, 5, 6
Stephanie Kuenning	Director of Student Success	Standards 1, 4
Salvador Lindquist	Assistant Professor	Standards 1, 2, 3
Yunwoo Nam	Professor	Standards 1, 2, 3
Yujia Wang	Assistant Professor of Practice	Standards 1, 2, 3

STANDARD 1: PROGRAM MISSION AND GOALS

The professional program shall have a clearly defined mission supported by goals appropriate to the profession of landscape architecture and the Core Values of these Standards, and that promotes diversity, equity, and inclusion. The program shall demonstrate progress towards their attainment of its 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.*

   Vision: The Landscape Architecture Program at the University of Nebraska is committed to expanding excellence in landscape architectural education through praxis, outreach, innovation, and critical thinking rooted in the ethos of the Great Plains.

   Mission: The mission of the Landscape Architecture Program at the University of Nebraska is to explore and question the boundaries of the discipline of landscape architecture through interdisciplinary critical thinking and making with an emphasis on natural and cultural systems in the Great Plains through a global perspective.

   The vision highlights excellence in education through applied learning, community engagement, innovation, and critical thinking anchored in the Great Plains. The mission encourages students and faculty to explore and advance the discipline through interdisciplinary collaboration, focusing on natural and cultural systems while incorporating international perspectives. The Landscape Architecture Program reflects the University of Nebraska–Lincoln's role as a land-grant institution focused on education, research, and public service, preparing students to address environmental and social challenges through sustainable design solutions. The program aligns with the College of Architecture's commitment to fostering a resilient, healthy, and inclusive environment through research and design, while promoting diversity, equity, and inclusion (DEI) in all academic and professional activities.

   Participation in a Carnegie R1 research university emphasizes both regional engagement and global outreach, empowering students to become influential leaders. Connections between local and international contexts ensure that students' actions contribute to a sustainable future. The mission supports the overarching goals of the University and the College by advancing teaching, research, and service while cultivating leadership in landscape architecture.

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 Landscape Architecture Program at the University of Nebraska advances its mission by integrating education with strategic goals that align with both the **University's N2025 Plan** and the **College of Architecture's 2025 Strategic Plan**. Through a focus on **connection and collaboration, culture and environment, and innovation and impact**, the program ensures that students and faculty engage in transformative learning experiences that push the boundaries of landscape architecture while fostering interdisciplinary partnerships.

Core Education Goals:

- **Connection and Collaboration:** This goal fosters partnerships across disciplines, institutions, and communities to advance the program's mission of exploring and expanding the boundaries of landscape architecture. Students develop collaborative skills essential to the profession by engaging with governments, non-profits, and professional organizations, and participating in international exchanges and research initiatives. These connections encourage cross-pollination of ideas, providing students with real-world experience and exposure to diverse perspectives.

- **Key Strategies:**
  Collaborate with local, state, and national organizations on design projects.
  Build international partnerships for student and faculty exchanges.
  Host visiting scholars and connect with global institutions for lectures and symposiums.
  Foster interdisciplinary coalitions within the university and beyond.

- **Culture and Environment:** This goal emphasizes the importance of engaging with both cultural and natural systems, focusing on the Great Plains while integrating global perspectives. The program fosters a learning environment that prepares students to design thoughtful, inclusive, and responsive solutions. By promoting diversity, equity, and collaboration, students are empowered to address complex challenges in various social and environmental contexts.

- **Key Strategies:**
  Recruit and retain a diverse student body and faculty.
  Develop multidisciplinary learning opportunities, such as dual degrees, certificates, and minors.
  Introduce coursework on global design practices and cultural landscapes.
  Pursue partnerships focused on diversity, equity, and inclusion in design and planning.

- **Innovation and Impact:** The goal of fostering innovation aligns with the program's mission by encouraging students to develop forward-thinking solutions and engage in research that advances the field. Students and faculty collaborate on creative projects that address both local and global challenges, situating their work within broader contexts to make meaningful contributions to the discipline.

- **Key Strategies:**
  Support faculty and students in applying for grants and research opportunities.
  Engage students in collaborative design projects beyond the classroom.
  Encourage participation in conferences and award submissions.
  Connect research and design outcomes to both regional and global contexts.

The attainment of these educational goals supports the program's mission by producing graduates who are critical thinkers, effective collaborators, and innovative designers capable of addressing complex challenges. Through interdisciplinary learning, cultural engagement, and impactful research, students are prepared to lead and shape the future of landscape architecture with empathy and awareness of global and local contexts. This structured approach not only enhances the educational experience, but also ensures that the program remains a leader in landscape architectural education, contributing to the discipline's growth while serving communities and environments in meaningful ways.

2. *Describe the procedures which the professional program uses regularly to assess and determine progress in meeting its goal*s.

The program employs a comprehensive, multifaceted approach to assess its progress toward established goals. This involves frequent feedback mechanisms, both from internal processes and external stakeholders, ensuring continuous refinement aligned with program objectives.

Internal Program Review and Reporting

- **Monthly Reports**: The program director submits detailed monthly reports to the dean, which emphasize faculty-identified goals and achievements, providing a structured overview of ongoing progress.
- **Annual Summary and Review**: At the beginning of each academic year, the program director compiles an annual summary that integrates insights from monthly and annual faculty reviews, offering a cumulative perspective on achievements and areas for improvement.
- **Faculty Discussion and Approval**: Faculty engage in discussions based on these summaries to evaluate progress, refine goals, and adjust the action plan as needed. Any changes to goals require formal approval, ensuring shared accountability.

Curriculum and Student Performance Assessment

- **Semester Curriculum Review**: Faculty hold retreats and end-of-semester reviews to discuss curriculum effectiveness and student performance across all courses. This iterative process strengthens connections between studio-based and knowledge-based learning, aiming to meet academic and programmatic objectives.
- **Portfolio Review**: The program assesses student portfolios at key points in their studies. This includes a formative review after the first year and a summative review during the third year, providing faculty with an opportunity to evaluate cumulative skill development and ensure alignment with learning outcomes.

Student Feedback and Evaluation

- **Course Evaluations**: University-mandated student evaluations at the end of each semester offer insights into teaching effectiveness and student perceptions. These evaluations, now conducted online, serve as a component of the annual faculty assessment, providing valuable feedback.
- **Exit Survey**: A digital exit survey for graduating students gathers feedback on various aspects of the program, including curriculum, advising, and facilities. This survey helps identify areas of strength and areas for improvement from a graduating student's perspective.

- **Faculty Self-Evaluation**
  Faculty members submit an annual dossier outlining achievements in teaching, research, and service, along with a self-assessment. This reflective exercise allows the program director to gauge individual contributions to program goals, including national and international recognition through peer-reviewed publications.

- **Recognition and Awards**
  Both students and faculty are recognized through awards and professional achievements, reflecting the program's success. Awards and professional registrations serve as external indicators of programmatic success.

- **External Review and Advisory Council**
  The Professional Advisory Council (PAC) meets biannually to discuss relevant professional trends and evaluate program effectiveness, bringing industry insights to inform curriculum and strategic direction. Additionally, numerous external lecturers and critics provide ongoing feedback, fostering a bridge between academic goals and industry standards. Through these structured assessments and feedback mechanisms, the program continuously adapts and aligns with its mission, fostering a responsive and evolving educational environment.

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

   Benchmarks include tracking progress reports, faculty reviews, student outcomes, and community engagement initiatives. Regular assessments ensure that the program meets its objectives and continues to align with institutional goals.

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 considered populations under-represented in the profession.*

   The professional program defines its underrepresented populations using information provided by UNL admissions, focusing on two primary criteria: underrepresented minorities (URM) and first-generation students. Underrepresented minorities are U.S. citizens who self-identify as Black/African American, Hispanic/Latino, or American Indian. First-generation students are defined as those who reported that neither parent received a four-year college degree.

   These groups are of particular interest and importance to the professional program because achieving diversity among students and faculty necessitates providing equity and inclusion to underrepresented populations. Landscape architects commit to equity and inclusion in their designs, policies, words, actions, and the respectful learning, teaching, and working environments they create. The University of Nebraska underscores the importance of diversity, noting that approximately 1 in 4 students identify as the first in their family to attend a four-year college or university, which highlights the significance of supporting first-generation students.

   The process used to define these underrepresented populations involves leveraging admissions data to examine ethnic and economic diversity, as well as historical trends in underserved students. By identifying these groups through the criteria of underrepresented minorities and first-generation students, the professional program can better address the unique challenges and needs of these populations, fostering a more inclusive and equitable environment.

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.*

   The professional program's specific goals for increasing the representation and supporting the retention of its underrepresented populations among students, faculty, and staff include fostering a diverse and inclusive culture, recruiting exceptional individuals from various backgrounds, and creating a supportive environment. To achieve these goals, the College and program implement several actions and strategies:

   - **Diversity Professional Panel Discussions:** Each semester, the College offers panel discussions that focus on diversity, providing students and faculty with insights from professionals in the field.
   - **Zero-Credit Freshman-Level Smart-Start Course:** This required course familiarizes students with the tools and resources necessary to succeed at the College and University.
   - **Optional Responsible Design Learning Community:** This freshman-level program helps students transition from high school to college while emphasizing responsible design practices and inclusivity.
   - **Peer Mentoring:** The program promotes peer mentoring to support underrepresented students in their academic and social integration.
   - **Support for Student Organizations:** The program actively supports organizations such as the National Organization of Minority Architecture Students (NOMAS) and Queer Nebraska Design Students (QNDS), fostering a sense of community and belonging.
   - **Hosting Master Alumni and Multicultural Alumni Events:** These events broaden students' understanding of diverse cultural and social contexts. For example, during the 2023-2024 academic year, Matthew Macchietto, an Associate Principal at Hoerr Schaudt and a member of the LGBTQAI+ community, was hosted as an Alumni Master, engaging with students through public presentations, course visits, and smaller discussions.
   - **Hyde Chair and Lecture Series:** The College's public Hyde Lecture series promotes awareness and understanding of Diversity, Equity, and Inclusion (DEI). In the 2020-2021 academic year, a program faculty member chaired the lecture series, featuring speakers under the theme "Building Justice: Design and Planning for a Just Society." This series highlighted the importance of confronting historical exclusion and fostering a just society through design and planning. The 2024-2025 Landscape Architecture Hyde Chair of Excellence, Monique Bassey, will co-present her Tribal community engagement work with Jose Leal from MIG Native National Building Studio.

   The Landscape Architecture program boasts a diverse faculty, including gender, ethnic, and racial diversity, and representation from the LGBTQAI+ community. The University is an EEO/AA employer, ensuring that qualified applicants are considered for employment without regard to race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation. This inclusive approach applies to all hiring processes, including full-time and part-time faculty positions. To promote a more equitable hiring process, the University has initiated the BRIDGE program: Breakthrough Recruitment for Inclusive Diversity Growth and Excellence. This program supports search committees by defining the role of the hiring official, writing position descriptions, forming equitable search committees, recruiting diverse applicant pools, managing campus visits, and making final recommendations. Success is measured through increased representation, retention, and rates of underrepresented populations, participation in diversity

initiatives, and feedback from students, faculty, and staff on the inclusiveness of the learning and working environment.

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 professional program demonstrates its commitment to advancing diversity and cultural competency through actions and policies aimed at creating a welcoming climate of equity and inclusion that is free of harassment, aggressions, and discrimination.

   University Support: Prior to the **2024 budget cut**, the program faculty and students benefited from direct access to the University's Office of Diversity and Inclusion, which played a pivotal role in fostering an inclusive mindset through equity strategies. The office was instrumental in preparing students to become future leaders in design practice by promoting diversity, inclusion, and excellence. Inclusive excellence is fundamental to the University's mission as a flagship institution, especially given its geographic isolation and historically low levels of student diversity.

   The University's efforts build on the Association of American Colleges & Universities' *Making Excellence Inclusive* and the concept of *Equity-Mindedness*. To reinforce these values, all undergraduate students are required to complete an Achievement-Centered Education (ACE) course that challenges them to demonstrate global awareness or analyze a current issue involving human diversity. Furthermore, Vice Chancellor for Diversity and Inclusion Marco Barker initiated the *Path Towards Inclusive Excellence*, calling on each College to develop diversity and inclusion plans to strengthen their impact on the University community. Finally, the Jackie Gaughan Multicultural Center continues the legacy of past UNL Culture Centers by providing a "home away from home" for underrepresented students and fostering connections among all students, faculty, staff, alumni, and guests.

   Concerns following the University budget cut have arisen regarding the sustainability and effectiveness of diversity and inclusion efforts without the dedicated support of the Office of Diversity and Inclusion. Faculty, students, and stakeholders worry about the potential impact on the University's commitment to equity, as well as the challenge of maintaining momentum in existing programs without centralized leadership and resources.

   College Support: The faculty supported and helped the College develop our Diversity and Inclusion website and **College Diversity Plan**, which provides students direct access to diversity resources and professional development opportunities that foster a respectful learning and teaching environment. The website offers resources and opportunities for students and faculty, alumni spotlight features, and ways to get involved by attending a Nebraska Community of Learners session or the College's Hyde Lecture series. The College Diversity Plan aligns with our College Strategic Plan, which identifies Culture & Environment as one of our three core capacities for leading the College into the future. This core capacity includes strategies to leverage our existing strengths to invigorate and extend each core capacity.

   Additionally, in 2023, we joined the Dean's Equity and Inclusion Initiative and are participating in the fellowship program. Finally, the **Studio Culture Policy** is undergoing revisions, with the goal of the College Student Advisory Board and the College Faculty Affairs Committee reviewing and updating this document into a new Learning Culture document for the College.

Program Support: The landscape architecture program faculty recognizes the need to increase awareness and discussion around diversity, equity, and inclusion. The faculty is committed to taking personal and institutional responsibility for student success by introducing more inclusive design education practices. Our faculty worked with the Center for Transformative Teaching to review and update our course syllabus policies to apply recommended best practices for **inclusive teaching.** To further support our commitment to diversity, equity, and inclusion, we have undertaken significant curriculum revisions, with an ongoing goal of integrating concepts of design equity across our curriculum, ensuring students are exposed to a wide range of perspectives and practices. Key changes include updating course materials to include more diverse case studies, providing learning opportunities for students to engage in design projects focused on underrepresented communities, increasing guest lectures and workshops by professionals from diverse backgrounds, and introducing interdisciplinary courses that promote a more integrated approach to design and planning.

Research Initiatives: Our commitment to advancing design equity extends beyond the classroom through various research initiatives. Faculty members are actively involved in community-engaged research projects that address real-world challenges faced by underrepresented populations. We participate in grants specifically aimed at supporting DEI-focused projects, encouraging innovative research that can lead to meaningful change in the field. The program has also developed partnerships with other universities, non-profits, and community organizations to create collaborative research networks, facilitating the exchange of knowledge and resources. Additionally, we actively promote the dissemination of research findings through conferences, journals, and public forums to influence the broader landscape architecture community.

D. Long-Range Planning Process.

Complete Addenda A: Program Long-Range Plan

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

   The program aligns its long-range plan with the College's strategic planning cycle. Faculty contribute ideas during visioning retreats, which are integrated into this process at midcycle (2022). As of the current accreditation cycle, the College of Architecture is approaching the conclusion of its 2025 strategic plan cycle, with a new strategic planning process anticipated.

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.*

   The program's long-range plan aligns with the College of Architecture's Strategic Plan and the Program of Landscape Architecture's Action Plan, mirroring its integration with the College's Strategic Plan. The Program of Landscape Architecture's Action Plan sets ambitious but attainable goals, grounded in the program's mission and resource framework.

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.*

   The program reviews its long-range plan at the midpoint of the College's Strategic Plan cycle (2022) to align with evolving priorities. With the College nearing the end of its 2025 Strategic

Plan, the program positions itself to advocate for new initiatives in the upcoming planning cycle. Annual reviews of the College's Strategic Plan and the Programs Action Plan ensure continuous progress, allowing the program to set ambitious goals while remaining adaptable to available resources and institutional priorities.

E. Program Disclosure.

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

   The Landscape Architecture Program ensures public access to accurate, understandable information through multiple channels. Key data—such as annual costs, job placement, graduation and retention rates, and the latest accreditation Self-Evaluation Report (SER)—is available on the College's website under the Landscape Architecture section, along with the program's mission, culture, and values. This information is regularly updated on appropriate cycles. Additionally, faculty activities, research, and outreach are shared through weekly newsletters and on the College's Facebook and Instagram accounts, which are managed by communication coordinator Kerry McCullough-Vondrack, ensuring transparent and timely communication with the public.

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

   Yes, all relevant information is accessible through a single-click link from the **Landscape Architecture Program** webpage.

STANDARD 2: PROGRAM AUTONOMY, GOVERNANCE, AND ADMINISTRATION

The professional program shall have the authority and resources to achieve its mission and goals, and *shall be recognized as a discrete professional program with the resources, institutional support, and authority to enable achievement of the stated program mission and goals.*

A. Program Administration.

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

   The College of Architecture comprises four distinct academic programs: Architecture, Interior Design, Landscape Architecture, and Community and Regional Planning. Within the Landscape Architecture Program, students pursue a major in Landscape Architecture. Unlike other majors, this program is uniquely structured with a specific course/program prefix (LARC) for its courses and an independent administrative framework. In College governance, the Landscape Architecture Program is granted equal representation on all College committees, with faculty rotating in and out of leadership roles annually. The program also operates under its own set of bylaws, which it fully controls, while remaining aligned with the governing rules of the College, the University, and the Board of Regents.

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

   Yes, the Program Administrator is a fully participating tenured faculty member in the College of Architecture, holding a full-time academic appointment in Landscape Architecture.

3. *Describe how the program administrator exercises effective leadership of and management functions for the professional program. (Where the program administrator is not the primary administrator for the academic unit, as in a landscape architecture program within a multidisciplinary department or school, discuss how the landscape architecture leader is able to significantly influence the management of resources, including budget, faculty review, tenure and promotion outcomes, and the direction of the professional program.)*

   The Program Director exercises effective leadership and management functions for the professional landscape architecture program by operating within the framework of the Program's Bylaws, aligned with Article V of the College Bylaws. The Director plays a crucial role in managing resources, including budget, faculty review, tenure, and promotion outcomes. Appointed by the Dean after consultation with the Program Faculty, the Director serves at the pleasure of the Faculty, Dean, and Board of Regents, ensuring that program priorities align with institutional goals.

   The Director acts as the key administrative link between the faculty, Dean, and other College and University programs, influencing the allocation of resources and shaping the program’s direction through leadership and policy recommendations. By organizing and presiding over regular faculty meetings, including retreats, monthly meetings, and semester-end reviews, the Director facilitates communication and coordination within the program. The Director manages the annual evaluation process for all faculty, oversees the tenure and promotion process, and advises faculty on reappointment and promotion requirements. Additionally, the Director develops and updates

uniform evaluation methods in consultation with the faculty, ensuring effective management of faculty performance and program outcomes. Through these comprehensive management functions, the Program Director effectively leads the professional program, ensuring its continuous improvement and alignment with institutional goals. Refer to the College **Organizational Chart** for the structuring of personnel within the College, the **College Bylaws** for specific administrative duties, and the **College of Architecture Guidelines for Annual Faculty Review**.

B. Institutional Support.

Complete Addenda B: Budget Information

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.*

   The faculty receives full support for continued professional development within the College and from the University. Each faculty member is provided with a discretionary stipend of $250 annually and travel stipends based on rank (Assistant Professors receive $2,000, Associate Professors $1,000, and Professors $500). Faculty are also equipped with new computers with necessary software on a four-year rotation, and all faculty received tablets during the COVID-19 year to facilitate online education. New faculty receive a start-up package of approximately $9,000 for computing and office equipment. The College offers competitive professorships, including the Killinger, Douglass, Dana Family, and Enright Professorships, providing financial support between $10,000 and $15,000. Additionally, partnerships with the Center for Transformative Teaching (CTT) and the University Information Systems group offer further support, with dedicated staff members assisting regularly. At the University level, faculty can compete for internal funding through the Arts and Humanities Grant and the Layman Grant, both of which have been awarded to our faculty multiple times. The new Grand Challenges Grant program supports multidisciplinary projects, with our faculty securing funding in the first award cycle. This robust support system ensures that faculty have the resources they need for professional development, including grant funding, appropriate software, equipment, and technical assistance.

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

   Funding for student support in the Landscape Architecture Program has steadily increased, demonstrating its adequacy. In 2019-20, total funding was $8,870 ($261 per student). This increased to $10,435 ($307 per student) in 2020-21, $14,266 ($420 per student) in 2021-22, and $28,844 ($848 per student) in 2022-23. The most significant rise occurred in 2023-24, with $48,375 ($1,612 per student). Various funds and scholarships, such as the Chester Billings Fund, the Clark Grocer Fund, the Marvin Johnson Scholarship, and the Jim Riskowski Scholarship, contribute to this support. Starting in 2023-24, the Dr. Lee Enright Endowment will provide an annual scholarship pool of $61,000. Each full-time student will receive $1,000 for tuition, enhancing recruitment and retention.

   Undergraduate research is supported through the University Undergraduate Creative Activity and Research Experience (UCARE), which offers up to $2,400 for students working on research projects with faculty. This funding is available to sophomores, juniors, and seniors, and includes additional travel funds for conference presentations.

Undergraduate Teaching Assistants (ULAs**)** are undergraduate students who have excelled in their courses. Their responsibilities include assisting faculty with course preparation and providing supplemental learning for students through skill-building, tutorials, and study skills. ULAs work up to 7 hours per week at $13.20 per hour.

The College also funds work-study positions in the shop, media center, and administrative offices. Additionally, the University's central clearinghouse helps students find work-study positions across campus, ensuring robust financial support for student development. This comprehensive support system demonstrates the adequacy of funding for scholarships, work-study jobs, and other forms of student assistance.

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

   The availability and adequacy of support personnel in the College are crucial for achieving the professional program's mission and goals. The College's Student Success Center plays a central role by housing advisors who support students throughout their time in the program. Each student is assigned an advisor who tracks and addresses concerns or challenges and monitors early indications of academic issues reported by faculty. Advisors connect students to various University support services to ensure they receive the necessary assistance. The College also provides significant infrastructure to support academic programs, including computer labs, a media center, digital design labs, and shop facilities. These facilities are managed by professional staff and supported by student workers, ensuring that they are well maintained and accessible. Additionally, the College offers technical support for both faculty and students.

   The Dean's office includes an Associate Dean of Research, an Associate Dean of Faculty and Academic Programs, a Business Manager, and a Director of Communication. The Dean's administrative staff assists with travel arrangements, room reservations, and financial needs as they arise, contributing to the smooth functioning of the College. The University's Big Red Business Center also assists with faculty travel arrangements.

   Due to recent University budget reductions, administrative staffing has been restructured, including the loss of a Program Coordinator position, resulting in some activities operating without dedicated administrative support. In response, program directors have taken on additional responsibilities to ensure continuity of service. While this transition presents new opportunities for collaboration and resourcefulness, there is ongoing emphasis on balancing these duties to maintain effective support for both students and faculty.

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.*

   The College of Architecture fosters a collaborative and structured approach to resource allocation, curriculum development, and program operations. Faculty members play a crucial role in these processes, ensuring that the professional programs align with the College's mission and goals. Through a well-defined framework established by the College's Bylaws, faculty and directors work together to make informed decisions that enhance the academic and operational

quality of the programs. This approach facilitates effective resource management and ensures continuous improvement and innovation in the curriculum and overall program practices.

The **College of Architecture's Bylaws** define the roles and responsibilities of faculty in collaboration with the director for determining resource allocation priorities, developing and implementing curriculum, and contributing to the program's operating practices. The College allocates "Program Funds" to directors, and faculty are often asked to identify program needs. These needs are discussed and voted on during faculty meetings. The faculty and the director can propose bylaw changes, which are also discussed and voted upon. Standing College committees provide reports at each faculty meeting, and changes are made based on faculty input. For additional information on each committee, please reference the **College of Architecture Faculty and Staff Handbook.**

The College has several standing committees responsible for administering the College's mission and operations:

Curricular and Student Affairs Committee: Addresses issues related to curriculum, scholarships, honors, awards, and international programs.
Engagement and Enrichment Committee: Promotes a diverse intellectual community and organizes supplementary programs that enhance the College's intellectual life.
Facilities and Resources Committee: Manages and oversees the College's facilities and resources.
Faculty Affairs Committee: Handles promotion and tenure, faculty workload appeals, international programs, and other faculty-related matters.
Student Advisory Board: Consists of elected representatives from each academic program, including undergraduate and graduate/professional programs.
d.ONE Core Team: Collaborates on the common first-year d.ONE curriculum.

The Program of Landscape Architecture has a Promotion and Tenure Committee and conducts all curriculum discussions during faculty meetings, involving all faculty members. Approved changes and new course proposals are forwarded to the College Curriculum and Student Affairs Committee (CCSAC) and, for new courses, to the University Undergraduate Curriculum Committee (UUCC). The common first-year D-One curriculum can be initiated by any undergraduate program and then brought to the CCSAC for review and feedback. Changes to DSGN courses require approval from each program and the CCSAC, with final approval from the UUCC.

Program governance operates within the Program, College, and University Bylaws. As a small program, all deliberations and actions involve all faculty members, ensuring a collaborative approach to resource allocation; curriculum development, implementation, evaluation, and modification; and overall program operations.

1. *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 play a vital role in developing criteria and procedures for the annual evaluation, promotion, and tenure of faculty members in accordance with institutional guidelines. The Board of Regents holds overarching authority in the tenure and promotion process, officially approving the granting of tenure as outlined in the University Bylaws. Directly below the Regents, the central administration of the University sets the broad guidelines and submission requirements for tenure and promotion. In coordination with the faculty senate, they develop any revisions to the

procedures as defined in the University Bylaws. The College of Architecture is represented by two senators in the faculty senate who participate in these discussions. Within the College, the tenure and promotion process are defined by the College Bylaws, which are reviewed and revised by the faculty with the approval of the College faculty and the Dean. The Landscape Architecture Program has its own set of bylaws that outline the tenure and promotion process for its faculty, which is subject to revision by a faculty vote. These bylaws must conform to the guidelines of the next higher level of authority.

To assist faculty in the annual review process, the College of Architecture developed Annual Review guidelines. These guidelines provide a clear framework for evaluating faculty performance in areas such as teaching, research, and service. They ensure that evaluations are consistent, fair, and aligned with the College's goals and expectations. Faculty are encouraged to use these guidelines to prepare their annual review materials and to understand the criteria by which their performance will be assessed. Faculty involvement in the creation and revision of these guidelines ensures that the evaluation process remains transparent and equitable, reflecting the collective input and consensus of the faculty body.

2. *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.*

   Each year, the Program Director is required to develop a report for the faculty's review. The Dean distributes this report for feedback from the faculty. This feedback is integral to the Dean's evaluation of the program director. According to the program bylaws, the Director serves a five-year term that "may be extended at the pleasure of the faculty, dean of the college, and board of regents." The faculty participate in the process by providing their input on the Program Director's performance through this annual report and feedback mechanism.

   Additionally, the faculty have a direct role in the appointment and assessment of the Program Director through a confidential ballot run by the dean. In this ballot, the faculty members are asked if they would like the term of the current director to be extended for another term. This structured involvement ensures that faculty input is considered in both the evaluation and reappointment of leadership, in accordance with institutional guidelines.

3. *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.*

   The Executive Vice Chancellor's (EVC) office annually distributes a memo outlining tenure and promotion submission expectations, schedule, and process. This memo is sent to all faculty members who are not fully promoted. Additionally, the EVC's office conducts a yearly workshop for faculty approaching tenure and/or promotion, along with Chairs and Program Directors, to explain the evaluation process, schedule, and submission guidelines.

   In the professional program, faculty must submit annual reports for the previous calendar year during the spring semester. The Dean sends out the submission form in the fall semester and posts it on the College website in the Faculty and Staff Resources section. This ensures that all faculty members are aware of the expectations and deadlines for annual evaluations.

   Teaching is a major component of faculty evaluations, which are based on their apportionment. The University, through the Center for Transformative Teaching (CTT), provides workshops,

online resources, grant opportunities, and other support resources. These resources are accessible on the University website, ensuring that faculty have access to the information they need. Additionally, faculty can apply to participate in a peer review program, where experienced teachers offer advice on teaching strategies and the development of a teaching portfolio. Teaching peer reviews are a required part of tenure packages, and senior faculty are invited to conduct classroom observations and write peer reviews to support this process.

The program director serves as an advisor and mentor to all faculty in the program. Tenure-track faculty can choose an additional faculty mentor to assist them with annual evaluations and tenure. The mentoring process is arranged between the tenure-track faculty member and the faculty mentor. Mentoring activities include guidance on managing career trajectory, focusing on achievements, and completing the annual evaluation form to highlight accomplishments and identify future opportunities. This process smoothly aligns annual reviews with tenure processes. The College also provides funding for external mentoring. Tenured faculty review tenure-track faculty materials annually and generate a report with feedback. This feedback is communicated to the faculty member by the faculty mentor and the program director to reinforce guidance.

After the third year of the tenure track, faculty must submit materials for an external peer review. The peer review list is determined by agreement between the faculty member and the program director, with each party selecting five potential reviewers who meet the University's requirements. The director then selects two reviewers from the approved list. The feedback from these external reviewers becomes an important part of that year's annual review, providing faculty members with a broader perspective on their research trajectory.

The University requires periodic reviews of Associate Professors, conducted by the Full Professors in the College, to assist faculty who are not fully promoted in finding their path to Full Professorship. The College faculty will develop procedures for this review in the upcoming academic year. In summary, the institution ensures frequent and comprehensive communication with faculty regarding policies, expectations, and procedures for annual evaluations, tenure, and promotion. Multiple mentoring avenues are available for tenure-track faculty, including guidance from the Program Director, faculty mentors, and external mentors, creating a supportive development environment within the College and University.

D. Faculty Numbers.

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

There is a range of studio configurations in the Landscape Architecture Program. Our student/faculty ratio is 15 to 1.

First Year
DSGN 111: 20 to 1
The first-year studio is an interdisciplinary environment in which students and faculty from all three undergraduate academic programs participate. Faculty typically have the support of Graduate Learning Assistants to deliver the course content.

Second Year
LARC 210: 12 to 1
LARC 211: 12 to 1
Faculty at this level begin the disciplinary education of our students. Faculty in these studios have

the support of Undergraduate Learning Assistants to assist in the delivery of course content, particularly regarding the computational aspects of the course.

Third Year
LARC 310: 12 to 1
LARC 311: 12 to 1
Faculty at this level work with more mature students and cover these studios by themselves.

Fourth Year
DSGN 410: 14 to 1
LARC 411: 12 to 1
The DSGN 410 studio is a collaborative venture with faculty from Landscape Architecture, Architecture, and Interior Design, teaching collaborative studios with mixed student populations and faculty. Studios with collaborating faculty will have larger populations that will not exceed the collective ratio of 15 to 1. The LARC 411 studio has a single faculty member covering the course.

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 faculty Full-Time Equivalent (FTE) allocation is sufficient to fulfill the mission and goals of our professional programs, covering responsibilities in teaching, research, service, program administration, academic advising, and creative professional development. For tenured and tenure-track faculty, 65% FTE is allocated to teaching, which includes a studio each semester (40%), a core lecture or workshop course (30%) in one semester, and a professional seminar (25%) in the other semester. Professors of Practice have an 80% FTE for teaching, allowing for a greater presence in the D-One program. This structure ensures comprehensive curriculum coverage.

   Research and service loads are tailored to individual faculty interests, with each member having dedicated allocations for these activities. For tenure and tenure-track faculty in landscape architecture, a typical research apportionment is 25%, with a typical service apportionment of 10%. This flexibility supports faculty in pursuing research and creative professional development while meeting teaching obligations. Faculty participation in College committees further enhances the program by integrating diverse perspectives and contributions.

   Faculty from outside the core landscape architecture group are essential in delivering courses in plants, soils, ecology, GIS, and urbanism, enriching the educational experience, and allowing core faculty to concentrate on specialized curriculum and research. Additionally, a practicing landscape architect teaches the LARC 331 Landscape Technology 3 course, offering students current industry insights. Advising responsibilities are efficiently managed by professional staff in the College Student Success Center, who work in collaboration with the Program Director to ensure that students receive consistent and informed guidance.

   Overall, the current FTE allocation effectively supports the program's mission and goals. Adjustments, such as alternating seminars and reducing participation in the D-One curriculum, can be made if necessary to maintain balance and manage workload efficiently.

STANDARD 3: PROFESSIONAL CURRICULUM

The professional degree curriculum includes the Core Values of the Standards, the knowledge, skills, and competencies of landscape architecture, and the learning goals stated by the professional program. The curriculum encompasses coursework and co-curricular opportunities intended to develop students' knowledge and skills in landscape architecture.

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

Complete Addenda C: Curriculum

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

The **Landscape Architecture Program curriculum** is carefully crafted to reflect and support its mission and goals by fostering interdisciplinary critical thinking and creative practice focused on natural and cultural systems. This approach is applied within both the Great Plains region and broader global contexts, emphasizing a well-rounded understanding of diverse landscapes.

The curriculum is organized into two distinct phases: the first-year pre-landscape architecture d.ONE curriculum, and the professional Bachelor of Landscape Architecture (BLA) curriculum, which spans the second through fourth years. This structure provides a progressive learning experience, balancing general education, applied environmental sciences, design, implementation, professionalism, and electives to offer both breadth and depth. Aligned with the **University of Nebraska-Lincoln's ACE program**, the curriculum integrates 30 credits of essential general education courses that complement professional studies.

Guided by the education goals—**Connection and Collaboration, Culture and Environment, and Innovation and Impact**—the program ensures that each course and project is purposefully aligned with these foundational principles. This alignment is reflected in the program's long range plan, ensuring that coursework actively reinforces the program's mission, values, and goals.

The curriculum is further organized into specific tracks, each designed to support key program goals and deliver focused educational experiences. Through these tracks, students gain professional competencies, cultivate critical and creative skills, and engage in interdisciplinary collaboration, preparing them to make meaningful contributions within the profession and beyond.

Curriculum Track	Key Goals Supported	Description and Example Courses
d.ONE Curriculum	Connection and Collaboration	Courses such as DSGN 101 Introduction to Design (2 credits) and DSGN 110 Design Thinking (3 credits, ACE 7) build foundational skills in design and interdisciplinary collaboration, preparing students for effective communication and teamwork across disciplines.
Environmental Sciences	Culture and Environment	Courses such as BIOS 220 General Ecology (3 credits, ACE 4) and HORT 131 Plant Science (3 credits, ACE 4) focus on ecological principles and sustainability, grounding students in environmental stewardship and respect for natural systems.
Design Studios	Connection and Collaboration, Culture and	From LARC 210 Studio I: Landscape Architecture Design Foundations (5 credits) to LARC 411 Studio VI: Comprehensive Design (5 credits), students engage in hands-on projects

	Environment, Innovation and Impact	addressing real-world challenges, fostering collaboration and innovative, impactful solutions.
Implementation and Professionalism	Connection and Collaboration, Innovation and Impact	Courses such as LARC Site Systems I, II, III (3 credits) and LARC 497 Professional Practice (3 credits) emphasize teamwork, client interaction, and the application of practical, sustainable design solutions, preparing students for professional practice.
Technique	Connection and Collaboration	Courses such as DSGN 120 Design Drawing (3 credits, ACE 2) and DSGN 123 Computer Applications in Design (3 credits) develop visual communication skills essential for interdisciplinary work, ensuring that students can effectively convey design ideas.
History and Theory	Culture and Environment, Innovation and Impact	Courses such as LARC 241 History and Theory II (3 credits, ACE 7) and LARC 461 Urbanism (3 credits) provide cultural and theoretical perspectives, encouraging students to approach design with cultural sensitivity and innovative thinking.

B. Learning Outcomes.

Complete Addenda D: Learning Outcomes Curricular Map

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

The Landscape Architecture Program integrates professional knowledge, skills, and competencies through an outcomes-based curriculum organized into five distinct areas: History and Theory, Design Studios, Implementation and Professional Practice, Techniques, and Environmental Sciences. The curriculum sequence, totaling 120 credits, is structured to progressively develop students' knowledge, skills, and independence. Courses are aligned with specific learning outcomes, which are assessed to ensure that students achieve the necessary skills and competencies at each stage.

d.ONE Foundational Year Experience
The first-year d.ONE curriculum introduces pre-landscape architecture students to essential design principles, skills, and interdisciplinary knowledge shared with all College design majors. Courses such as DSGN 101 Introduction to Design (2 credits) and DSGN 140 Design History (3 credits, ACE 5) provide foundational understanding of design across disciplines, including landscape architecture, architecture, and interior design, emphasizing critical thinking and contextual awareness. DSGN 110 Design Thinking (3 credits, ACE 7) introduces problem-solving techniques using user-focused, iterative processes. Technical skills are developed in DSGN 120 Design Drawing (3 credits, ACE 2) and DSGN 123 Computer Applications in Design (3 credits), covering observational, orthographic, and projective drawing, digital modeling, and visualization. Together, these courses provide a comprehensive foundation in design, preparing students to specialize in landscape architecture in subsequent years.

Professional BLA Curriculum Second-Fourth Year
History and Theory Sequence
In the second year, students begin focused study in landscape architecture history and theory. Starting with LARC 241 History and Theory II (ACE 7), students survey design approaches and theoretical perspectives that influence the field, with particular emphasis on cultural impacts. These courses help students build an understanding of historical and contemporary design principles, which are critical to making informed design decisions.

In the third year, courses such as LARC 461 Urbanism and CRPL 400 Introduction to

Planning (ACE 8) provide deeper insights into the development of urban and regional planning. Students engage with concepts such as urbanization, community planning, and the socio-cultural dynamics that shape urban landscapes. This sequence culminates in the fourth year with LARC 489 Design Research, where students conduct independent research, synthesizing their historical and theoretical knowledge to inform their design work. The history and theory courses anchor students' understanding of landscape architecture's social, cultural, and environmental responsibilities. Social science content is embedded into courses such as LARC 241 History and Theory II and LARC 461 Urbanism, which explore the socio-cultural and political factors that influence landscape architecture. CRPL 400 Introduction to Planning addresses the complexity of urban development and planning within communities. This sequence gives students a comprehensive understanding of the social considerations crucial to effective landscape design.

Design Studios Sequence
The design studio sequence is the core of the landscape architecture curriculum, enabling students to apply their knowledge in hands-on projects that are increasingly complex. In the second year, LARC 210 Studio I: Landscape Architecture Design Foundations introduces foundational design strategies and site-specific principles. LARC 211 Studio II: Landscape Architecture Site Design builds on this by integrating research, site analysis, and conceptual design into physical site applications, advancing students' skills in spatial literacy and critical thinking.

In the third year, students tackle more complex projects in LARC 310 Studio III: Advanced Site Design and LARC 311 Studio IV: Contemporary Landscape Architecture Design Problems (5 credits each), which focus on larger-scale landscapes, including urban and regional projects. These studios often involve real-world partnerships, fostering collaborative problem-solving and interdisciplinary engagement as students work on contemporary challenges.

In the fourth year, the design studio culminates in LARC 411 Studio VI: Comprehensive Design, where students undertake comprehensive, community-focused projects. DSGN 410 Collaborative Studio is an interdisciplinary studio that brings together students across majors to work on multi-faceted, collaborative projects. These studio experiences prepare students for professional practice by developing their ability to work across disciplines and address complex, real-world problems with an integrated, civic-minded approach.

Implementation and Professional Practice
From the second through fourth years, students are introduced to the technical aspects of landscape architecture, focusing on the implementation of design concepts. Core courses include LARC 230 Site Systems I: Materiality in Landscape Architecture and LARC 231 Site Systems II: Grading and Drainage (3 credits each), where students learn about materials, site engineering, grading, and sustainable infrastructure. By the third year, LARC 330 Site Systems III: Implementation focuses on integrating site components such as lighting, planting, and water features into functional, resilient designs.

Professional practice courses, such as LARC 380 Internship Preparation (1 credit), LARC 495 Landscape Architecture Internship, and LARC 497 Professional Practice (3 credits), introduce students to career development, project management, and ethical considerations. These courses prepare students for professional roles by providing industry insights, experience, and skills in managing client relationships and project lifecycles.

Technique Sequence
Technique courses emphasize the importance of visual communication, from hand drawing to advanced digital modeling. This foundation is established in first-year courses such as DSGN 120

Design Drawing and DSGN 123 Computer Applications in Design, where students learn fundamental skills in graphic representation and digital tools. Throughout the program, studios continue to build on these skills, introducing new techniques in visual communication.

Environmental Sciences Sequence
Environmental science courses offer students an in-depth understanding of ecological and environmental systems essential for sustainable landscape architecture. HORT 131 Plant Science (ACE 4), HORT 153 Soil Science, and BIOS 220 General Ecology provide fundamental knowledge on plant systems, soil properties, and ecosystem interactions. Courses such as LARC 212 and 213 Landscape Plants I and II introduce students to plant selection and management, while LARC 487 Introduction to Landscape Ecology focuses on the relationship between natural systems and the built environment. These courses integrated with studio projects, enabling students to create environmentally responsible designs.

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

The design studio, particularly at upper levels, serves as the main platform for exploring pressing issues. Courses such as LARC 310 Studio III: Advanced Site Design, LARC 311 Studio IV: Contemporary Landscape Architecture Design Problems, DSGN 410 Collaborative Studio, and LARC 411 Studio VI: Comprehensive Design engage students with projects on topics such as regenerative agriculture, climate justice, Tribal Engagement methods, and innovative representational practices. The curriculum electives allow students to tailor their education to their interests and career goals. Professional Electives (6 credits) focus on specialized landscape architecture skills, such as advanced theories, methods and evaluation of ecological and human landscape performance, and environmental and social justice issues, addressing the practical demands of the profession. The Advanced Ecology Elective (3 credits) enhances ecological awareness, covering ecosystem management and sustainable design, essential for environmentally responsible practice. Open Electives (6 credits) provide further flexibility, allowing students to explore subjects outside the core curriculum, including interdisciplinary courses, enriching their broader academic experience. Together, these electives empower students to tailor their education to their interests, enhance their expertise, and prepare to address contemporary challenges in landscape architecture.

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

The landscape architecture program assesses student work to measure progress toward seven key learning outcomes, utilizing formative and summative methods across courses and studios.

Learning Outcome	Description	Metrics
Design Thinking Process	Develops skills in conceptualizing, analyzing, and synthesizing information to solve design challenges.	Project reviews, studio critiques, reflective papers
Communication Skills	Enhances ability to communicate ideas effectively through writing, speaking, discussions, and visual representation.	Presentations, written assignments, group discussions

Design Theory Application	Applies design principles to create structured, functional, and innovative solutions.	Design studio projects, final reviews, project awards
Ecological and Cultural Systems	Integrates ecological and cultural knowledge to create designs that support a sustainable society.	Environmental analysis projects, exams, guest juror feedback
Technical Skills	Translates design ideas into practical, sustainable landscape architecture solutions.	Comprehensive projects, portfolio reviews, PAC feedback
Professional Skills	Builds project management and business skills essential for career growth in landscape architecture.	Professional practice assignments, mock interviews, placement success
Higher Education and Personal Growth	Encourages lifelong learning, critical thinking, and personal development.	Reflection papers, student awards, annual faculty assessment

To support students' achievement of these outcomes, faculty utilize several targeted assessment practices:

Course-Level Assessment
Each course defines specific learning outcomes and includes assignments, projects, and exams aligned with these goals. Faculty provide formative feedback through project reviews, written assignments, presentations, and exams to support student growth and understanding.

Studio Critiques and Reviews
Studio courses emphasize hands-on learning, where students receive ongoing feedback from faculty, peers, and guest reviewers. Final projects are presented to panels that may include faculty, practitioners, and jurors, offering students comprehensive insights on design, technical skills, and real-world problem-solving.

Faculty Assessment of Curriculum and Teaching
At the end of each academic year, faculty conduct a targeted review of student work, presenting course outcomes, projects, and assessment methods to identify successes and improvement areas in achieving learning outcomes. This process fosters curriculum continuity and enhancement. Faculty also reflect on their teaching through the Center for Transformative Teaching's Peer Review of Teaching Process and Reflective Practitioner training, enhancing their skills in evaluating student learning and course improvement.

Professional and External Feedback
Guest jurors from both industry and academia provide feedback during studio reviews, evaluating the relevance and rigor of student work. Alumni and industry professionals also contribute input through the College Professional Advisory Council (PAC), helping align the program with industry standards.

Student Awards and Recognition
Student success in awards, such as the LAF Olmsted Scholars and ASLA Honor and Merit Awards, reflects their proficiency in key skills and industry readiness. Recognition through these awards highlights students' achievements in professional competencies and design excellence.

In 2023, students in the Landscape Architecture Program earned significant accolades, including the NDC-ASLA Merit Student Award in the Planning and Analysis category for work in LARC

310. Multiple awards were also received for projects in LARC 311: Design Studio IV: Ecological and Cultural Landscape Systems, such as the ASLA Honor Award for Addressing Omaha's Archipelago of Heat and the ASLA Excellence Award for Trail Guide for a Hybrid Landscape: The Bessey Ranger District at the Nebraska National Forest. Additionally, the ASLA Merit Award was presented for the Plant Pattern Guide for Affordable Housing, completed through the UCARE Program. In 2024, the program continued its success with the ASLA Honor Award from the ASLA Nebraska-Dakotas Chapter for the Beat the Heat Initiative, another project completed in LARC 311. These achievements reflect the program's dedication to fostering strong design and planning skills, earning recognition at both regional and national levels.

Placement Success
With a 90% placement rate in professional roles or top graduate programs over the last six years, graduates demonstrate strong career and academic readiness, underscoring the program's effectiveness in preparing students for future success

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 curriculum prepares students to enter the profession and pursue licensure by introducing foundational knowledge and skills essential to landscape architecture and instilling the perspective of a professional designer. While it does not cover every aspect of the Landscape Architect Registration Examination (L.A.R.E.) or all facets of practice, it builds a strong foundation, teaching students to approach challenges, view the world through the lens of design, and develop their professional skillset as landscape architects.

Academic Interests and Institutional Requirements
The curriculum aligns with the University of Nebraska-Lincoln's Achievement-Centered Education (ACE) requirements, offering 30 credits of general education, including courses in English composition, social sciences, and math, as well as discipline-specific courses such as landscape architecture history.

Professional Preparation through Coursework and Internships
Preparation for professional entry begins with LARC 380 Internship Prep, where students learn about the requirements for licensure, firm culture and values, and essential materials needed to secure employment. This course is strategically scheduled before the College Career Fair, where firms come to recruit students for internships. LARC 380 equips students with the foundational understanding needed for the profession and prepares them to transition smoothly into the workplace. Most students complete a summer internship in between their third and fourth year, and many pursue additional summer opportunities (research or study abroad) between their second and third years in preparation for internship opportunities. These summer internships offer practical exposure to the landscape architecture profession, reinforcing classroom learning and fostering connections within the field.

Licensure and Professional Practice
The pursuit of licensure is further supported in LARC 480 Professional Practice, where students gain deeper insights into industry standards. A representative from the Council of Landscape Architectural Registration Boards (CLARB) presents licensure requirements, and professionals are invited to discuss ethical considerations, contractual issues, and other critical topics. These sessions give students a clearer picture of the licensure pathway and the professional responsibilities they will assume after graduation.

5. *Describe how student work and other accomplishments demonstrate student mastery of research skills. (For master's program only)*
   N/A

C. General Studies.

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

   The education of students in the professional program is enriched by the Achievement-Centered Education (ACE) program at the University of Nebraska, which complements the landscape architecture curriculum by providing broad exposure to multiple disciplines. ACE enhances the undergraduate experience by developing essential reasoning, inquiry, and civic capacities through an outcome-focused education model where students understand the purpose and objectives of each course.

   ACE consists of a ten-course requirement, each focused on a specific outcome that supports interdisciplinary learning. Courses include competencies in writing (ACE 1), communication (ACE 2), and mathematical and logical reasoning (ACE 3), which help students improve essential analytical skills. ACE also integrates scientific methods (ACE 4), humanities perspectives (ACE 5), and social science approaches (ACE 6), providing students with diverse perspectives relevant to landscape architecture.

   Additional ACE outcomes focus on cultural awareness and ethical responsibility, encouraging students to develop global awareness (ACE 9) and understand ethical principles within society (ACE 8). Creative and scholarly projects (ACE 10) integrate these interdisciplinary skills, requiring students to apply their knowledge in new settings and contexts. Through ACE, students gain a broad foundation that enriches their landscape architecture education, helping them develop a well-rounded skill set essential for professional and civic life.

   ACE courses are assessed on a five-year rotation as outlined in the ACE Governing Document IV. Each department submits an ACE assessment report summarizing data on relevant ACE outcomes, which is then compiled by the University Assessment Committee (UAC) into an institutional report.

D. Delivery of and Augmentation to Curricular Experience.

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

   The Landscape Architecture Program has significantly expanded service-learning projects and interdisciplinary opportunities, particularly after the COVID-19 pandemic. Service learning has become a staple of the program, with a strong focus on community engagement; for example, we have developed an ongoing partnership with Lincoln Parks and Recreation, where students participate annually in planting activities. Guided by Lincoln Parks staff, students learn specific tasks and gain hands-on experience, contributing to meaningful community projects. These activities have been mostly coordinated through our student chapter of the ASLA, which partners with organizations outside the College to engage in impactful, real-world projects.

   The interdisciplinary nature of our program is further supported by our diverse faculty, with many courses delivered by faculty from other disciplines, creating close connections that enrich

students' learning. Faculty from related fields, some of whom are members of our core faculty, contribute to the curriculum, fostering a collaborative environment and expanding professional elective options. To broaden interdisciplinary engagement, we are actively establishing partnerships with other campus units, encouraging students from other disciplines to pursue our minor in landscape architecture. This diversity brings a range of perspectives to seminar courses, enhancing the interdisciplinary dialogue within the program.

The program's external experience requirement (1-credit Outside Enrichment Elective) supports interdisciplinary and experiential learning through internships or study abroad. Internships, typically completed between the third and fourth years, allow students to work in diverse settings—such as landscape architecture firms, design-build firms, and horticulture businesses—exposing them to various professional contexts. Study abroad options, including a faculty-led summer program in Rome, provide students with global perspectives that enhance their final-year studies.

Additionally, we offer funded Undergraduate Learning Assistant (ULA) positions for selected students, allowing them to assist faculty in courses such as LARC 210, 230, 211, and 231. This opportunity provides students with valuable exposure to teaching, supporting those interested in academic careers and enhancing their professional development within the field.

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 professional program identifies the objectives of service-learning projects and interdisciplinary curricular experiences by aligning them with both curricular goals and community impact. Service-learning activities within the program are governed by the objectives set in each course or studio. For service-learning projects outside the core curriculum, we collaborate with organizational partners, such as the Lincoln Parks Department, to ensure these efforts provide tangible benefits to the community and reinforce real-world learning outcomes for our students.

   While formal documentation of service learning outside the curriculum is not consistently maintained, our College publications team helps document these activities by featuring them on our website, social media outlets, and acknowledging them in our College newsletter. This ensures that student participation and the impact of their work are recognized and shared with a broader audience.

   Interdisciplinary curricular experiences, including approved professional and ecology electives outside the program, are reviewed annually during the catalog update to ensure they still meet the objectives for which they were initially selected. Where possible, we seek to have these courses cross-listed with LARC, allowing us to track any pending changes to the course content, thereby maintaining relevance and alignment with our program's interdisciplinary goals.

3. *Describe the opportunities which 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 provides students with numerous opportunities to expand their formal education through participation in professional events and activities. Students are encouraged to attend national and regional gatherings such as LABash, the ASLA Conference on Landscape Architecture, state and local ASLA chapter events, and the Landscape Architecture Foundation (LAF) Symposium. These events allow students to engage with industry leaders, learn about current trends, and develop professional networks, thereby deepening their understanding of the landscape architecture field.

Additionally, students can present their research at conferences, including the Environmental Design Research Association (EDRA) and Council of Educators in Landscape Architecture (CELA) conference, where they gain experience sharing their findings with professionals in the field. The College provides financial support to students whose work is accepted for presentation, further promoting involvement in the landscape architecture community. Student participation in these activities is documented through College publications, web videos, and newsletters, highlighting their achievements and engagement with professional development beyond the classroom.

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.*

   The professional program provides students with diverse opportunities to share their experiences gained through service-learning projects, interdisciplinary coursework, professional conferences, symposia, research, and internships. Following their internships, students publicly present insights about the firms where they worked, the projects they contributed to, firm culture, and key lessons learned. These presentations foster peer learning and provide valuable professional perspectives for other students.

   Students also participate in impactful summer research opportunities, such as evaluating landscape performance at Fishtail Park in Nanchang, China, a project designed by Turenscape. This research, funded by internal and external grants, including the LAF CSI grant, highlights the program's dedication to global learning and advancing professional knowledge.

   Furthermore, service-learning projects, interdisciplinary experiences, and research efforts are regularly documented and shared through organized events, College publications, and online features. For instance, some student research projects culminate in papers accepted for presentation at professional conferences such as EDRA. By promoting and recognizing these achievements, the program enriches the academic community and encourages students to learn from one another, fostering a collaborative and well-rounded educational environment.

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.*

   The professional program enhances student education by promoting interdisciplinary engagement through independent projects, minors, and honors program participation. A key opportunity is the UCARE program, where students work with faculty on research projects, beginning with a jointly developed proposal often tied to the faculty's research area.

Many students also pursue minors, guided by advising staff, which may require credits beyond the 120-credit degree. Approximately one-third of students choose a minor in another discipline, with popular choices such as Community and Regional Planning. Efforts are underway to allow coursework from this minor to count toward a master's degree in Community and Regional Planning, providing added academic flexibility and depth.

Additionally, students have the option to join the University Honors Program, which enriches their general education through specialized honors sections and allows them to work closely with faculty on a final thesis project. These interdisciplinary experiences broaden students' perspectives and deepen their expertise, preparing them for diverse, integrative approaches within the field of landscape architecture.

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*.
   N/A

G. Syllabi.

Complete Addenda E: Course Syllabi

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

   All course syllabi in the Landscape Architecture Program adhere to University policy by including essential elements such as course expectations and grading policies. In addition, the faculty require that syllabi list specific learning goals and outcomes, course structure, activities, and assignments. Grading policies are detailed, providing students with a clear understanding of evaluation criteria and how grades are calculated. This ensures that students understand both the learning objectives and the methods by which their performance will be assessed.

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 clearly communicate the levels of achievement required for students to succeed and advance in the curriculum. The program requires a minimum grade of 'C' in all required courses for them to count toward the degree. Additionally, a more detailed grading policy is included, outlining how various levels of performance (e.g., distinctions between 'A,' 'B,' and 'C' levels) contribute to students' overall grades. This grading narrative helps students understand the standards they must meet to progress in their studies.

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.*

   Each syllabus includes a list of required materials, including textbooks and equipment. All students are required to have a laptop that meets program specifications, acquired before their first semester. These laptops must be equipped with specific software, and loaner laptops are available through the College if needed. Students have 24/7 access to two computer labs equipped with necessary resources. Additionally, textbooks are placed on reserve in the library, providing alternative access for students seeking cost-effective options. During orientation, students receive information about expected costs for materials and model-making, although these costs vary

based on individual preferences.

4. *Verify that syllabi are complete, consistent and readily accessible to all students throughout the period of course offering and delivery.*

   Syllabi and related course materials are made available on the University's course management platform, CANVAS, which includes syllabi, schedules, assignments, reference materials, and tutorials. This platform ensures that all course information is consistently accessible to students throughout the semester. Faculty maintain uniform standards across courses, ensuring that all syllabi are complete, up-to-date, and easily accessible to students during the course.

H. Curriculum Evaluation and Development.

Complete Addenda F: Curricular Assessment Plan

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

   The professional program employs a collaborative, faculty-led approach to evaluating and developing the curriculum. Evaluation occurs through three main forums: program retreats at the start of each semester, monthly faculty meetings, and semester-end studio reviews. Agendas are distributed in advance, allowing faculty to review materials and raise relevant topics. Evaluation methods and metrics are determined collectively within these discussions, tailored to address specific curricular needs rather than following generic frameworks. Faculty also review and approve new courses before offering them, ensuring alignment with program goals and resource availability. This process involves all faculty members, who are jointly responsible for curriculum evaluation and development.

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.*

   The program's progress is evaluated and tracked through regular faculty meetings, studio reviews, and strategic planning sessions, ensuring alignment with the mission, goals, and core values of the program. At the semester-end studio reviews, faculty assess student outcomes to identify strengths and areas for improvement in instruction and curriculum. This process encourages sharing effective teaching strategies, enhancing student competency, and upholding core values such as collaboration, excellence, and mutual support. Based on these reviews, faculty adjust coursework, promoting continuous improvement and student learning.

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.)*

   Evidence of the program's evaluation procedures includes meeting agendas, minutes, and action plans from discussions at program retreats and faculty meetings, has been summarized in the Curriculum Assessment Plan in the Appendix. A specific example is a 2019 symposium focused on design, ecology, and horticulture. This event emerged from faculty discussions on program needs and involved a steering committee with external experts. The symposium was recorded, made publicly accessible, and offered continuing education credits, demonstrating the program's commitment to implementing faculty-driven initiatives and tracking outcomes aligned with program goals.

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.*

   The program uses a strategic planning process to assess strengths and weaknesses. Through a SWOT analysis, faculty identify areas for growth and areas needing improvement. This planning occurs alongside the College's strategic planning activities, allowing the program to align its goals with broader institutional objectives. Monthly, the Program Director documents achievements related to the strategic plan, and each semester, a summary of these achievements is presented for review. At the annual faculty retreat, these goals are reviewed, revised, or replaced based on faculty input and assessment of curricular effectiveness.

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 program assesses curricular effectiveness through semester-end studio reviews and targeted initiatives that address specific needs. For example, when a need for enhanced digital skills in design was identified, the faculty introduced targeted support within Site Systems courses and design studios by implementing a teaching assistant program. This initiative includes Graduate Teaching Assistants (GTAs), Graduate Learning Assistants (GLAs), and Undergraduate Learning Assistants (ULAs) who provide tutorials and in-class support, allowing faculty to focus on core content. This documentation of adjustments supports the program's commitment to refining and improving curriculum in response to identified needs.

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

   Students contribute to program evaluation each semester by completing standardized course evaluations. These evaluations focus on assessing the learning process rather than solely evaluating instructor performance. Responses include quantitative data and open-ended feedback, providing valuable insights into student experiences. Results are shared with both faculty and the Program Director to inform curriculum adjustments, ensuring that student perspectives play an active role in program development and quality improvement.

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.*

   The professional program affirms the integrity of student work and ensures that the student taking an examination or submitting project work is the same individual enrolled in the program. The University enforces a student code of conduct that includes strict academic integrity requirements, and individual faculty members may emphasize this policy further in their syllabi.

   The program's small class sizes allow for close faculty-student interactions, making oversight manageable and fostering a setting where faculty and students know one another well. This familiarity supports a high level of accountability in maintaining academic standards. If a faculty member suspects a breach of academic integrity, they address the issue directly with the student to seek a local resolution. If a resolution cannot be reached, the matter is referred to the

University for formal handling. This approach ensures that examinations and project results reflect each student’s knowledge and competence.

STANDARD 4: STUDENT OUTCOMES AND EXPERIENCES

The professional program shall prepare students—through educational programs, advising, mentoring, and other academic and professional opportunities—to pursue careers in landscape architecture upon graduation. The professional program shall foster the Core Values of these Standards, knowledge, skills and competencies embodied in the art and science of landscape architecture.

A. Student Outcomes.

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

   The Bachelor of Landscape Architecture (BLA) program at the College of Architecture prepares students for entry-level roles by fostering core competencies across five key areas: disciplinary knowledge, design, implementation/professionalism, representation, and environmental science. These competencies are demonstrated through course-specific work products evaluated against learning objectives, with mastery achieved through repeated engagement across the curriculum.

   In design studios, students apply design processes and methodologies to real-world projects, developing critical thinking and problem-solving skills essential to professional practice. In representation courses, students enhance their communication skills by producing complete deliverables—such as drawings, models, and presentations—while also building foundational written and verbal skills through English composition and COMM 285. Representational competencies are introduced early through courses such as DSGN 123 (Computers in Design) and DSGN 120 (Design Drawing), providing essential digital and analog skills. These competencies are further refined in advanced studios and GIS coursework, ensuring that students develop proficiency in spatial analysis and are well-prepared for the representational demands of professional practice.

   Students develop technical competencies early through courses such as LARC 230 (Site Systems 1: Materiality in Landscape Architecture) and LARC 231 (Site Systems II: Site Engineering), which are further refined in implementation coursework in LARC 330 (Site Systems III: Landscape Architecture Implementation) to connect design and construction during course work. Additionally, community-engaged, studio-based courses integrate history, theory, environmental science, and implementation, enabling students to connect theory with practice in meaningful ways.

   Over the past five years, the Landscape Architecture program has achieved a 90% post-graduation placement rate, with graduates finding positions in prominent regional and national firms, as well as in municipal and federal agencies dedicated to environmental stewardship. This high placement rate, along with the diversity of career paths and numerous student awards, underscores the program's success in preparing graduates to excel at the entry level. Through its comprehensive curriculum, the BLA program equips students with the technical, conceptual, and professional skills essential for success in the evolving field of landscape architecture.

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 the professional program's learning outcomes, as defined by the curriculum and outlined in Standard 3, through a variety of assessments tailored to the course type. Specific details for each course are provided in the appendix, but general methods of demonstrating competencies are outlined below:

History and Theory: Courses such as DSGN 101, DSGN 140, LARC 241, LARC 461, CRPL 400, and LARC 489 assess competencies through exams, projects, and presentations, ensuring that students grasp the theoretical and applied aspects of landscape architecture.

Design: Courses such as DSGN 110, DSGN 111, LARC 210, LARC 211, LARC 310, LARC 311, DSGN 410, and LARC 411 require students to demonstrate their design abilities through project presentations, including drawings, models, and text documentation.

Implementation & Professionalism: Competencies in LARC 230, LARC 231, LARC 330, LARC 380, and LARC 480 are demonstrated through technical exercises, projects, and examinations, emphasizing practical skills and professional practices.

Technique: In courses such as DSGN 120, DSGN 123, and CRPL 433, students demonstrate their mastery of representation skills through projects that develop both digital and analog proficiencies.

Environmental Sciences: Courses including LARC 201, PLAS 131, PLAS 153, NRES 220, and LARC 213 assess student competencies through a combination of projects and exams, ensuring that students understand environmental processes and systems relevant to landscape architecture.

These varied methods ensure that students not only meet the program's learning outcomes, but also develop a comprehensive skill set necessary for success in the field of landscape architecture.

B. Student Advising.

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

   The College of Architecture utilizes a Professional Staff Advising Model to ensure that students receive comprehensive support for their academic development. The advising team plays a crucial role in guiding students through their academic journey, addressing questions about the profession, career planning, academic progress, and course selection. The Student Success Office includes the Director of Advising and Student Success, a full-time Academic Advisor, and an Academic Advisor/Undergraduate Admissions Coordinator.

   Landscape Architecture students who enter the program as full-time freshmen are advised by the dedicated full-time Academic Advisor. Transfer students receive specialized guidance from the Undergraduate Admissions Coordinator, who has expertise in evaluating and applying transfer credits. The Student Success team collaborates closely with the Landscape Architecture Program Director and faculty to ensure that students stay on track for degree completion and meet their academic and professional goals. This collaborative approach ensures that all students, regardless of their entry point, receive the advising and support necessary for their success.

2. *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 in the Landscape Architecture program receive comprehensive advising on career and personal development, the benefits and pathways to licensure, general licensure requirements, and

the importance of continuing education. Prospective students are introduced to the licensure process during campus visits, and this guidance is further embedded throughout the curriculum. Key courses, such as LARC 380 (Internship Prep) and LARC 480 (Professional Practice), provide in-depth insights into the licensure process, covering educational prerequisites, internship experiences, and the LARE exam. Guest speakers in these courses—industry professionals and licensed practitioners—explain the steps to licensure and underscore the necessity of ongoing professional development through continuing education.

The College of Architecture Career Fair, held every spring, also plays an essential role by connecting students with employers and professionals, fostering networking opportunities and real-world insights. Through this integrated approach, students gain a clear understanding of the career pathways, responsibilities, and lifelong learning needed to succeed and grow in the field of landscape architecture.

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

   Students in the professional program take LARC 380 (Internship Prep), which not only introduces the licensure process, but also requires students to research local, national, and international firms of interest. Students analyze firm philosophies and projects, helping them to align their career goals with prospective employers. In class discussions, students explore which firms best match their interests and professional aspirations. Job postings and internship opportunities are shared during the course, and students are responsible for securing internships, with support provided through a career fair held each spring. Efforts are also underway to establish partnerships with select national firms to create consistent internship opportunities for students.

   The student chapter of the American Society of Landscape Architects (ASLA) enhances professional engagement through relationships with practitioners at both the local and national levels. Locally, student-professional mixers foster connections, while participation in the national ASLA conference offers exposure to advanced educational opportunities and industry trends. Additionally, professional involvement in design reviews provides students with further insight into career pathways, licensure requirements, and the importance of continuing education. These activities collectively prepare students to navigate professional practice and explore advanced opportunities.

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

   Students in the Landscape Architecture program have multiple opportunities to provide feedback on their academic experiences and preparation for the profession. At the end of each term, graduating students complete a Qualtrics-based exit survey administered by the College of Architecture and the Landscape Architecture program. The survey results are reviewed by the Program Director, faculty, and staff to assess student satisfaction and identify areas for program improvement.
   In addition to the exit survey, course evaluations mandated by the University are completed by students at the end of each semester, offering insights into teaching effectiveness and student perceptions. Conducted online, these evaluations contribute to the annual faculty assessment, providing valuable feedback.

Faculty also maintain connections with alumni through the local ASLA chapter, facilitating conversations about their transition into professional practice. These interactions offer valuable insights into the alignment of academic preparation with real-world demands. Students returning from internship experiences provide further feedback by documenting their experiences in presentations to faculty and peers. These presentations highlight professional challenges and successes, helping faculty refine and update course content to maintain relevance.

Finally, student representatives from each class are elected to serve on the College of Architecture's School Advisory Board (SAB), where they provide direct feedback on their academic experiences to the Dean. This platform ensures that students' voices are heard at the highest levels, contributing to continuous program improvement and aligning academic preparation with the expectations of the landscape architecture profession.

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.*

   The Bachelor of Landscape Architecture (BLA) program offers multiple opportunities for students to engage in service-learning activities and community-based projects, fostering cultural competence and professional growth. These activities are primarily integrated into design studios and align with the College's land-grant mission to serve communities at the local, regional, and global levels. Students collaborate with federal, state, and tribal partners, as well as non-profits, to address real-world design challenges, gaining hands-on experience while developing collaborative skills and cultural awareness.

   Community engagement design studios immerse students in meaningful projects with diverse community partners, providing opportunities to engage with a range of stakeholders and explore issues of equity, sustainability, and resilience. These experiences allow students to apply their knowledge in real-world contexts, ensuring their designs respond to community needs while building skills essential for professional practice.

   Beyond coursework, the Responsible Design Learning Community promotes sustainability, civic engagement, and social responsibility, helping first-year students transition to University life while preparing them for internships and future careers. Additionally, student organizations such as the ASLA Student Chapter and the US Green Building Council (USGBC) connect students with professional networks and offer further opportunities to engage in service-learning initiatives.

   Through these activities, students develop the cultural competence needed to collaborate effectively with diverse communities, address real-world challenges, and contribute meaningfully to the landscape architecture profession.

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 Bachelor of Landscape Architecture (BLA) program is designed to support students' varied needs, promote work-life balance**,** and reduce barriers to success. A key component is the DSGN 010 Smart Start course, an in-person orientation that equips students with essential tools and strategies for thriving at the College of Architecture and the University of Nebraska-Lincoln.

The course covers critical topics such as:

- Time Management and Motivation
- Academic Resources and Advising
- Physical and Mental Health, and Well-Being
- Community Engagement and Involvement
- Diversity and Inclusion at UNL
- Academic Integrity
- Career Paths and Professional Development

By connecting students to advisors, campus resources, and health services, the program helps them balance academic demands with personal well-being. This structure ensures that students build support networks, stay motivated, and overcome challenges for academic success and career readiness**.**

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

   The Bachelor of Landscape Architecture (BLA) program provides numerous opportunities for students to engage with the profession and develop the skills required for practice. LARC 380 (Internship Prep) and LARC 480 (Professional Practice) offer direct exposure to industry expectations through invited professionals who discuss licensure, firm culture, and current trends. Additionally, design studios regularly host professionals as guest critics, providing students with valuable feedback and insight through design reviews and studio talks.

   The implementation course series further connects students with the profession, featuring virtual sessions with industry experts on specialized topics. One course in the series, LARC 330, is intentionally taught by an adjunct faculty member, ensuring students stay aligned with contemporary practice standards and expectations.

   The student chapter of the American Society of Landscape Architects (ASLA) fosters additional engagement by organizing mixers where students and professionals share their projects, promoting collaboration and networking. Firm tours are also arranged, allowing students to experience professional work environments firsthand and gain insight into workplace dynamics.

   These opportunities provide students with practical experience, industry knowledge, and professional connections, ensuring they develop the skills and understanding necessary for successful careers in landscape architecture.

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

   The College of Architecture provides several avenues for students to offer input on fostering an inclusive community and positive learning environment. One key platform is the Student Advisory Board (SAB), composed of elected representatives from each level of the College's programs. The Dean uses this forum to engage with students on important issues, including equity and inclusion, which have become central themes at the University, College, and Program levels following the return to in-person learning in 2021. An important outcome of SAB discussions has been the development of a Learning Culture Policy, which aims to foster an inclusive environment across the College.

Additionally, students provide valuable feedback through exit surveys conducted with all graduating students. These surveys offer insights into the student experience and help identify areas of concern. The results are reviewed by the Program Director and shared with faculty when necessary to implement changes that foster a more supportive environment.

The student chapter of the American Society of Landscape Architects (ASLA) has also contributed to rebuilding community and fostering positive culture post-COVID. In the fall of 2022, 14 students—representing over 40% of the student body from various years—attended the National ASLA Conference in San Francisco. This experience strengthened student connections, and upon their return, the group hosted a pizza mixer to share their insights with peers. These opportunities ensure that students play an active role in shaping a more inclusive community, with their feedback directly influencing the program's efforts to create a welcoming and supportive environment for all.

STANDARD 5: FACULTY

The professional program shall advance its program mission and objectives by means of promoting the qualifications, academic position, professional activities, and individual professional development of its faculty and instructional personnel. A professional program shall have qualified, experienced, and diverse faculty and other instructional personnel to instill the Core Values of these Standards and the knowledge, skills, and competencies that students will need to pursue a career in landscape architecture. It shall also have equitable faculty workloads and faculty and staff compensation within the program, and overall support for career development that contributes to the success of the professional program.

Complete Addenda I: Faculty Information and Addenda J: Individual Faculty Records.

A. Credentials.

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

   The program's faculty maintain a well-balanced integration of professional practice and academic experience, aligning closely with the mission to prepare students for diverse roles in landscape architecture. This balance is achieved through a faculty body with interdisciplinary expertise in fields such as architecture, planning, horticulture, and natural resources, fostering an inclusive learning environment where students can address complex, real-world challenges from multiple perspectives.

   Faculty bring a combination of professional and academic credentials, with many holding terminal degrees in landscape architecture or related disciplines. Their professional experience spans private practice, non-profits, government, and academia, enriching their teaching with practical insights. Active collaborations with experts from other disciplines across the campus further enhance the curriculum, integrating diverse perspectives and elective options that support the program's interdisciplinary foundation.

   The program includes four core faculty members (1.0 FTE) with academic appointments in landscape architecture. Each has professional experience prior to joining academia and holds either a terminal degree in landscape architecture or an undergraduate accredited degree in landscape architecture combined with a graduate degree in a related discipline. These faculty members lead key courses and design studios, ensuring a curriculum that bridges theoretical exploration and practical application. This balance is exemplified in the design studio sequence, which progresses from foundational design principles to advanced, community-focused projects, and in the implementation and professional practice courses, which emphasize technical expertise and career readiness.

   The interdisciplinary nature of our program is further enhanced, with courses delivered by instructors from other disciplines, fostering close connections that enrich students' learning experiences. Faculty from related fields contribute to the curriculum through their teaching, promoting a collaborative environment and expanding professional elective options. Core faculty with degrees in landscape architecture, along with contributors from the natural sciences, architecture, and planning, create a robust, professionally grounded curriculum that aligns with the program's mission. By integrating creativity, technical skills, and a civic-minded outlook, the faculty collectively prepares students to effectively address the complexities of the profession.

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

Faculty assignments are carefully aligned with the program's mission, ensuring that the content, delivery methodologies, and curriculum needs are effectively met. Core faculty are assigned courses that align with their expertise, allowing them to deliver content that reflects their professional practice, academic experience, and research interests. Each core faculty member teaches two studios, one required lecture course, and one professional elective seminar. This structure ensures that faculty can integrate both foundational knowledge and specialized topics into their teaching.

The stability of teaching assignments allows faculty to develop and refine course content and instructional strategies over time. It also enables the cultivation of partnerships with community organizations and professionals, fostering real-world connections that enhance the learning experience. These partnerships align with the mission to prepare students for professional practice by integrating practical applications into the curriculum.

Flexibility in assignments, coordinated with the program director and in consultation with the affected faculty, ensures that changes in teaching responsibilities continue to align with faculty expertise and program goals. The inclusion of professional elective seminars allows faculty to bring their research and creative activities into the classroom, enriching the curriculum with current and innovative perspectives.

This deliberate alignment of faculty expertise with course content, stable and evolving delivery methodologies, and opportunities for integrating research and professional practice ensures that faculty assignments effectively support the professional program's mission. This approach provides students with a well-rounded, dynamic education that prepares them for diverse roles in the field of landscape architecture.

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.*

   Most classes in the landscape architecture program are delivered by full-time faculty, who play a central role in the curriculum's development, delivery, and administration. Full-time faculty lead key courses and studios, ensuring consistency and alignment with the program's mission and objectives. They also mentor part-time and adjunct faculty as needed, particularly when adjuncts are engaged to cover specific courses or studios.

   LARC 330: Site Systems III is a notable example of a course taught by an adjunct faculty member with professional practice experience. This course is closely coordinated with the undergraduate studio LARC 211: Studio II, where a plaza design project forms the basis for the detailed documentation and implementation work in LARC 330. This collaboration fosters a strong connection between technical and design education, ensuring that students develop a comprehensive understanding of site systems and design integration.

   When adjunct faculty are involved, core faculty provide guidance and mentorship to ensure their teaching integrates smoothly into the program's framework. Core faculty also participate in studio reviews, offering feedback and support to adjunct faculty to maintain high-quality outcomes.

   Course evaluations completed by students are reviewed by the Director, providing an additional layer of oversight to ensure continuous improvement. This system ensures that while most

courses are delivered by full-time faculty, adjunct faculty are effectively integrated into the program in a coordinated and organized manner, contributing valuable professional insights and expertise.

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

   At the University of Nebraska-Lincoln (UNL), teaching faculty are required to hold either a graduate degree one level higher than the courses they teach, or a terminal degree. All faculty in the program meet or exceed these requirements, holding either a Master of Landscape Architecture (MLA) or an undergraduate degree in landscape architecture paired with a graduate degree in a related discipline.

   Faculty qualifications, including their advanced educational backgrounds, teaching experience, professional practice, and research interests, are carefully considered when assigning teaching responsibilities within the curriculum. This ensures that faculty expertise aligns with the demands of individual courses, contributing to a robust and well-integrated program that supports the institution's mission and prepares students for the complexities of the profession.

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.*

   Faculty activities, including scholarly inquiry, research, professional practice, and service to the profession, University, and community, are systematically documented, peer-reviewed, and disseminated through a structured and transparent process. Full-time faculty submit an annual report using a standardized evaluation form that captures key elements of their professional contributions, ensuring a comprehensive assessment of their impact and alignment with institutional goals.

   Faculty reports include an updated CV highlighting activities such as publications, professional practice, and service during the evaluation period. A narrative summary provides a reflective account of the significance, collaboration, and outcomes of their work, as well as alignment with career objectives and program priorities. Faculty outline short- and long-term goals, specifying anticipated outcomes and impacts in their areas of focus. To assess teaching effectiveness, reports incorporate student course evaluations, including numerical ratings and feedback. Additional supporting documentation, such as awards, peer-reviewed publications, and evidence of service, substantiates the faculty's contributions.

   The institutional review process, guided by promotion and tenure guidelines, evaluates the quality and significance of faculty contributions. This includes reviewing venues of publication, the rigor of peer review, and the relevance of recognitions such as awards. This rigorous process ensures that faculty work meets institutional and disciplinary standards.

   Faculty accomplishments are shared widely through various channels to ensure visibility and impact. Scholarly research and professional practice outcomes are disseminated through peer-reviewed journals and professional magazines. Community engagement and service contributions are highlighted in University and community publications. The College produces an electronic newsletter summarizing faculty achievements, while a dedicated media staff member ensures

broader visibility through University media outlets, social media platforms, and the College website.

This structured process ensures that faculty contributions are thoroughly reviewed, aligned with institutional objectives, and effectively communicated to professional, academic, and public audiences. Through this approach, the program fosters a culture of excellence and transparency, supporting faculty development and advancing the mission of the institution.

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 (of teaching, research, service and professional engagement) are similar to expectations in related academic units.*

The landscape architecture program includes two primary types of faculty positions: Tenure/Tenure-Track and Professor of Practice. Tenure and tenure-track faculty balance teaching, research, and service, contributing to scholarly inquiry and creative activities while delivering core and elective courses. Professor of Practice roles are non-tenure-track positions on recurring contracts with opportunities for promotion. These roles focus primarily on teaching and practical engagement, leveraging significant industry experience to enhance the applied aspects of the curriculum. Together, these positions ensure a well-rounded academic environment that integrates theoretical knowledge, professional practice, and community engagement, aligning with the program's mission to prepare students for diverse professional opportunities.

Faculty assignments are structured to provide a balanced workload that supports teaching, research, service, and professional engagement, ensuring sufficient opportunities for professional development and advancement. Each faculty member's responsibilities are determined by an apportionment reflecting their participation in the three land-grant missions of teaching, research, and service. These apportionments are collaboratively agreed upon by the Program Director and the faculty member to ensure flexibility and alignment with individual goals and institutional priorities.

Typical apportionments for tenure and tenure-track faculty are 65% teaching, 25% research, and 10% service, while Professors of Practice typically have 80% teaching, 10% research, and 10% service. Teaching assignments are aligned with these apportionments and follow an FTE guideline document established at the College level to ensure consistency and equity across programs.

Teaching Assignments
The FTE in teaching reflects the critical importance of studio-based pedagogy, which is central to the program's educational approach and student success. Teaching assignments for tenure-track faculty typically involve one studio and one lecture or seminar course per semester. Professors of Practice may have one heavier teaching semester and one typical semester to meet their teaching apportionment requirements. Faculty are encouraged to align the content of their professional elective seminars with their research trajectory, allowing teaching responsibilities to support research goals. This integration ensures that all faculty can effectively balance teaching responsibilities with other professional activities.

Research and Service Assignments
Research apportionments for tenure-track faculty (typically 25%) allow for substantial scholarly inquiry, creative activities, and professional development. Professors of Practice, with a 10% research apportionment, focus primarily on applied research or creative activities tied to their

teaching. Faculty are encouraged to incorporate their research into elective seminars, fostering a connection between teaching and professional growth. Service apportionments (typically 10%) vary slightly based on individual responsibilities. All faculty participate in a collaborative "committee of the whole" structure for program administration and serve on at least one of the four College committees. Some faculty contribute to University-level committees, resulting in slightly higher service apportionments for those individuals.

Alignment with Related Academic Units
The teaching loads and apportionments in the landscape architecture program are consistent with other undergraduate programs within the College. By adhering to the College's FTE guideline document, teaching assignments and workloads are equitably distributed across departments. Differences in apportionments exist when compared to the graduate Planning Program, where faculty have higher research expectations, reflecting the unique focus of each program and aligning with disciplinary standards.

This workload structure, which balances teaching, research, and service, supports faculty development by providing sufficient time and resources to pursue creative activities, research, and professional service while maintaining high-quality teaching. It fosters a supportive environment that aligns faculty contributions with the program's mission and institutional goals, ensuring opportunities for advancement and professional growth.

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

Faculty in the landscape architecture program actively seek and make effective use of funding for conference attendance, equipment, technical support, and other professional needs. Equal base support funding is provided to all faculty based on rank, ensuring opportunities for professional development through conference participation. This funding supports faculty who deliver papers, participate as officers in significant scholarly organizations, or engage in other professional activities. Faculty are required to apply for this funding, which is allocated as follows:

- Assistant Professors: $2,000
- Associate Professors: $1,000
- Professors: $500

Each faculty member receives $250 in discretionary funding to support professional needs, with encouragement to supplement these funds through external grants, fostering a proactive approach to securing additional resources for their activities. Despite relatively low amounts of research funding, the faculty in Landscape Architecture have demonstrated remarkable initiative by successfully securing external national funding and competitive internal funding opportunities. Examples include the Landscape Architecture Case Study Initiative, which facilitates research and dissemination of innovative practices, and participation in the UNL Grand Challenges, which supports faculty in addressing complex, interdisciplinary issues through research initiatives.

The College also provides access to additional funding through endowed professorships, awarded via an application process and peer review. For example, the Dr. Lee J. and Dorothy P. Enright Endowed Professorship in Landscape Architecture offers competitive funding for eligible faculty to support scholarly and professional endeavors. Over the course of FY23, FY24, and FY25, the Enright Endowment awarded a total of $20,000 in Enright Professorships, further advancing its mission to support transformative research and expand educational opportunities.

For equipment and technical support, the College ensures that faculty have access to updated resources. Faculty are eligible for computer replacements on a four-year rotational basis, and the College provides free printing services. Basic technical challenges are managed by a dedicated College technical support staff member, while more extensive issues are addressed through the University Information Technology group.

This structured approach to funding and technical support enables faculty to effectively pursue their professional development and engage in activities that advance their teaching, research, and service, aligning with the program's mission and goals.

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

   Faculty in the landscape architecture program actively participate in University and professional service, student advising, and activities that enhance the program's effectiveness. At least 10% of their FTE is dedicated to service activities, which primarily involve contributions within the program and College, but also extend to broader University and professional commitments.

   At the University level, faculty have served on committees such as the Center for Transformative Teaching, the steering committee for Grand Challenges, and various faculty search committees outside the College. These contributions have yielded significant benefits, including increased awareness of funding opportunities, access to peer-reviewed teaching resources, input into hiring decisions for faculty who teach courses relevant to landscape architecture students, and the identification of interdisciplinary research initiatives in which students can participate.

   Beyond the University, faculty engage in professional service through roles on the national CELA Board and various ASLA national committees, ensuring that the program remains connected to emerging trends and developments in both academic and professional communities. Participation in these efforts is supported by the College through travel and discretionary funding.

   While the program primarily relies on professional advising staff for student advising, faculty play a critical support role. Faculty can raise early warnings about student performance, particularly in foundational courses, to advising staff. These flags prompt the advising staff to assess the situation, connect with students, and provide referrals to appropriate support resources or tutorial services.

   Advising staff are also a conduit for communication, offering faculty feedback from students and referring program-specific or career-based questions to the Program Director. This collaborative approach ensures that both academic and professional advising needs are addressed effectively, enhancing the overall student experience. Through their combined efforts in University and professional service, active advising, and fostering student engagement, faculty significantly contribute to the program's mission and the preparation of students for successful professional careers.

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.*

   Faculty members actively participate in professional development opportunities that align with their individual interests and the strategic goals of the program and the College. These activities

support career advancement, address emerging issues in the profession, and foster diversity, equity, inclusion (DEI), and cultural competency.

Career Development: Faculty pursue development leaves and course adjustments to advance their research, creative work, or professional practice. Endowed professorships provide additional funding for professional growth, enabling participation in conferences, research initiatives, and community partnerships.

Emerging Professional Issues: Faculty engage with evolving challenges by leading studios that address cultural landscapes, underserved community projects, and non-profit collaborations. They contribute to expanding academic offerings, such as an urban design certificate, and enhance interdisciplinary engagement through partnerships and curriculum development.

Diversity, Equity, Inclusion, and University-Supported Initiatives: Faculty actively participate in University-mandated DEI training and institutional programs that enhance teaching and leadership. These include FLAIR (Faculty Leadership in Academia: From Inspiration to Reality), the Center for Transformative Teaching, and workshops offered by the National Center for Faculty Development and Diversity. These resources support the development of inclusive teaching practices, cultural competency, and professional growth.

These efforts, supported by institutional resources and a collaborative faculty community, ensure alignment with program goals while enabling faculty to stay current with industry trends and societal needs.

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.*

   The Landscape Architecture program provides resources to its faculty that are equitable with those provided to other programs and departments within the College. Faculty in the program receive the same base level of support as their colleagues across the College. Additionally, the program benefits from the Enright gift, which offers supplemental resources to support faculty development and align with institutional priorities. This ensures the program has access to resources comparable to those available in other academic units.

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.*

   The Landscape Architecture program systematically evaluates faculty and instructional personnel through a structured process outlined in the College Promotion and Tenure Guidelines and supported by a standardized annual report form. These tools provide a comprehensive framework for assessing faculty performance, teaching effectiveness, and cultural competence, ensuring alignment with institutional and program goals. Tenure-track faculty are evaluated annually by tenured faculty and the Program Director, with reviews including a peer feedback letter and a formal evaluation from the Program Director. Midway through their tenure process, tenure-track faculty undergo an external peer review by two outside reviewers, providing a thorough assessment of their progress and informing their tenure dossier. Similarly, tenured and Professor of Practice faculty participate in annual evaluations conducted by the Program Director to ensure ongoing development and alignment with program objectives.

Teaching effectiveness is evaluated through multiple mechanisms. Peer reviews by senior faculty members offer targeted feedback on instructional strategies, while student evaluations assess the teaching environment and provide insights for course improvement. Faculty are also encouraged to engage with the Center for Transformative Teaching for additional peer reviews and professional development workshops to refine teaching methods and build teaching portfolios.

Additionally, at the end of each semester, faculty participate in a studio review where they share pedagogical strategies, evaluate student work, and discuss areas for improvement. This collaborative process supports shared best practices, identifies opportunities for alignment with complementary courses, and ensures that studio objectives meet program outcomes. Through these systematic evaluations, the program fosters continuous improvement and alignment with its mission to provide a high-quality educational experience.

Faculty participate in University-led DEI initiatives and training programs, including best practices from the Center for Transformative Teaching. Faculty collectively revise syllabi to incorporate inclusive teaching methods, ensuring course materials reflect diverse perspectives and promote an equitable learning environment. Feedback from peer reviews and student evaluations also helps assess how effectively cultural awareness is integrated into teaching and professional activities.

The results of these evaluations inform both individual and program improvements. Faculty use feedback to refine their teaching, develop their research trajectories, and enhance their cultural competency. At the program level, the insights gained from these reviews support curricular adjustments, pedagogical enhancements, and alignment with the program's mission to deliver a high standard of education. This systematic approach ensures continuous improvement and faculty effectiveness.

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

The professional program systematically audits and updates policies and procedures related to diversity, equity, and inclusion (DEI) through strategic planning, curriculum development, and collaborative efforts. DEI goals are embedded in the College's strategic plan and are reviewed annually during faculty meetings, incorporating input from faculty, staff, and students to ensure relevance and effectiveness.

Faculty regularly revise syllabi to integrate inclusive teaching practices, drawing on resources from the Center for Transformative Teaching. These updates ensure that diverse perspectives and culturally relevant topics are reflected in course content, aligning with DEI principles. Additionally, student feedback through course evaluations provides valuable insights that inform policy adjustments and drive program improvements.

The program has collaborated with University resources, including the Office of Diversity and Inclusion, to support DEI initiatives. Although the Office was closed in 2024 due to University budget cuts, previous partnerships included faculty participation in DEI workshops and training, enhancing their ability to foster an inclusive learning environment.

To ensure accountability, faculty contributions to DEI are documented in annual reports. A designated committee or faculty member monitors these efforts, ensuring alignment with program goals and continuous improvement in creating an inclusive academic environment. This

integrated approach allows the program to remain proactive and responsive in addressing DEI priorities.

C. Faculty Retention.

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

   Faculty salaries and support at the University of Nebraska are evaluated through a merit-based system designed to promote faculty retention and productivity. Each year, faculty are required to submit a standardized annual report documenting their activities and achievements in teaching, research/creative work, and service. These reports provide a comprehensive account of past accomplishments and outline future goals, serving as a foundation for salary adjustment recommendations. The Program Director reviews these reports and submits recommendations to the Dean, offering guidance on salary adjustments and suggestions for faculty development trajectories.

   In addition to merit-based raises, the University periodically evaluates faculty salaries to address disparities compared to peer institutions. When inequities are identified, additional funds are allocated to bring salaries in line with peer benchmarks. The Dean also manages a discretionary portion of the annual salary pool, which can be used to recognize exceptional performance or address retention concerns. This multifaceted approach ensures that faculty salaries remain competitive and aligned with institutional goals, fostering an environment that supports productivity, retention, and professional growth.

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

   The program has experienced faculty turnover since the last accreditation visit, including retirements, reassignments, and departures, but these changes have not undermined the mission and goals of the professional program. While transitions initially posed challenges, such as the loss of mentorship and curriculum continuity, they also initiated a renewal process that strengthened the program. Strategic hiring brought in a Professor of Practice (Yujia Wang) and a tenure-track faculty member (Salvador Lindquist), who introduced fresh perspectives and expertise, enhancing alignment with evolving LAAB Knowledge, Skills, and Competencies requirements. Temporary gaps were effectively managed with the appointment of Assistant Visiting Professor Monique Bassey from the professional community, ensuring minimal disruption.

   Program director leadership transitions were also handled strategically to maintain stability. Following the departure of Kim Wilson, Mark Hoistad was appointed Director, bringing extensive experience and a focus on curricular enhancement. After his retirement, Sarah Karle served as Interim Director, providing continuity and successfully leading the search for the current Director, Kevin Benham. With these transitions complete, the faculty has remained stable, high-achieving, and aligned with the program's mission as they continue to deliver innovation, quality education, and a strong commitment to professional preparation.

STANDARD 6: OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI, AND PRACTITIONERS

The professional program shall maintain effective relationships with the institution, the public, its alumni, and practitioners in order to enhance the professional program and educate its constituencies regarding the profession of landscape architecture.

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.*

Meaningful public outreach and engagement occur at many scales and in various contexts within the BLA program. Reflecting the mission of the land-grant institution, the program emphasizes engaging local, regional, and tribal communities while addressing pressing environmental and design needs. Faculty and students participate in service-learning and community-based projects that foster collaboration and public service, as highlighted in the updated project chart spanning 2019 to 2025. This chart details the year, instructor, course or organization, partner, and project description, showcasing the program's breadth of impact.

The program's longstanding tradition of community engagement faced significant disruption during the COVID-19 pandemic, when off-campus activities were restricted. Additionally, the reassignment of a key faculty member further impacted outreach efforts. However, these challenges have been overcome, with faculty and students reintegrating community engagement into the program's culture as restrictions eased. Partnerships with organizations such as Lincoln Parks, Nebraska Game and Parks, and tribal entities such as the Otoe-Missouri Nation have been expanded, supporting a wide range of collaborative projects.

These efforts are regularly documented and disseminated through reports, digital storytelling, and visual media, including photos and videos. The program highlights its work via the institution's website, social media platforms, and newsletters, ensuring consistent outreach and transparency. This commitment to community engagement underscores the BLA program's dedication to addressing real-world challenges and fostering societal well-being at multiple scales.

Academic Year	Instructor	Course/Organization	Partner/Stakeholder	Project Description
2019-2020	-	COVID-19 Restrictions	-	Fully online from March through the end of the year.
2020-2021	-	COVID-19 Restrictions	-	Hybrid delivery: partly online, partly in person.
2021-2022	-	COVID-19 Restrictions	-	Fall hybrid delivery, back full-time in spring.
	S. Karle	LARC 311	USDA	Studio exploring productive uses for shelter belts with stakeholders.
	M. Hoistad	ASLA	Lincoln Parks	Hands-on spring planting activity with Lincoln Parks at Children's Zoo.
2022-2023	S. Karle	DSGN 410	Nebraska Game & Parks	Cultural landscape and visitor center project at Fort Kearny.
	S. Lindquist	ASLA	Lincoln Parks	Hands-on tree planting activity at Beals Slough.
	S. Lindquist	LARC 210	City Impact & Lincoln Parks	Peter Pan Park renewal project.

	S. Lindquist	LARC 311	National Forest Service	Nebraska National Forest Trails project.
2023-2024	S. Karle	DSGN 410	Nebraska Game & Parks	Nature exploration play space and visitor center at Indian Cave.
	S. Lindquist	LARC 210	Carter Lake Community	Central Park redevelopment with the National Park Service.
2024-2025	M. Bassey	LARC 411	Lincoln Indian Center	Tribal Engagement Project in collaboration with the Lincoln Indian Center.
	M. Bassey	DSGN 410	Otoe-Missouri Nation & Center of Great Plains Studies	Tribal engagement project with the Otoe-Missouri Nation.

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 BLA program actively interacts with the institution and broader communities to build awareness of the program and the field of landscape architecture, fostering students' cultural competence and advancing public understanding. Through partnerships with local, diverse, and historically underserved communities, the program engages students in meaningful projects that address real-world challenges while promoting the values and practices of landscape architecture.

   For example, collaborations with tribal communities such as the Otoe-Missouri Nation and the Lincoln Indian Center provide students with opportunities to engage in culturally significant projects, such as the development of trails, cultural landscapes, and nature exploration spaces. These experiences deepen students' understanding of Indigenous perspectives and environmental stewardship. Additionally, partnerships with organizations such as Nebraska Game and Parks, Lincoln Parks, and the National Park Service expose students to diverse public needs, ranging from urban park improvements to rural conservation projects.

   The program also advances awareness through hands-on activities that connect students with local communities, such as tree planting events at Beals Slough and Peter Pan Park, and through professional collaborations with USDA and other stakeholders on productive land use and environmental design projects. These interactions allow students to apply their knowledge in real-world settings, enhancing their cultural competency by working with varied populations and learning to address community-specific concerns aligned with our program's mission.

   By engaging with the public through these initiatives, the program highlights the importance of landscape architecture in fostering sustainable, inclusive, and equitable environments. These efforts are aligned with the institution's mission and ensure that students graduate with both technical expertise and a deep understanding of cultural diversity, preparing them to contribute meaningfully to society as landscape architects.

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 professional program maintains access to a current registry of alumni through multiple

mechanisms that ensure accurate and comprehensive tracking of their career and educational progress. Upon graduation, all students complete an exit survey, providing initial information about their employment destinations or plans for graduate studies. The College maintains a registry of alumni that is updated through direct contributions from alumni or information shared by faculty who learn of new employment or professional activities. Additionally, the Alumni Association and University Foundation keeps detailed records, including alumni biographical and educational data, professional status, and philanthropic contributions.

The program also engages alumni through regular outreach facilitated by the College development officer, who disseminates updates about the College and program, and targeted giving opportunities that support program initiatives. Alumni stay connected through the College's active social media presence on platforms such as Facebook, Instagram, and Twitter, fostering ongoing engagement and a sense of community. These combined efforts ensure that the program has current and detailed information about alumni employment, professional activities, postgraduate studies, and significant accomplishments, supporting both alumni relations and the continued success of the program.

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 professional program actively engages alumni and practitioners in multiple activities to enhance students' educational experiences, provide career guidance, and strengthen the program. Practitioners frequently contribute to coursework, both online and in person.

   For example, in LARC 230 and LARC 231, practitioners provide expertise and insights on relevant topics. In LARC 380 and LARC 495, alumni and professionals play a critical role in educating students about internships, licensure, professional practices, and firm cultures. Studios regularly feature alumni and practitioners during interim and final reviews, where they critique student work and provide professional perspectives. In some cases, practitioners are directly involved in the delivery of studio courses, further enriching the curriculum with real-world insights.

   The College maintains a Professional Advisory Committee (PAC), which includes alumni and professional representatives from each major, including landscape architecture. The PAC meets twice annually, providing a formal opportunity for program-specific discussions. During these meetings, PAC members offer feedback on curriculum development, share industry trends, and support efforts to align the program with professional expectations.

   Additionally, alumni and practitioners contribute to the program through mentoring, career advising, and employment opportunities for students. Their involvement extends to fundraising efforts and support for continuing education initiatives, helping to ensure that the program remains responsive to the evolving needs of the profession. These sustained engagements not only benefit current students, but also strengthen the program's connection to the professional community.

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.*

The professional program actively engages alumni and practitioners in ways that promote diversity, equity, and inclusion (DEI), assist in recruiting students from diverse backgrounds, and expand students' cultural competence. Through studio partnerships such as the LARC 411 and DSGN 410 collaboration with the MIG Native Nation Building Studio, students work with Native Nations on culturally significant projects, gaining firsthand experience in addressing Indigenous perspectives and needs. Practitioners guide these projects, providing mentorship and expertise, which enhances students' ability to navigate culturally complex design challenges. Similarly, collaborations with Quinn Evans Cultural Landscape Architecture expose students to projects focused on preserving cultural landscapes tied to underrepresented and historically marginalized groups. These experiences help students develop cultural awareness and inclusive design skills, preparing them to engage meaningfully and empathetically with diverse communities. Through these partnerships and initiatives, the program equips students to address cultural and social challenges through thoughtful, inclusive, and impactful design practices.

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.*

   The professional program engages alumni and practitioners in meaningful ways to provide opportunities for community engagement and service-learning for students, scholarly development for faculty, and professional guidance and financial support for the program. Alumni and friends of the program play a critical role in fostering these connections. For example, an alumnus working with Lincoln Parks and Recreation has facilitated service-learning projects for the student chapter of ASLA, integrating them into studio activities and offering students hands-on experience in addressing community needs. Similarly, an alumnus from the planning program employed by Nebraska Game and Parks has partnered with a fourth-year studio for several years, guiding students in developing cultural landscape insights that directly support the organization's goals.

   The program has also partnered with the UNL Tribal Extension Office to connect Native Nation projects with the school, creating opportunities for students to engage directly with Indigenous communities on culturally significant initiatives. These collaborations enrich the curriculum by providing students with real-world experience while fostering faculty research and scholarly development in areas such as cultural preservation and community-based design. Additionally, the National Park Service's Trails Division has provided projects for second- and third-year studios, allowing students to contribute to regional trail development while learning to balance environmental stewardship and community needs.

   These partnerships not only enhance students' educational experiences, but also contribute to faculty professional growth by fostering connections with practitioners and facilitating applied research opportunities. Furthermore, alumni and practitioners provide professional guidance, mentoring, and financial support for program initiatives, ensuring that the program continues to align with evolving industry standards and serves as a vital resource for community engagement and service.

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.*

The professional program actively acknowledges and celebrates the significant accomplishments of its alumni and benefactors through various platforms, both within the institution and with the public. The College website regularly features a section highlighting alumni successes across all programs, showcasing their professional achievements and contributions to the field. Additionally, the program participates in initiatives such as the Alumni Masters Program, which recognizes distinguished alumni and provides opportunities for them to share their career journeys and insights with current students. For example, alumnus Matthew Macchietto returned to campus as part of this program to engage with students, discuss his career in landscape architecture, and offer valuable perspectives on navigating the profession. Furthermore, the College of Architecture Friends Association (CAFA) and recognition through the Professional Advisory Council provide avenues for alumni acknowledgment. The Dean continues to work with programs to diversify the perspectives represented on our Professional Advisory Council.

STANDARD 7: FACILITIES, EQUIPMENT, AND TECHNOLOGY

The professional program shall provide faculty, students, and staff access to facilities, equipment, libraries, and other resources necessary for achieving the professional program's mission and goals.

A. Facilities.

Complete Addenda K: Facilities Information

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

   The office, presentation, and meeting spaces provided for faculty, staff, and administration in the College are appropriate and meet their needs. The renovations and additions to Architecture Hall were completed in the Fall of 2024, significantly enhancing the overall functionality and usability of the College's facilities.

   Each full-time faculty member has a private office equipped with necessary furniture and technical support, ensuring an appropriate workspace. Faculty offices are intentionally intermixed to foster collaboration and spontaneous interactions, which are central to the faculty culture. Presentation and meeting spaces are managed through an online reservation system, ensuring accessibility and efficient scheduling. Classroom and review spaces are also available for reservation when not in use for classes. Faculty benefit from shared resources, including two printer locations and a centralized mailbox area, further supporting their work environment.

   Staff occupy designated spaces that adequately support their roles. The Dean's office area, located on the second floor of the East Building, includes offices for key administrative staff and a conference room. While functional, these facilities are noted as not overly spacious. Similarly, the Student Success area offers private offices and workstations for its team in room 332 of the West Building. Additional staff, such as the Shop and Media Center Manager and IT support personnel, share office space on the lowest floor of the West Building. These arrangements, while described as sufficient, effectively support the operational needs of the College staff.

   Program Directors provide private offices located alongside faculty offices in both the East and West Buildings. They utilize shared College support staff and resources, eliminating the need for program-specific staff spaces. This integration promotes efficiency and ensures consistent access to support across programs.

   Overall, the completed renovations and additions have enhanced the College's ability to meet the needs of faculty, staff, and administration. The improved spaces foster collaboration and operational efficiency while ensuring they remain appropriate and functional for the evolving needs of the College.

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.*

   Students are assigned studio workspaces before the start of each semester, ensuring a structured and thoughtful allocation process that meets the diverse needs of the student body and the professional program's objectives.

Studio space assignments are determined based on the specific nature and requirements of each studio course. For first-year d.ONE students, studios are located both within the College and at off-site locations. These spaces are exclusively available to them during class times and are shared for broader studio needs outside class hours. Starting in the second year, each student is assigned a dedicated workspace desk in their designated studio. These workspaces are for their exclusive use and provide 24/7 access, ensuring that students have a consistent, reliable environment for their academic and creative work.

The updated facilities have enhanced functionality and accommodated the evolving needs of the program and its students.

The College provides a variety of collaborative workspaces designed to support student engagement and diverse learning needs. These include:

- A library (detailed in a separate section).
- A fully equipped shop.
- A digital design lab.
- Two computer labs, including one dedicated GIS computer lab.
- A media center and printer facilities.
- Collaboration and conversation spaces distributed throughout the facilities.

Some of these collaborative spaces can be reserved during the day to facilitate structured group work or project planning. Additionally, classrooms not in use for scheduled classes are available for student use in the evenings, providing many opportunities for teamwork and extended project development. These provisions ensure that students have access to well-equipped, flexible work environments that support both individual and collaborative efforts, aligning with the professional program's goals and addressing the diverse needs of its student body. The recent renovations and expansions further reinforce the College's commitment to maintaining high-quality, inclusive, and adaptable workspaces.

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.)*

The College is committed to ensuring that its facilities are well-maintained and fully compliant with the Americans with Disabilities Act (ADA), the Life Safety Code, and applicable building codes. This commitment is reflected in the ongoing renovations and operational support provided by the University. One of the primary goals of the current renovation project is to enhance accessibility throughout the College, ensuring that all spaces, except for the "Attic" area in the East Building, are accessible to individuals with disabilities. The renovation process underwent a rigorous review to meet ADA compliance and provide equitable access. Additionally, new workspace furnishings have been selected to accommodate users with diverse needs, further supporting an inclusive environment. The College's facilities are well-maintained by the Office of Facilities Management and Planning, which oversees daily maintenance and custodial services. This team ensures that the facilities remain in optimal condition, meeting both functional and safety standards. In addition to routine maintenance, the College has access to a University-managed request system to address specific facility-related issues promptly. This system ensures that any safety concerns or compliance issues are resolved efficiently.
Through these efforts, the College demonstrates its commitment to maintaining facilities that are

not only well-kept, but also inclusive and compliant with all relevant codes and regulations, ensuring a safe and accessible environment for all users.

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.*

   The information systems and technical equipment available in the Landscape Architecture Programs are sufficient to meet the needs of faculty and students, while being accessible, equitable, and designed to support a diverse range of academic and creative activities. Computation and digital design are seamlessly integrated into the program's curriculum and infrastructure. Students are required to have laptops that meet specified hardware and software requirements upon admission, ensuring a consistent technological baseline.

   The College complements this by providing a robust digital infrastructure to expand students' capabilities. All spaces within the College have wireless connectivity, ensuring that students and faculty can work efficiently from anywhere in the facility.

   The College operates two computer labs, which serve as teaching spaces during scheduled classes and are accessible to students outside class hours during regular building operations. The larger basement lab supports d.ONE course delivery and undergraduate disciplines, providing essential computing resources. The second lab specializes in GIS and planning-related work, catering to advanced projects and specific coursework. Both labs are heavily used, especially during peak times near semester-end, to support the increased demand for upper-level student projects. Located on the basement level of the West Building, the Digital Design Lab offers advanced digital fabrication tools, including laser cutters, 3D printers, and a CNC machine. Students undergo mandatory training to ensure safe and effective use. Once certified, students can sign up for machine access, except for 3D printing, which is managed by Media Center staff. This setup provides equitable access to state-of-the-art design and fabrication tools.

   The Media Center, also located in the West Building basement, provides a variety of printers and plotters capable of producing outputs in various sizes and formats, including both black-and-white and color. Students can submit work for plotting ahead of deadlines, with some printing services offered as self-serve. Costs are kept significantly below market rates, ensuring affordability for all students.

   The infrastructure ensures that all students, regardless of their backgrounds, have access to the tools and resources necessary to succeed. The requirement for personal laptops is balanced by the availability of shared resources in labs, the Digital Design Lab, and the Media Center, ensuring equitable access to advanced technology. Training programs and the sign-up system for specialized equipment further ensure fair use and accessibility. Overall, the information systems and technical equipment provided by the College are more than adequate to meet the professional program's requirements, fostering an inclusive, equitable, and technologically advanced learning environment.

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

   Hardware and software maintenance, updating, and replacement occur regularly to ensure sufficiency and reliability across the College. Policies for the definition and replacement of

hardware and software are established by the College Computing Committee in conjunction with the Dean. Faculty computers, as well as those used in facilities, must meet or exceed the specifications defined annually in the computing policy for students or by core specification requirements. New faculty define their initial computing needs as part of their start-up package. For continuing faculty and staff, the hardware replacement cycle is set at four years. Each faculty member is allocated a budget for replacement equipment, which can be supplemented with grant funds or other resources. During the pandemic, special funding was made available to provide tablets necessary for online studio interaction, demonstrating the College's adaptability to emerging needs.

For students, entering cohorts are required to purchase a computer that meets or exceeds the annually updated specifications set by the Computing Committee. This is the only computer mandated by the College, though many students choose to purchase a second device later in their degree program or utilize computer labs for enhanced computing power during critical periods. Students increasingly operate in cloud environments to access additional capacity as needed.

The College's labs and other technology assets follow a staggered replacement cycle. Every four years, all computers and equipment in each lab or technology group are replaced to ensure up-to-date and efficient resources for teaching and learning. This structured replacement schedule, combined with annual policy updates, ensures that hardware and software maintenance, updating, and replacement remain both frequent and sufficient to meet the needs of the College community.

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

   The professional program employs a strategic approach to funding, maintaining, and advancing technology to support learning. Core funding for technology provision and maintenance is derived from differential tuition funds and revenue generated through the operation of digital design equipment. This ensures a consistent stream of resources to meet the program's technological needs.

   Faculty and staff computers are maintained on a staggered four-year replacement cycle, with approximately one-quarter of faculty receiving updated technology each year. Similarly, computer labs are updated on a four-year cycle, one lab at a time, ensuring that technology remains current and effective. The funding for these replacements is allocated as a line item in the annual budget, supported by differential tuition revenue.

   Students contribute to the maintenance and operation of the Media Center and Digital Design Lab through usage fees. These fees cover a portion of the operating costs and replacement requirements for these centers, helping to sustain critical resources for teaching and learning.

   To advance technology and adopt new innovations, the program seeks additional funding sources. This may include grants secured by individual faculty members or negotiated provisions within faculty startup packages. This flexible approach allows the program to stay at the forefront of technological innovation, aligning with the needs of both students and faculty.

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.

The collections available to support the professional program in Landscape Architecture are managed through the University Library System, ensuring access to a wide array of materials and resources beyond the physical College library. The renovated 2,490 sq. ft. library, located on the first floor of Architecture Hall West, focuses on fields directly related to architecture, landscape architecture, and interior design, complemented by an extensive online catalog image collection searchable by name, company, or subject. Although the onsite collection size has decreased since the last accreditation, all materials can be requested and delivered to the College library within 24 hours, maintaining access to essential resources. Acquisition of books, periodicals, and media is funded through the Library System budget, with faculty encouraged to suggest new additions to the collection. This approach ensures that the collection reflects a broad cross-section of publications and materials addressing the diverse social, cultural, economic, political, and scientific forces shaping the field.

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

   Courses integrate library resources through research assignments, projects, and collaboration with library staff. Faculty incorporate library materials into syllabi, guiding students to use the extensive digital catalog, image collections, open access digital textbooks, and tools such as large-format scanners. Faculty also have the opportunity to create tailored library instruction sessions to teach students how to access databases, journals, and interlibrary loans. Faculty and students can request acquisitions to ensure that resources meet evolving needs, making the library a vital part of academic and professional development.

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 library's hours of operation and access to resources are designed to accommodate the diverse needs of faculty and students. During the regular school year, the library is staffed and open from 8:00 AM to 9:00 PM Monday through Thursday, and from 8:00 AM to 5:00 PM on Friday. Outside of these hours, the library's design allows continued access to meeting and lounge spaces, as these areas remain open during the College's regular building hours. The stacks area, which houses physical materials, is locked outside of staffed hours, though the broader library facilities remain accessible, providing flexibility for faculty and students who need collaborative or study spaces beyond standard hours. This configuration ensures convenient and adequate access to resources and facilities.

ADDENDA

Standard 1: Program Mission and Goals

A. Program Long-Range Plan

Standard 2: Program Autonomy, Governance, and Administration

B. Budget Information

Standard 3: Professional Curriculum

C. Curriculum
D. Learning Outcomes Curricular Map
E. Course Syllabi
F. Curricular Assessment Plan

Standard 4: Student Outcomes and Experiences

G. Student Information
H. Alumni Information

Standard 5: Faculty

I. Faculty Information
J. Individual Faculty Records

Standard 7: Facilities, Equipment, and Technology

K. Facilities Information

Accompanying Information:

L. Key Websites
M. Visiting Schedule
N. Curriculum Flow-Chart
O. Undergraduate Course Bulletin 2024-2025, Landscape Architecture course descriptions

A. PROGRAM LONG-RANGE PLAN

University of Nebraska Landscape Architecture Program: Long-Range Strategic Plan (2019-2025)

Introduction: The Landscape Architecture Program at the University of Nebraska is strategically aligned with the University's N2025 Strategic Plan and the College of Architecture's 2025 Strategic Plan. This long-range strategic plan and curriculum assessment outline goals, strategies, and measurable actions within three core focus areas: Connection and Collaboration, Culture and Environment, and Innovation and Impact. This plan aims to strengthen high-quality education, enhance partnerships, and ensure societal and environmental contributions locally and globally while evolving with industry demands and educational excellence.

Alignment with University and College Strategic Plans

- University Strategic Plan: N2025 Strategic Plan
- College Strategic Plan: College of Architecture 2025 Strategic Plan

Program Vision, Mission, and Core Values

- **Vision**: To advance excellence in landscape architectural education through praxis, outreach, innovation, and critical thinking, anchored in the ethos of the Great Plains.

- **Mission**: The program seeks to expand the boundaries of landscape architecture through interdisciplinary thinking and creative practice, emphasizing natural and cultural systems within the Great Plains while maintaining a global perspective.

- **Core Values**:
    - Interconnected Systems: Recognizing the relationship between cultural and natural systems in shaping the built environment.
    - Present Actions, Future Impact: Acknowledging that the future is influenced by today's actions.
    - Empathetic Leadership: Embracing leadership through empathy.
    - Local and Global Perspectives: Bridging local and global understandings.

Educational Goals and Core Areas

1. Connection and Collaboration
Fostering partnerships and interdisciplinary education that strengthen the program's role in advancing landscape architecture locally and internationally.

Key Strategies and Actions

- **Local and National Partnerships**:
    - Strengthen collaborations with local governments, non-profits, and professional organizations to provide design and planning support.
    - Encourage faculty involvement in National and Regional ASLA committees and Professional Practice Networks.
    - Establish partnerships with Federal, State, Tribal, and non-profit organizations for design studio projects.

- **International Partnerships**:
    - Build connections with international partners to expand student recruitment and faculty exchange.
    - Host visiting scholars and collaborate on international research, integrating global perspectives into the curriculum.
- **University-Wide Engagement**:
    - Participate in interdisciplinary research initiatives and include faculty from other departments in curriculum contributions.
    - Host Hyde Lectures, symposiums, and public forums that foster interaction with cultural and natural systems

2. Culture and Environment
Integrating cultural and natural systems within the Great Plains while providing a global perspective to enable students to address diverse environmental contexts.

Key Strategies and Actions

- **Student Recruitment and Retention**:
    - Attract and retain academically talented and diverse students, incorporating landscape architecture elements in early curriculum stages.
    - Participate in College-wide recruitment and retention activities.
- **Diverse Educational Pathways**:
    - Contribute to the Urban Design Certificate and develop a cultural landscape track in Historic Preservation.
- **Faculty and Curriculum Diversity**:
    - Hire faculty from diverse backgrounds and integrate interdisciplinary and global perspectives in courses.
    - Create new courses on global landscape practices, cultural heritage, or indigenous ecological knowledge to support culturally respectful design practices.
    - Expand ecology and environmental science content by offering advanced courses on biodiversity, climate resilience, green infrastructure, and plant science.

3. Innovation and Impact
Promoting critical thinking and creativity to prepare students for challenges in the built environment, both locally and globally.

Key Strategies and Actions

- **Research and Funding Support**:
    - Encourage faculty participation in the University's Grand Challenges Initiatives and support applications for external research funding.
    - Pursue collaborative research that connects students to impactful work within the University and professional landscape architecture settings.
- **Global and Local Relevance**:
    - Engage in joint projects with international partners and present results in global forums to broaden the program's impact.
    - Encourage students to present research at conferences and submit work for awards, advancing the program's reputation.
- **Student-Faculty Collaboration**:

- Develop courses and research projects focused on data-driven design and landscape performance metrics, equipping students with forward-thinking skills.

Conclusion: Through this long-range strategic plan and curriculum assessment, the Landscape Architecture Program aligns with broader University and College priorities while incorporating industry standards and addressing contemporary gaps. By focusing on Connection and Collaboration, Culture and Environment, and Innovation and Impact, the program prepares students for complex challenges in landscape architecture. With continuous curriculum enhancements and interdisciplinary support, the program is well-positioned to lead in education, design, and sustainability from the Great Plains to a global scale.

B. BUDGET INFORMATION

	Current Year 2024-2025	Last Year 2023-2024	2 Years Ago 2022-2023	3 Years Ago 2021-2022	4 Years Ago 2020-2021	5 Years Ago 2019-2020
Personnel						
Tenure-related faculty salary	$265,422.00	$171,340.00	$288,738.00	$213,536.00	$250,187.00	$210,441.00
Full-time non-tenure-related faculty salary	$140,636.00	$138,774.00	$68,384.00	$134,598.00	$61,206.00	$76,078.00
Part-time non-tenure-related faculty salary	$0.00	$0.00	$5250.00	$5250.00	$0.00	$12,500.00
Graduate student employee wages	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Undergraduate student employee wages	$7,155.00	$7,272.00	$5,772.00	$3,516.00	$5,741.00	$0.00
Other personnel salary or wages		$0.00	$0.00	$0.00	$0.00	$0.00
Total personnel	$413,213.00	$317,386.00	$368,144.00	$356,900.00	$317,134.00	$299,019.00
Program support						
Faculty support	$23,761.00	$9,950.00	$10,105.00	$13,870.00	$3,077.00	$4,144.00
Graduate student tuition waivers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Undergraduate student tuition waivers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Graduate student scholarships	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Undergraduate student scholarships	$42,380.00	$43,173.00	$28,844.00	$8,966.00	$0.00	$0.00
Other graduate student support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other undergraduate student support	$597.00	$0.00	$0.00	$0.00	$0.00	$0.00
Guest lecturers and critics	$2,720.00	$1,059.00	$2,765.00	$1,780.00	$0.00	$160.00
Equipment	$4,688.00	$0.00	$0.00	$0.00	$9,248	$0.00
Other	$0.00	$6,451.00	$12,896.00	$1,327.00	$0.00	$3,983.00
Total program support	$74,146.00	$60,632.00	$54,610.00	$25,943.00	$12,325.00	$9,727.00
TOTAL BUDGET	$487,359.00	$378,018.00	$422,754.00	$382,843.00	$329,459.00	$308,746.00

C. CURRICULUM

Required Courses vs Elective Courses

Required Courses	Credit Hours
Landscape Architecture (LARC) Studio	30
Landscape Architecture Non-Studio	90
Total Credits for Degree	**120**

Required Courses	Credit Hours
Landscape Architecture (LARC)	49
Design (DSGN)	24
City and Regional Planning (CRPL)	6
Environmental Sciences (NRES, PLAS)	19
General Studies (ACE courses) *	12
Electives* *	10
Total Credits for Degree	**120**

Electives	Credit Hours
Social Science Elective (ACE 6)	3
Advanced Ecology Elective	3
Open Elective	6
Professional Elective	6
Outside Enrichment Elective	1
Total Elective Credits	**19**

** Some general studies (ACE) courses are included within the Design and Landscape Architecture curriculum.*

*** Electives in this category are not cross listed with any of the categories mentioned above.*

Typical Program of Study

First Year Pre-Landscape Architecture d.ONE

Fall		Spring	
DSGN 101 Introduction to Design	2	DSGN 140 Design History (ACE 5)	3
DSGN 110 Design Thinking	3	DSGN 111 Design Making	4
DSGN 120 Design Drawing	3	DSGN 123 Computers	3
English Comp Elective (ACE 1)	3	Communication Elective 286 (ACE 2)	3
Social Science Elective (ACE 6)	3	Math 104 (ACE 3)	3
Total	**14**	**Total**	**16**

Second Year

Fall		Spring	
LARC 241 History Theory II (ACE 7)	3		
LARC 210 Studio I	5	DSGN 211 Studio	5
LARC 230 Site Systems I MM	3	LARC 231 Site Systems II	3
PLAS 201 Dendrology	3	CRPL 433 GIS	3
PLAS 131 Plant Science (ACE 4)	3	PLAS 153 Soil Resources	4
Total	**17**	**Total**	**15**

Third Year

Fall		Spring	
LARC 461 Urbanism	3	CRPL Intro to Planning (ACE 8)	3
LARC 310 Studio III	5	LARC 311 Studio IV	5
LARC 330 Site Systems III	3	LARC 480 Professional Practice	3
LARC 380 Internship Prep	1	LARC 213 Plants II	3

NRES 220 General Ecology	3		
Total	**15**	**Total**	**14**

Fourth Year

Fall		Spring	
LARC 489 Design Research	3		
DSGN 410 Studio V	5	LARC 411 Studio VI	5
Professional Elective	3	Professional Elective	3
Ecology Elective	3	Open Elective (ACE 9)	3
Outside Enrichment Elective*	1	Open Elective	3
Total	**14+1**	**Total**	**14**

** All students in landscape architecture are required to have an outside enrichment elective including an internship or a study abroad experience.*

Courses Offered Past Year

Course Title	Course Number	Instructor	Credit hours	Contact Hours	Enrolment
First Year Pre-Landscape Architecture d.ONE					
Introduction to Design	DSGN 101	Bahe and Benham	2	3	140-160
Design Thinking	DSGN 110	Wang and various	3	4	40
Design Drawing	DSGN 120	Stanley	3	3	80
Design History	DSGN 140	Porter	3	3	140-160
Design Making	DSGN 111	Bassey and various	4	8	20-25
Computer Applications	DSGN 123	Newton	3	3	80
Second Year					
History Theory II	LARC 241	S.Karle	3	3	15-25
Studio I: Design Foundation	LARC 210	Lindquist	5	12	5-15
Site Systems I	LARC 230	Wang	3	4	5-15
Studio II: Site Design	LARC 211	Wang	5	12	5-15
Site Systems II	LARC 231	Lindquist	3	4	5-15
GIS	CRPL 433	Tang and Nam	3	3	15
Dendrology	PLAS 201	Ameyaw and Powers	3	3	35
Plant Science	PLAS 131	Lee and Li	3	3	35
Soils	PLAS 153	Young and various	4	4	35
Third Year					
Urbanism	LARC 461	D.Karle	3	3	140
Intro to Planning	CRPL 400	Nam	3	3	15-25
Studio III: Advanced Site Design	LARC 310	Wang	5	12	5-15
Site Systems III	LARC 330	Bassey	3	4	5-15
Internship Prep	LARC 380	Karle and Benham	1	1	5-15
Studio IV: Contemporary Issues	LARC 311	Lindquist	5	12	5-15
Professional Practice	LARC 480	Day	3	3	140
Plants II	LARC 213	Todd	3	3	25
Fourth Year					
Design Research	LARC 489	Porter	3	3	140
Studio V: Collaborate	DSGN 410	Karle and Bassey	5	12	15
Studio VI: Advanced Design	LARC 411	Bassey and Benham	5	12	15
Professional Elective: Designing Early Childhood Learning Environments	LARC 492	Karle	3	3	10
Professional Elective: Urbanism and the Catalysts of Change	LARC 492	Lindquist	3	3	10

Professional Elective: Value Choices in Urban Environment: Research and Representation	LARC 492	Wang	3	3	10
Professional Elective: Emerging Paradigms: The Ethics of Hope and Revery in Landscape Architecture	LARC 492	Bassey	3	3	10
Study Abroad					
Summer Rome Study Abroad	LARC 492	Karle	6	6	10

D. LEARNING OUTCOMES CURRICULAR MAP

See digital Addenda

E. COURSE SYLLABI AND STUDENT WORK INDEX

Course Syllabi Index

Course Title	Course Number	Instructor	Credit hours	Year documented
Pre-Landscape Architecture, d.ONE				
Introduction to Design	DSGN 101	Bahe and Benham	2	F24
Design Thinking	DSGN 110	Wang and various	3	F23
Design Drawing	DSGN 120	Stanley	3	F20
Design History	DSGN 140	Porter	3	S24
Design Making	DSGN 111	Bassey and various	4	S24
Computer Applications	DSGN 123	Newton	3	
Second Year				
History Theory II	LARC 241	S.Karle	3	F23
Studio I: Design Foundation	LARC 210	Lindquist	5	F22
Site Systems I	LARC 230	Wang	3	
Studio II: Site Design	LARC 211	Wang	5	F23
Site Systems II	LARC 231	Lindquist	3	
GIS	CRPL 433	Tang	3	S19
Dendrology	PLAS 201	Ameyaw	3	F21
Plant Science	PLAS 131	Lee	3	F 22
Soil Resource	PLAS 153	Young	4	S22
General Ecology	NRES 220	Dauer	3	F21
Third Year				
Urbanism	LARC 461	D.Karle	3	F20

Intro to Planning	CRPL 400	Nam	3	S20
Studio III: Advanced Site Design	LARC 310	Wang	5	F22
Site Systems III	LARC 330	Bassey	3	F23
Internship Prep	LARC 380	Karle and Benham	1	F23
Studio IV: Contemporary Issues	LARC 311	Lindquist	5	S23
Professional Practice	LARC 480	Day	3	S22
Plants II	LARC 213	Todd	3	S23
Fourth Year				
Design Research	LARC 489	Porter	3	
Studio V: Collaborate	DSGN 410	Karle and Bassey	5	F21
Studio VI: Advanced Design	LARC 411	Bassey	5	S24

Student Work Index

Course Title	Course Number	Instructor	Credit hours	Year documented
Pre-Landscape Architecture, d.ONE				
Introduction to Design	DSGN 101	Bahe and Benham	2	F24
Design Thinking	DSGN 110	Wang and various	3	F23
Design Drawing	DSGN 120	Stanley	3	F20
Design History	DSGN 140	Porter	3	F24
Design Making	DSGN 111	Karle, Bassey and various	4	S23
Computer Applications	DSGN 123	Newton	3	F23
Second Year				
History Theory II	LARC 241	S.Karle	3	F23
Studio I: Design Foundation	LARC 210	Lindquist	5	F22
Site Systems I	LARC 230	Wang	3	F23
Studio II: Site Design	LARC 211	Wang	5	F23
Site Systems II	LARC 231	Lindquist	3	F24
GIS	CRPL 433	Tang	3	S19
Third Year				
Urbanism	LARC 461	D.Karle	3	F20
Intro to Planning	CRPL 400	Nam	3	S20

Studio III: Advanced Site Design	LARC 310	Wang	5	F22
Site Systems III	LARC 330	Bassey	3	F23
Internship Prep	LARC 380	Karle and Benham	1	F23
Studio IV: Contemporary Issues	LARC 311	Lindquist	5	S23
Professional Practice	LARC 480	Day	3	S22
Plants II	LARC 213	Todd	3	S23
Fourth Year				
Design Research	LARC 489	Porter	3	
Studio V: Collaborate	DSGN 410	Karle and Bassey	5	F22
Studio VI: Advanced Design	LARC 411	Bassey	5	S24

F. CURRICULAR ASSESSMENT PLAN

Curriculum Assessment Summary for Landscape Architecture Program
The Landscape Architecture program employs a collaborative, faculty-led approach to curriculum assessment and development, ensuring alignment with its mission, goals, and evolving professional demands. Faculty engage in regular evaluation through semester-start retreats, monthly meetings, and semester-end studio reviews. This structured process ensures systematic evaluation of curricular needs, progress tracking, and implementation of faculty-driven initiatives. Strategic planning, including SWOT analyses and annual goal reviews, supports continuous improvement and responsiveness to industry changes.

The 2019 curriculum assessment identified both strengths and areas for growth, providing a foundation for targeted improvements from 2020 to 2025. The program's strengths include comprehensive coverage of design principles, technical skills, environmental sciences, and interdisciplinary collaboration, offering students a solid foundation in landscape architecture. However, gaps were noted in areas such as advanced digital skills, climate resilience, and global and cultural perspectives. These insights guided the development of strategies to enhance the program's effectiveness and prepare students for the demands of modern practice.

The below summary reflects the Landscape Architecture program's dedication to continuous improvement and excellence, addressing curricular needs while equipping students with the skills and knowledge to thrive in a dynamic and evolving profession.

2019 Curriculum Strengths

1. **Comprehensive Coverage of Core Competencies**:
    - Design Process and Theory: Courses cover both foundational and advanced design processes, addressing site-specific solutions that consider environmental and social issues.
    - Skills in Assessment and Evaluation: Focus on evaluating physical, climatic, and cultural contexts, enabling informed design decisions.
    - Communication Skills: Emphasis on verbal, nonverbal, and written communication prepares students to effectively convey ideas and respond to feedback.
2. **Structured Development in Technical Skills**:
    - Construction and Material Knowledge: Curriculum emphasizes materials selection, construction techniques, and design documentation to equip students with practical skills.
    - Quantification and Numeracy: Courses include numerical analysis and metrics for design performance to support data-driven decision-making.
3. **Inclusion of Environmental Sciences**:
    - Provides a strong foundation in environmental sciences, fostering ecologically and socially responsive design.
4. **Interdisciplinary Collaboration Focus**:
    - Encourages collaboration across disciplines such as architecture, plant sciences, and regional planning, broadening students' perspectives and teamwork capabilities.

2019 Curriculum Weaknesses

1. **Limited Advanced Technology and Digital Skills**:
    - Minimal emphasis on advanced GIS applications, digital modeling, or parametric design, which are increasingly critical in modern landscape architecture.

2. **Gaps in Climate Resilience and Green Infrastructure**:
    - Limited advanced courses on climate adaptation strategies, green infrastructure, or low-impact development, which are vital for addressing long-term environmental challenges.
3. **Need for Expanded Global and Cultural Perspectives**:
    - Lack of content on global landscape practices and cultural knowledge, which limits students' ability to design for diverse environments and engage in culturally sensitive design.
4. **Limited Focus on Advanced Ecology and Plant Science Applications**:
    - Lack of advanced coursework on biodiversity, habitat restoration, and ecological management, which would deepen students' ecological expertise.

2020-2025 Strategies for Addressing Curriculum Gaps

1. **Advance Technical Skills and Digital Competencies**:
    - Undergraduate Learning Assistants (ULA): ULA program introduced to support digital skill development through structured tutorials and enhanced integration of technology in design studio and site systems courses.
    - Professional Electives: Developed elective options in advanced GIS analysis and landscape performance, focusing on spatial data visualization, environmental impact assessment, and sustainable design.
2. **Develop Climate Resilience and Green Infrastructure Focus**:
    - Symposium on Design, Ecology, and Horticulture: The 2019 "Nexus" symposium, featuring keynote speaker Nina-Marie Lister, influenced curriculum updates by incorporating expert insights on ecological and horticultural design.
    - Advanced Ecology Electives: Offered specialized topics such as urban forestry to enhance ecological performance and resilience as advanced ecology electives.
    - Climate Adaptation in Design Studio: Embedded focused assignments in LARC 311 studio where students applied climate adaptation principles around heat impacts.
3. **Incorporate Global and Cultural Perspectives**:
    - Study Abroad Options: Revised in 2021-2022 to include a summer program in Rome, enhancing global exposure.
    - Cultural Knowledge Integration: Developed a Tribal Engagement Studio in partnership with the UNL Native American Coalition, focusing on local ecological principles and culturally respectful design.
4. **Commit to Continuous Improvement**:
    - Curriculum Mapping: Faculty adopted the LAAB curriculum mapping template to establish benchmarks for evaluating program outcomes, with strategic planning sessions, faculty feedback, and annual reviews ensuring alignment with accreditation standards and the program's mission.

G. STUDENT INFROMATION

Pre-enrollment Information

	Current Year 2024-2025	Last Year 2023-2024	2 Years Ago 2022-2023	3 Years Ago 2021-2022	4 Years Ago 2020-2021	5 Years Ago 2019-2020
Number Applied	22	21	20	13	7	21
Number Accepted	20	18	15	9	5	13
Number Enrolled	8	7	5	2	4	4

Student Demographics

	Current Year 2024-2025	Last Year 2023-2024	2 Years Ago 2022-2023	3 Years Ago 2021-2022	4 Years Ago 2020-2021	5 Years Ago 2019-2020
Race and Ethnicity						
American Indian/Alaska Native	0	0	0	0	0	0
Asian	1	1	1	1	1	1
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
Black/African American	2	0	0	0	0	1
Hispanic/Latino	3	3	2	1	1	1
White/Non-Hispanic	31	27	21	23	30	28
Mixed	1	2	1	1	1	1
Unknown	4	3	5	8	10	7
Gender						
Male	22	20	16	17	26	21
Female	18	16	14	17	17	18
Other/Prefer not to answer	2	0	0	0	0	0
Student Type						
Domestic	40	34	27	27	36	35
International	2	2	3	7	7	5
Total Students	42	36	30	34	43	39

H. ALUMNI INFROMATION

Degrees Awarded

	Current Year 2024-2025	Last Year 2023-2024	2 Years Ago 2022-2023	3 Years Ago 2021-2022	4 Years Ago 2020-2021	5 Years Ago 2019-2020
Race and Ethnicity						
American Indian/Alaska Native		0	0	0	0	0
Asian		0	0	0	1	0
Native Hawaiian/Pacific Islander		0	0	0	0	0
Black/African American		0	0	0	0	0
Hispanic/Latino		0	0	1	0	0
White/Non-Hispanic		4	7	5	9	5
Mixed		0	0	1	1	5
Unknown		1	0	3	2	0
Gender						
Male		3	5	5	6	4
Female		2	2	5	7	1
Other/Prefer not to answer		0	0	0	0	0
Student Type						
Domestic		1	7	7	12	5
International		4	0	3	1	0
Total Degrees Awarded		**5**	**7**	**10**	**13**	**5**

Alumni Employment Since Last Accreditation

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Present Occupation	Male	Female	Other/Prefer Not to Answer	Total
Graduate Education	2	1		3
Academic Practice		2		2
Private Practice	16	15		31
Government Practice	1	2		3
NGO / Non-profit Practice				
Landscape Horticulture/Design Build	1	2		3
Volunteer Service				
Not Employed in Landscape Architecture		1		1
Unknown	1	1		2
Other				
TOTAL	21	24		

I. FACULTY INFORMATION

Faculty FTE

Rank/Title	Current Year 2024-2025	Last Year 2023-2024	2 Years Ago 2022-2023	3 Years Ago 2021-2022	4 Years Ago 2020-2021	5 Years Ago 2019-2020
Tenure-related Faculty						
Professor	.75	.75	1.15	1.15	1.15	1.15
Associate Professor	2.75	1.50	1.25	1.25	1.25	1.25
Assistant Professor	1	1.25	1.50	1.50	1.50	.50
Non-Tenure-related Faculty						
Full-time	2.25	2.25	1.25	1.25	1.25	2.25
Part-time	0		.25	.25	.25	.25
TOTAL FTE	6.75	5.75	5.40	5.40	5.40	5.40

Faculty Demographics: Gender

	Current Year 2024-2025	Last Year 2023-2024	2 Years Ago 2022-2023	3 Years Ago 2021-2022	4 Years Ago 2020-2021	5 Years Ago 2019-2020
Tenure-related Faculty: Professor						
Male	2	2	3	3	3	3
Female	1	1	1	1	1	1
Other/Prefer not to answer		0	0	0	0	
Tenure-related Faculty: Associate Professor						
Male	4	2	1	1	1	1
Female	1	1	1	1	1	1
Other/Prefer not to answer		0	0	0	0	
Tenure-related Faculty: Assistant Professor						
Male	1	2	3	3	3	2
Female		0	0	0	0	
Other/Prefer not to answer		0	0	0	0	
Non-tenure-related Faculty: Full-time						
Male	2	2	2	2	2	3
Female	1	1	0	0	0	
Other/Prefer not to answer		0	0	0	0	
Non-tenure-related Faculty: Part-time						
Male	0	0	1	1	1	1
Female	0	0	0	0	0	
Other/Prefer not to answer	0	0	0	0	0	
TOTAL FACULTY MEMBERS						
Male	9	8	10	10	10	10
Female	3	3	2	2	2	2
Other/Prefer not to answer	0	0	0	0	0	0

Faculty Demographics: Ethnicity

	Current Year 2024-2025	Last Year 2023-2024	2 Years Ago 2022-2023	3 Years Ago 2021-2022	4 Years Ago 2020-2021	5 Years Ago 2019-2020

Tenure-related Faculty: Professor						
American Indian/Alaska Native	0	0	0	0	0	0
Asian	1	1	1	1	1	1
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0
Black/African American	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
White/Non-Hispanic	2	2	3	3	3	3
Mixed	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Tenure-related Faculty: Associate Professor						
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0
Black/African American	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
White/Non-Hispanic	5	4	3	2	2	2
Mixed	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Tenure-related Faculty: Assistant Professor						
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0
Black/African American	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
White/Non-Hispanic	0	1	2	2	2	2
Mixed	1	1	1	1	1	0
Unknown	0	0	0	0	0	0
Non-tenure-related Faculty: Full-time						
American Indian/Alaska Native	0	0	0	0	0	0
Asian	1	1	1	1	1	1
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0
Black/African American	1	1	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
White/Non-Hispanic	1	1	1	1	1	1
Mixed	0	0	0	0	0	1
Unknown	0	0	0	0	0	0
Non-tenure-related Faculty: Part-time						
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
Black/African American	0	0	0	1	0	0
Hispanic/Latino	0	0	0	0	0	0
White/Non-Hispanic	0	0	1	1	1	1
Mixed	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
TOTAL FACULTY MEMBERS						
American Indian/Alaska Native	0	0	0	0	0	0
Asian	2	2	2	2	2	2
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
Black/African American	1	1	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
White/Non-Hispanic	8	8	9	9	9	9
Mixed	1	1	1	1	1	1
Unknown	0	0	0	0	0	0

Faculty Education and Licensure

Faculty member	Rank 24-24	FTE	BSLA /BLA	MLA	PhD	LA License	Other License
Sarah Karle	Associate Professor	100%	Yes	Yes	No	No	
Kevin Benham	Associate Professor	100%	No	Yes	No	No	
Yujia Wang	POP Assistant	100%	No	Yes	No	No	
Monique Bassey	Visiting Assistant	100%	No	Yes	No	No	
Salvador Lindquist	Assistant Professor	100%	Yes	No	No	Yes	
Kim Todd	Professor	25%	No	Yes	No	Yes	
Yunwoo Nam	Professor	25%	No	No	Yes	No	
Jeff Day	Professor	25%	No	No	No	No	Architecture
David Karle	Associate Professor	25%	No	No	No	No	
David Newton	Associate Professor	25%	No	No	No	No	
Zach Porter	Associate Professor	25%	No	No	Yes	No	
Chip Stanley	Lecturer	25%	No	No	No	No	

Instructional Assignments

Faculty member	Teaching %			Research %	Service %	Admin / other %	TOTAL FTE %
	BSLA/ BLA	MLA	Other				
Kevin Benham		N/A	N/A	46%	7%	22%	100%
Salvador Lindquist	65%	N/A	N/A	25%	10%	0%	100%
Monique Bassey	65%	N/A	N/A	25%	10%	0%	100%
Yujia Wang	80%	N/A	N/A	10%	10%	0%	100%
Sarah Karle	65%	N/A	N/A	25%	10%	0%	100%
Kim Todd	25%	N/A	56%	13%	0%	8%	100%
Yunwoo Nam	25%	N/A	50%	15%	10%	0%	100%
David Karle	25%	N/A	N/A	10%	10%	55%	100%
Jeff Day	25%	N/A	40%	25%	10%	0%	100%
Zach Porter	25%	N/A	50%	15%	10%	0%	100%
David Newton	25%	N/A	50%	15%	10%	0%	100%
Chip Stanley	25%	N/A	75%	0%	0%	0%	100%

Visiting Lecturers/Critics

Name	Field/Specialty	Firm/University/Agency	Date(s)	Contribution
Christina Faw Faw Goodson	Otoe-Missouria tribe and Native language specialist with the National Indian Education Association, co-director of Mellon Grant	Walking in the Footsteps of Our Ancestors Design Studio Working Team	Fall 2024	Community Engagement meetings/design reviews
Jessica Moore Harjo	Otoe-Missouria artist & LA	Walking in the Footsteps of Our Ancestors Design Studio Working Team	Fall 2024	Community Engagement meetings/design reviews
Elsie Whitehorn	THPO, Otoe-Missouria Tribe	Walking in the Footsteps of Our Ancestors Design Studio Working Team	Fall 2024	Community Engagement meetings/design reviews
Melea Hoffman	Researcher, Cultural Anthropologist, THPO, Otoe-Missouria Tribe	Walking in the Footsteps of Our Ancestors Design Studio Working Team	Fall 2024	Community Engagement meetings/design reviews
Cory DeRoin	Director of Development with an indigenous non-profit, the Pawnee Seed Preservation Society	Walking in the Footsteps of Our Ancestors Design Studio Working Team	Fall 2024	Community Engagement meetings/design reviews
Kevin Abourezk	Journalist, Rosebud Sioux Tribe & Indian Country Today	Walking in the Footsteps of Our Ancestors Design Studio Working Team	Fall 2024	Community Engagement meetings/design reviews
Margaret Jacobs	Director and Historian, Center for Great Plains Studies – UNL, co-director of Mellon Grant	Walking in the Footsteps of Our Ancestors Design Studio Working Team	Fall 2024	Community Engagement meetings/design reviews
Theodore Hibbeler	Director, UNL Tribal Extension Office and Native American Coalition, Tribal Extension Educator, Nebraska Extension	Native American Coalition and UNL Tribal Extension Office	Fall 2024	Tribal Engagement Training Sessions
Jose Leal	Landscape Architect	MIG, Native Nation Building Studio	Fall 2024	Community Engagement meetings/design reviews, Lectures
Paul Fragua	Planner and Architect	MIG, Native Nation Building Studio	Fall 2024	Community Engagement meetings/design reviews, Lectures
Brenda Williams	Landscape Architect	Quinn Evans	Fall 2024	Community Engagement meetings/design reviews, Lectures

Kevin Benham	Landscape Architecture	LSU	Fall 2023	Studio and Construction Reviews
Jody Beck	Landscape Architecture	CSU	Spring 2024	Studio Reviews
Dennis Byres	Landscape Architecture	Omaha Parks and Recreation	Fall 2022	Licensure Process and Requirements
Fionn Byrne	Landscape Architecture	University of British Columbia	Fall 2022	Studio Review Critic
Yu-Chung Li	Landscape Architecture	AECON	Fall 2022	Studio Review Critic
Ian Stirling	Landscape Architecture	Stimpson	Fall 2022	Studio Review Critic
Robin Fordyce	Landscape Architecture	Viero	Fall 2022	Studio Review Critic
Jill Primak	Landscape Architecture	Nature Explore	Fall 2022	Nature Explore Workshop and Critic
Thomas Bently	Landscape Architecture	National Parks Service	Fall 2022	Expert and Studio Review Critic
Matt Schafer	Landscape Architecture	Chalk Site Design	Fall 2022	Studio Review Critic
Robin Moore	Landscape Architecure	NC State Nature Learning Initiative	Fall 2022	Nature Playground Workshop
Nilda Costco	Landscape Architecture	NC State Nature Learning Initiative	Fall 2022	Nature Playground Workshop
Martha Schwartz	Landscape Architecture	Harvard University	Fall 2022	Public Lecture and Workshop
Kimberly Garza	Landscape Architecture	Atlas Lab	Spring 2023	Studio Review Critic
Jessica Canfield	Landscape Architecture	Kansas State University	Spring 2023	Studio Review Critic
Kene Okigbo	Landscape Architecture	RDG Planning and Design	Spring 2023	Studio Review Critic
Liang Guo	Landscape Architecture	Chongqing University	Spring 2023	Studio Review Critic
Karen Nalow	Landscape Architecture	Clark Enerson Partners	Spring 2023	Studio Review Critic
LuAnne Wandsnider	Anthropology	UNL	Spring 2023	Seminar Speaker
Roberta Young	Cultural Resources	National Park Service	Spring 2022	Seminar Speaker
Julie Bain	Parks Management	US Forest Service	Spring 2022	Studio Review
Amber Pearson	Parks Management	US Forest Service	Spring 2022	Studio Review
Rose-Marie Muzika	Forest Ecology	Carnegie Museum of Natural History	Spring 2022	Studio Critique
Rebecca Buller	Geography	UNL	Spring 2022	Studio Critique

Brandon Woodle	Landscape Architecture	Smith Group	Spring 2022	Systems Course Workshop
Steven Thomas	Engineering	Smith Group	Spring 2022	Systems Course Presentation
Chad Brintnall	Landscape Architecture	Smith Group	Fall 2021	Drawing Workshop
De Nichols	Media/Social Justice	UX Research U-TUBE	Fall 2021	Social Justice Seminar
Joonyon Kim	Landscape Architecture	Stoss Landscape Urbanism	Fall 2021	Studio Review
Matt Langan	Landscape Architecture	Stimson Studio	Fall 2021	Systems Presentation
Cathy DeAlmeida	Landscape Architecture	University of Washington	Spring 2021	Studio Critic
Anna Thurmayr	Landscape Architecture	University of Manitoba	Spring 2021	Studio Review
Delores Silkworth	Landscape Architecture	Confluence	Spring 2021	Mock Interviewer
Dennis Bryers	Professional Practice	Omaha Parks	Fall 2021	Lecture on Licensure
Jeffrey Hou	Landscape Architecture	University of Washington	Fall 2021	Public Lecture
Jarrid Lauer	Computational Media	Olsson Associates	Fall 2021	Lumion Workshop
Sarah Jensen	Graphics	Olsson Associates	Fall 2021	Graphics Workshop

J. INDIVIDUAL FACULTY RECORDS

Faculty member
Monique Bassey
Kevin Benham
Jeff Day
Sarah Karle
David Karle
Salvador Lindquist
Yunwoo Nam
David Newton
Zach Porter
Chip Stanley
Kim Todd
Yujia Wang

Name: Monique Bassey

Rank: Visiting Assistant Professor

Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
University of Arizona	2	Master of Landscape Architecture / 2014
University of Arizona	5	Bachelor of Architecture / 2011

Teaching Experience:

Institution	Years Taught	Subjects
University of Nebraska	2	Design Studios, Seminar, and Site Systems III
Louisiana State University	2	Design Studios, Seminar, and Site Systems III

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
SmithGroup	5	Landscape Designer
MIG. Inc	2	Landscape Designer
Trust for Public Land	4 months	Project Manager
JZMK Partners	4 months	Summer Architectural Intern
Vitality Furniture Group	4 months	Summer Architectural Intern
Burdge & Associates	4 months	Summer Architectural Intern
SOM	1 Month	Winter Intern

Professional Registration: None

Professional & Academic Activities:

2022 – Present	Vice President of Communication, Board of Trustees. American Society of Landscape Architecture
2022 – Present	Committee Member, Landscape Architecture Magazine Committee. American Society of Landscape Architecture
2022	Jury Member, Student Awards Jury. American Society of Landscape Architecture
2022	Committee Member, Climate Action Plan Committee. American Society of Landscape Architecture
2021 – Present	Emerging Professionals Committee Member, Black Landscape Architects Network
2021 – 2022	President Elect, Northen California American Society of Landscape Architects (NCC-ASLA)
2019 – 2021	Vice President, Northen California American Society of Landscape Architects (NCC-ASLA)

Publications:

2024	Presenter, European Council of Landscape Architecture Schools (ECLAS) Conference. Brussels, Belgium

2024	Fellows Best Poster Award Honorable Mention. Council of Educators in Landscape Architecture (CELA) Poster Presentation.
2024	Presenter, American Society of Landscape Architecture ASLA Landscape Architecture Conference. Washington District of Columbia.
2023	Presenter, International Federation of Landscape Architecture (IFLA) World Congress. Nairobi, Kenya
2022	Presenter, American Society of Landscape Architecture (ASLA) Landscape Architecture Conference. San Francisco, CA.
2022	Presenter, LABASH Conference. Louisiana State University.

Contribution:
I bring a dynamic combination of academic, professional, and leadership experience to the UNL Landscape Architecture program. With over four years of teaching design studios, seminars, and technical courses like Site Systems III at both UNL and LSU, I connect theoretical knowledge with real-world applications drawn from my professional practice at firms like SmithGroup and MIG, Inc. My leadership roles with the American Society of Landscape Architects and Black Landscape Architects Network reflect my commitment to advancing diversity, equity, and sustainability in the field. Through global presentations and award-winning research, I foster innovation and critical discourse, aiming to inspire students to become socially responsible and globally aware landscape architects. My experience and network strengthen the program's academic offerings and its connection to the broader profession.

Name: Kevin Benham
Rank: Associate Professor
Department or unit: Landscape Architecture Program

Education:

Institution	Years Attended	Degree/Date Granted
Harvard University	1998-2001	MLA June 2001
University of Michigan	1991-1995	M.Arch. June 1995
Kalamazoo College	1983-1987	B.A. June 1987

Teaching Experience:

Institution	Years Taught	Subjects
University of Nebraska	2024-Present	Introduction to Design, Internship Preparation
Louisiana State University	2017-2024	First-Year Studio Undergrad and Graduate, Detailing, Contemporary Theory
South Dakota State U	2015-2017	Studio, Planting Design, Construction

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
RoTo Architects Los Angeles, California	1	Landscape Architecture Consultant
Winston Flowers Garden Design	1	Designed and Installed Landscapes
atelier mobius	ongoing since 2007	collaboration with Beth Gibb, competitions

Professional Registration:
N/A

Professional & Academic Activities:

Bogliasco Foundation Fellowship	Bogliasco (Genova) Italy	Sept.-Oct. 2024
Prince Charitable Trust/Kate Lancaster Brewster Rome Prize	Rome, Italy	2020-2021
Venezia Contemporanea	Venice, Italy	2021
Villa Lena Foundation Fellowship	Tuscany, Italy	2019

Publications and Lectures:

ECLAS Conference: Regenerative Landscapes *'Disruptive Ecologies: 'Mile Long Burn' and 'Broken Kilometer'* Universite libre de Bruxelles Faculte d'Architecture, Brussels, Belgium, 7-10 September 2024*

Conversazione: Gallery Talk with Kevin Benham & Ludovico Geymonat *'Pasqua and Volterra'* LSU Museum of Art at The Shaw Center for the Arts, Baton Rouge, La. January 27, 2023

International Federation of Landscape Architects (IFLA), '*Disruptive Ecosystems'*, Seoul Korea, September 2022*

International Federation of Landscape Architects (IFLA), '*Mile Long Burn"*,Oslo, Norway, October 2019*

European Conference on Defence and the Environment (ECDE), '*Military, Art & Environment: Creating New Habitat and Increased Biodiversity for Fågelriket (the Avian Kingdom) in Sweden through Mediated Ecological Disturbance',* Stockholm, Sweden, May 2019*

Contributions:
In the past few years, my research and work has focused on landscape phenomena and the temporal qualities inherent in the discipline of landscape architecture. To that end, I have been producing temporal and ephemeral installations that reveal phenomena requiring careful observation through space and time. This body of work takes cues from the minimalist art of the 1960's and 1970's in the United States and builds on that movement by elucidating an understanding of underlying biological and/or meteorological systems. This work seeks to push and extend the boundaries of landscape architecture and fine art, by capitalizing on ideas of erasure and disruptions or fractures in existing ecosystems to increase biodiversity. Additionally, the work explores a variety of materials and as a result, this process tests the boundaries of the discipline of landscape architecture as well as the materials used in constructing these installations.

Name: Jeffrey L. Day, FAIA, NCARB

Rank: Professor

Department or unit: Architecture & Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
Harvard College	1984-1988	AB, Magnum cum Laude with Highest Honors Visual and Environmental Studies, 1988
U.C. Berkeley	1990-1995	M.Arch, 1995

Teaching Experience:

Institution	Years Taught	Subjects
University of Nebraska	2000-2024	Multi-disciplinary studios including designbuild; Professional Practice; Architectural & Landscape Arch. Theory; design thinking; Basic Design; Visual Literacy

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Actual Architecture Co.	2018 – present	Founding Partner, Architect
Min | Day	2003-2018	Founding Partner, Architect
FACT designbuild studio	2001 – present	Director
Fernau & Hartman Architects	1996-2000	Project Architect
Lahn Architects	1995	Project Manager/Designer
Burks-Toma Architects	1989-1992	Project Manager/Designer
Bruce Beasley, sculptor	1989-1992	Studio Assistant
William R. Sepe, Architect	1984 and 1988	Intern Architect
Childs, Bertman, Tsekares, and Casendino,	1987	Intern Architect
Chapman Lisle Mansfield	1986	Architect's Assistant
Robert Wilson (theatre artist)	1984	Design Assistant
Architects Alliance	1982-1984	High School Intern

Professional Registration:
California (Architect), 1996, C 26653
NCARB certification 2002
Nebraska (Architect), 2002, A-3278
Iowa (Architect, 2024, ARC08661

Professional & Academic Activities:
NAAB President Elect, 2024
ACSA At-Large Director, 2019-2022
Director of the Architecture Program, UNL, 2012-2017

Publications (Lectures & Awards, 2019-2024):
Architalx, Portland, Maine, invited lecture, Nonsite Specific, April 22, 2024
Texas A&M University, Dept. of Arch., invited lecture, Nonsite Specific, Oct. 16, 2023
AIA South Dakota, keynote lecture, Whichcraft, September 15, 2022
AIA Nebraska Conference, plenary lecture, "Omaha Mobile Stage: post-pandemic placemaking", Sept. 9, 2022
AIA Colorado Practice & Design Conf., keynote lecture, Beyond Ruralism, Oct. 6, 2021
AIA Central States, invited lecture, Whichcraft, September 24, 2020
AIA Eastern Tennessee Chapter Design Feed, invited lecture, Whichcraft, Sept. 22, 2020
University of Tennessee Knoxville, invited lecture, Whichcraft, September 21, 2020
AIA Wisconsin, conference keynote lecture, Whichcraft, April 2020
AIA Cincinnati VISION, invited lecture, Whichcraft, June 20, 2019

Kansas State University, invited lecture, Cowboys & Farmers, April 10, 2019
American University of Sharjah, UAE, invited lecture, Whichcraft, March 2019

BUILD Magazine, Best Architecture & Design Firm – Nebraska, 2023 Design & Build Awards
Northwest Arkansas Design Excellence Program, Walton Family Foundation, selected 2022
SARA National Design Awards, Excellence Award and Category Winner (Wanaka Wedge House) 2024
SARA New York, Award of Honor (Omaha Mobile Stage) 2024
SARA New York, Award of Excellence (Bemis LOW END, with FACT) 2024
Architect's Newspaper Best of Design, Editor's Pick (Sylvan Lake House) December 2023
Architect's Newspaper Best of Design, Editor's Pick (Bemis LOW END, FACT) Dec. 2023
SARA National Design, Honor Award (Omaha Mobile Stage, with FACT) October 2023
AIA/ACSA Housing Design Education Award, Hon. Mention (NEw Attainable House) 2023
ACSA Design Build Award (Omaha Mobile Stage) 2023
23rd Annual ARCHITECT Residential Architect Design Awards, Honor Award (Wanaka Wedge House) 2022
The Plan Award 2021, Winner "House | Completed" category (Wanaka Wedge House) The Plan Magazine, 2021
Residential Design Architecture Awards, Citation (Wanaka Wedge House) April 2021
Dezeen Awards 2020, longlisted project (Wanaka Wedge House) August 2020
Progressive Architecture Citation Award (The Grocery), 66th annual P/A Awards, ARCHITECT Magazine, 2019
AIA Central States Region Merit Award (St. Mary's Campus) September 2024
AIA Central States Region Citation Award (24J Houses) September 2024
AIA Central States Region Honor Award (Wanaka Wedge House) September 2023
AIA Central States Region Merit Award (Sylvan Lake House) September 2023
AIA Central States Region Honor Award, Unbuilt (DVLP Basketball) November 2022
AIA Central States Region Honor Award, Interior Arch. (Bemis LOW END) November 2022
AIA Central States Region Honor Award, Architectural Detail (AVA) November 2022
AIA Central States Region Merit Award-unbuilt (Sheridan Cty. 4H) FACT+ ActualAC, 2020
AIA Central States Region Merit Award-small project (Cochran Park Bench\Sign) 2019
AIA Central States Region Merit Award-unbuilt (The Grocery) 2019
AIA Nebraska Citation Award for Architecture (Sylvan Lake House) November 2023
AIA Nebraska Honor Award for Architectural Detail (3_4_5 Table) November 2022
AIA Nebraska Honorable Mention for Unbuilt Architecture (DVLP Basketball) Nov. 2021
AIA Nebraska Built & Unbuilt Merit Award, (Neighbor-Type House) with Q. McFadden & J. Schacher, 2021
AIA Nebraska Honor Award for Architecture (Wanaka Wedge House) November 2020
AIA Nebraska Honor Award for Architectural Interiors (Bemis LOW END) November 2020
AIA Nebraska Honor Award for Unbuilt Architecture (Sheridan County 4H) November 2020

Contributions:
Jeffrey L. Day, FAIA is Professor of Architecture and Landscape Architecture at the University of Nebraska-Lincoln and founding partner of Actual Architecture Company, a design practice drawing on backgrounds in art, landscape, and architecture to provide informed design for a broad range of clients, sites, and projects – from individuals to cultural institutions, urban to rural settings, and furniture to urban masterplans. Day was formerly principal of the San Francisco and Omaha-based firm Min | Day. Day is a graduate of Harvard College and U.C. Berkeley where he received his M.Arch degree. At Nebraska Day runs FACT, an interdisciplinary designbuild studio that engages non-profit clients and communities in collaborations that span design and construction. Day's practice has garnered numerous awards including a 2022 Residential Architect Design Award, The Plan Award 2021, a 2019 Progressive Architecture Award, the Architectural League of New York's 2016 Emerging Voices, Architectural Record's 2009 Design Vanguard, the 2007 AIA California Council's Emerging Talent award, New Practices San Francisco 2009, Residential Architect's 2010 Rising Star, over 100 project awards from AIA, ACSA, IDEC, and other programs.

Day's work has been exhibited at the Nebraska History Museum, Museum of Design Atlanta, Sheldon Art Museum, Bemis Center for Contemporary Arts (4 shows), Kaneko (2 shows), little gallery (Omaha), Luggage Store (San Francisco), Eli and Edythe Broad Art Museum (East Lansing), Ide@s Gallery (Shanghai), AIA San Francisco Gallery, Smart Museum (Chicago), Center For Architecture (New York), Harvard University Carpenter Center for Visual Arts, and numerous other university galleries. Day's projects have been published widely and he speaks frequently at venues worldwide.

Name: Sarah Karle
Rank: Associate Professor
Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
Harvard	2008-2010	Master of Landscape Architecture (M.L.A.)
Louisiana State University	2000-2005	Bachelor of Landscape Architecture (B.L.A)

Teaching Experience:

Institution	Years Taught	Subjects
University of Nebraska	2010-Present	Design Studios and History Lecture

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
EDAW	2008	Intern Landscape Designer
Hughes Good O'Leary and Ryan, Atlanta, GA	2005-2008	Landscape Designer
Edward D. Stone and Associates (EDSA	2005	Landscape Designer
P.L. Design	2004	Intern Landscape Designer

Professional Registration: None

Professional & Academic Activities:

2023-2024 Interim, Program Director of Landscape Architecture

2023 Member, American Society of Landscape Architecture Historic Preservation Professional Practice Network

2020 Present Affiliate Fellow, UNL Center for Research in the Digital Humanities

2016 Present Fellow, Center for Great Plains Studies

2018-2024 Member, Center for Transformative Teaching Advisory Board, University of Nebraska-Lincoln

Awards:

2022 Outstanding Paper Award, Council of Educators in Landscape Architecture. Landscape Research Record 10. (March 2022)

2017 College of Architecture Distinguished Teaching Award, University of Nebraska-Lincoln

Publications:

*Karle, S.T. and Bentrup, Gary. "Design of Productive and Regenerative Food Systems Through a Landscape Architecture Studio Framework." Landscape Research Record 12 (March 2024): 49-60.

*Karle, S.T., Weakly, Laura, and Bentrup, Gary. "A Cultural Landscape Archive: Digitizing the New Deal's Prairie States Forestry Project." Landscape Research Record 10 (March 2022): 96-108.

*Karle, S.T. and Carmen, Richard. "Digital Cultural Heritage and Rural Landscapes: Preserving the Histories of Landscape Conservation in the United States." Built Heritage Journal (March 2020).

*Brown, S., Karle, S.T., and Kelly, B. "An Evaluation of Applying Blended Practices to Employ Studio-Based Learning in a Large-Enrollment Design Thinking Course." Contemporary Educational Technology 6, no. 3 (October 2015): 260–280.

*Karle, S.T., and Karle D. "200 Million Trees: Fabricating a Rain-Making Scheme." Journal of Architecture Education 69, no. 1 Crisis (March 2015): 54–57.

Digital Humanities Research Project:
Director of the Prairie States Forestry Digital Archive. A comprehensive record of archival maps and planting records, along with a photography collection, that documents the tree-planting efforts. associated with the New Deal's massive Prairie States Forestry Project between 1935 and 1942.
https://prairiestatesforestry.unl.edu

Funded Grants:

2024-2027 UNL Grand Challenges Catalyst Grant ($2,667,222), Title: Transforming Environments: Promoting Children's Health, Development and Learning Indoors, Outdoors, and Beyond. Role Co-PI (PI Anne Schutte)

2022-2024 UNL Grand Challenges Planning Grant ($148,769), Title: Advancing Cutting-Edge Research and Practices to Increase Access and Use of Green Space and Outdoor Play in Early Childhood Settings. Role: Co-I (PI Anne Schutte)

2022-2023 Timberlyne ($5,000), Title: Rural Possibilities for Mass Timber Design: A Collaborative Design Research Partnership. Role: Co-PI (PI Harpster, M.)

2022-2023 UNL Extension Early Childhood Health Outdoors ($2,000), Title: NLI Early Childhood Workshop. Role PI (Co-PI Harpster, M.)

2021-2024 United States Forest Service Cost Reimbursable Agreement ($10,000), Title: Prairie States Forestry Project Digital Archive. Role: PI (Co-PI Bentrup, G.) #19-CR-11330152-046

2019-2024 United States Forest Service Cost Reimbursable Agreement ($19,617), Title: Prairie States Forestry Project Digital Archive. Role PI (Co-PI Bentrup, G) #19-CR-11330152-046.

Contributions:
In the last five years, I have advanced landscape architecture's understanding of cultural landscapes and community engagement. As Director of the Prairie States Forestry Digital Archive**,** I have preserved critical historical data that underscores landscape design's role in forestry, supporting cultural conservation research and education. My publications enhance knowledge of regenerative landscapes, highlighting social and cultural dimensions. Additionally, as Co-PI on the UNL Grand Challenges Catalyst Grant**,** I work on projects promoting healthier outdoor environments for early childhood education, strengthening community connections to green spaces and advancing culturally informed, community-centered landscape architecture.

Name: David Karle

Rank: Associate Professor

Department or unit: Architecture and Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
University of Michigan	2	Master of Architecture / 2006
University of Michigan	4	Bachelor of Science in Architecture / 2001

Teaching Experience:

Institution	Years Taught	Subjects
University of Michigan	1	Architecture Design Studio
University of Nebraska	14	Design studio and Urbanism course

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Mack Scogin and Merrill Elam	3	Design coordinator

Professional Registration: None.

Professional & Academic Activities:
University of Nebraska-Lincoln, Director, Architecture Program, University of Nebraska-Lincoln, College of Architecture. Responsible for leading the Architecture Program's 12 full-time and 25 Lecture/T faculty and 400+ students. Responsible for overseeing the budget, recruiting, faculty development, and curriculum for two degree programs, one of which is NAAB accredited.

AIA-Nebraska – Board of Directors (Ex officio member)

Publications:
*Karle, D., Weak, C., "Bless This Mess: Complex Rural Realities in an American Sitcom." In *Rural Imaginations for a Globalized World*, edited by Esther Peeren. (Netherlands: Brill, Thamyris/Intersecting series, 2024).

*Karle, D., "Post-Extraction: From Sand to Fabricated Lakes," *ZARCH: Journal of Interdisciplinary Studies in Architecture and Urbanism*, No. 23 (2024).

*Karle, D., D. McIntyre, "Revealing Iowa 80: How Experience Economy Shapes The World's Largest Truckstop," 2022 *Architecture, Media, Politics, Society (AMPS)* International Conference. The University of Calgary. Spring 2022.

*Karle, D., "Piggybacking Historic Architecture: Air Rights and the Subdivision of Space" *ANUARI,* No. 1. Editor: Ivan Cabrera. Universitat Politècnica de València Press and the Borriana Cultural Association. (2021).

Bahe L. and Karle, D., "Professional Preparatory Programming: An Inclusive Approach," 2022 *IDEC National Conference*. March 1-4, 2022. Remote presentation due to COVID-19.

Karle, D. and Bahe L., “Inclusive Mindset: Remote Professional Summer Experience,” 2021 Association of Collegiate Schools of Architecture 109th Annual Meeting. March 24-26, 2021. Remote presentation due to COVID-19.

2022 IA/ACSA Practice and Learning Honorable Mention Award. Co-Authored with Mark Bacon, BVH Architecture. The award is meant to discover and recognize “best practice” examples of highly effective teaching, scholarship, and outreach in the areas of professional practice and leadership.

2021 AIA Nebraska Architectural/Design Education. Recognizes a living person of esteemed character who has rendered distinguished service to the profession of architecture design or to the arts science in a Nebraska institution of higher learning.

2020 Annis Chaikin Sorensen Award. The Annis Chaikin Sorensen Award is an annual University of Nebraska-Lincoln award presented to recognize an individual for his/her outstanding teaching in the humanities.

2019 Faculty Award for Excellence in Teaching, College of Architecture. The College of Architecture Faculty Award for Excellence in Teaching is presented in honor and recognition of a meritorious and sustained record of excellence in teaching and innovation related to a teaching program.

Contributions:
For the last five years, I have taught a required course in the landscape architecture program (LARC 461), which covers historical and contemporary approaches to patterns of urbanism. One component of the class focuses on furthering and deepening students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Name: Salvador Lindquist

Rank: Assistant Professor

Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
University of Michigan	1.5	Master of Urban Design/2019
University of Nebraska	5	BSD & BLA/2014

Teaching Experience:

Institution	Years Taught	Subjects
University of Nebraska	4.5	Design studio, Site systems, Design making, Spatial justice, Urban design theory
University of Michigan	.5	Sustainable systems

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
SmithGroup	4	Urban design, urban planning, site design

Professional Registration: 2018 - 2020 Licensed Landscape Architect - Michigan (ID 3901001714)

Professional & Academic Activities:
Dr. Lee J. & Dorothy P. Enright Endowed Professorship. Understanding the Impacts of Extreme Heat on Vulnerable Populations. Endowed Professor, $15,000. July 1, 2024 – June 30, 2025. Status: Awarded.

UNL Grand Challenges Initiative. Transforming Environments: Promoting Children's Health, Development, and Learning Indoors, Outdoors, and Beyond. Co-Investigator, $2.67 million. September 1, 2024 – August 31, 2029. Status: Awarded.

Mellon Foundation Monuments Project. Walking in the Footsteps of Our Ancestors: Re-Indigenizing Southeast Nebraska. Creating Land-Based Commemorations Advisory Board, $1.58 million. November 1, 2023 – October 26, 2026. Status: Awarded.

Landscape Architecture Foundation Deb Mitchell Grant. HEAT WAVES: Visualizing Thermal Disparities. Primary Investigator, $25,000. June 1, 2023 – August 31, 2024. Status: Completed.

Council of Educators in Landscape Architecture Bob Cardoza CLASS Grant. HEAT WAVES: Designing a Heat Action Plan to Mitigate Disproportionate Impacts of Urban Heat Island Effect in Underserved Communities in Omaha, NE. Primary Investigator, $25,000. January 15, 2023 – December 15, 2023. Status: Completed.

NU Foundation Layman Award. Beyond Compliance: Accessibility in Greenway Planning and Design. Primary Investigator, $9,959. August 1, 2022 – December 31, 2023. Status: Completed.

Landscape Architecture Foundation Case Study Investigation (CSI). The Dequindre Cut Greenway. Primary Investigator, $5,600. February 2, 2022 – August 3, 2022. Status: Completed.

Undergraduate Creative Activities & Research Experiences Fund (UCARE). Advisor, $29,280. 2021–2024.

Center for Transformative Teaching Grant. Artscapes in Marginalia. Primary Investigator, $1,000. August 1, 2021 – August 1, 2022.

Publications:

Book Contributions

Fritz, D., Muzika, R.M., Anania, K., Buller, R., Lindquist, S. (2023). Field Guide to a Hybrid Landscape. University of Nebraska Press.

Lindquist, S. (2022). Spatial Justice: Design Agency in the Production of Space. In E. Cain, R. A. Filback, & J. Crawford (Eds.), Cases on Academic Program Redesign for Greater Racial and Social Justice (pp. 41–64). essay, Information Science Reference.

Refereed Articles

Lindquist, S, & Gibbons, K. (2024). Infrared Chorographies: Visualizing Thermal Disparities. Journal of Digital Landscape Architecture (JoDLA) 9.

Lindquist, S. (2024). A Tentacular Guide to a Hybrid Landscape: Interpreting Narratives in the Nebraska Hand Planted Forest. Landscape Research Record (LRR) 12.

Armstrong, J., Lindquist, S, Cope, S. (2023). Parametric Planting Design: Algorithmic Methods for Resilient Communities. Journal of Digital Landscape Architecture (JoDLA) 8.

Lindquist, S., & Sutton, R. K. (2015). Storing Carbon in Green Roofs: Above- and Below-Ground Biomass of Blue Grama and White Stonecrop. RURALS: Review of Undergraduate Research in Agricultural and Life Sciences, 9(1). https://doi.org/http://digitalcommons.unl.edu/rurals/vol9/iss1/1

Editorially-Selected Articles

Lindquist, S., & Riley, K. (2023). The Dequindre Cut Greenway Methods. Landscape Performance Series. Landscape Architecture Foundation.

Lindquist, S. (2019). Bustees to Blots: The Bangladeshi Pursuit of Community. Agora Journal of Urban Planning and Design, 76–83.

Lindquist, S., & Eric, M. (2019). Power Plant Power. Scenario Journal 07: Power. https://doi.org/https://scenariojournal.com/article/power-plant-power/

Research Reports

Lindquist, S., & Gibbons, K. (2024). Thermal Toolkit: Technologies and techniques for visualizing heat. Landscape Architecture Foundation (Deb Mitchell Award).

Lindquist, S. (2024). Omaha Heat Resilience Guide: Visualizing Heat Inequities and Prototyping Cool Landscapes. Landscape Architecture Foundation (Deb Mitchell Award).

Contributions:

My teaching and research concentrations focus on themes surrounding climate and environmental justice through community-engaged approaches to design and environmental assessment in the Great Plains. My teaching and research are reciprocal, and many of my research accomplishments are focused on the role of design as a tool to visualize socio spatial disparities as a form of recognition to enact positive change. I have delivered and developed seven courses in both the Landscape Architecture (LARC) and Design (DSGN) curricula. I currently teach a combination of design studios, a systems course, and a professional elective.

Name: Yunwoo Nam

Rank: Professor

Department or unit: Community and Regional Planning

Education:

Institution	Years Attended	Degree/Date Granted	
University of Pennsylvania	5	Ph.D in City and Regional Planning	2004
University of Pennsylvania	2.5	M.A. in City and Regional Planning	1999
Yonsei University	2.5	M.A. Public Administration	1992
Yonsei University	4	B.A. Sociology	1989

Teaching Experience:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	19	Community and Regional Planning, GIS, Active and Heathy Community
University of Pennsylvania	1	Planning Method
Yonsei University	2	Public Administration

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
University of Pennsylvania	1	Research Associate
University of Pennsylvania	2	GIS and Social Statistics Consultant
Yonsei University	2	Lecturer
Yonsei University	2	Researcher
GiRimGongYoung	1.5	Project Consultant

Professional Registration:
Certified GIS Professional (GISP)

Professional & Academic Activities:
- ACSP (Association of Collegiate Schools of Planning) Global Planning Education Committee, 2023-2025
- ACSP (Association of Collegiate Schools of Planning) /Kauffman Foundation Award Task Force, 2019 -2024
- Nebraska Governor's Commission on Asian American Affairs, Board member, 2024-2028
- Editorial Board for Global Encyclopedia of Public Administration, 2019-2020
- Journal Editorial Board, editorial board member, Journal of the Korean Regional Development Association, 2016-2020
- National Science Foundation (NSF), Panel Review, Smart and Connected Communities Program, 2018 - 2022

Projects (selected):
- Disaster Risk Awareness and Housing Resilience Planning for the HUD-MID areas in Nebraska (Co-PI) Nebraska Department of Economic Development (Prime Sponsor: U.S. Department of Housing and Urban Development) , $1,000,000, Jan. 2024- Dec. 2025

- Study of Housing Availability, Development, Zoning, Planning and Policies in York, NE. (Co-PI) City of York, $7,000, July 2023 – June 2024
- Transportation Barriers to Vision Care for the Visually Impaired, (Co-PI) Mid-America Transportation Center (MATC) (Prime Sponsor: U.S. Department of Transportation), $84,986, 2023-2024
- Develop a Downtown Development Plan & City Economic Development Plan for Bennet, NE (Co-PI) City of Bennet, NE, $7,000, 2023-2024
- NACO County Official Online Learning, (Co-PI) Nebraska Association of County Officials, $ 58,383, Year 1: Jan.2021-Dec.2021, Year 2: Jan.2022-Dec.2023 Year 3: Jan. 2023 - Dec.2023
- Modeling Pedestrian and Bicyclist Crash Exposure with Location-Based Service Data Nebraska (PI) Department of Transportation, (Primary sponsor: U.S. Department of Transportation-FHWA), $ 184,629, July 2022 – May 2024
- Nebraska Rural Health Planning, (PI) Nebraska State, Department of Health and Human Services, (Primary Sponsor: U.S. Department of Health and Human Services – Health Resources & Services Administration) $ 36,134, 2022 –2023
- Food Security Planning for Southeast Nebraska, (Co-PI) Southeast Nebraska Development District, $ 7,500, Aug. 2022 - Aug 2023
- Beatrice Downtown Revitalization Plan, (Co-PI) City of Beatrice, $ 8,000, Jan – May 2022
- Nebraska Rural Health Policy, (PI) Nebraska State, Department of Health and Human Services, (Primary Sponsor: U.S. Department of Health and Human Services – Health Resources & Services Administration) $ 35,000, May 2021 – May 2022
- Building Healthy Communities for Active Aging In Place, (PI) Layman New Direction Grant, University of Nebraska, $ 10,000, August 1, 2020 to July 31, 2021
- Nebraska Rural Health Assessment, (PI) Nebraska State, Department of Health and Human Services, (Primary Sponsor: U.S. Department of Health and Human Services – Health Resources & Services Administration) $ 31,000. May 2020 – May 2021
- In-Situ Comparison of Landfill Gas Emission through an Intermediate Cover with Linear Low Density Polyethylene (LLDPE) or Co-Extruded Ethylene Vinyl-alcohol (EVOH) Geomembranes (Co-PI) System Science, Collaboration Initiative Seed Grant, $ 150,000, July 2019 – June 2021
- Nebraska Rural Health and Primary Care, (PI) Nebraska State, Department of Health and Human Services, (Primary Sponsor: U.S. Department of Health and Human Services – Health Resources & Services Administration) $ 31,000, May 2019 – May 2020
- Assessing Community Impact and Engineering Performance of Novel Landfill Management to Reduce Adverse Effects, (PI) Interdisciplinary Grant, John C. and Nettie V. David Memorial Trust Fund, Research Council, University of Nebraska, $ 20,000, Jan.1, 2019 – April 25, 2021.
- Reduction of Landfill Gas Emission through an Interim Cover with Co-Extruded EVOH Geomembrane in Nebraska Landfills. (Co-PI) The Nebraska Environmental Trust, $ 233,974, July 2018 – June 2020
- Collaborative Research: Estimation of Landfill Gas Emission through a Final Cover with Ethylene Vinyl-alcohol Geomembrane and Environmental Impact. (Co-PI) System Science Collaboration Initiative, University of Nebraska, $ 20,000, Sept. 2018 – Aug. 2019
- Nebraska Rural Health and Primary Care – Geospatial analysis, (PI) Nebraska State, Department of Health and Human Services, (Primary Sponsor: U.S. Department of Health and Human Services – Health Resources & Services Administration) $ 35,000, May 2018 – May 2019

- Human-centric sensing platform to assess neighborhood physical disorder. (Co-PI) National Science Foundation, REU (Research Experience for Undergraduate supplement), 2017 –2019
- Revealing Hidden Safety Hazards Using Workers' Collective Bodily and Behavioral Response Patterns – Supplement: Human-centric sensing platform to assess neighborhood physical disorder. (Co-PI) National Science Foundation (NSF), $ 69,999, 2016 – 2019

Publications (Selected):

- Nam, Y., Hawkins, J., Butler, D., Aldridge, N., Elayan, M., Yoo, K., Modeling Pedestrian and Bicyclist Crash Exposure with Location-Based Service Data, USDOT, Final Report SPR-FY23(025), May 2024.
- Bloom, H., and Nam, Y., Analyzing Commemorative Cultural Landscapes Utilizing Geospatial Information and Content Analysis, Center for Great Plains Studies, May 2024.
- Ng, H.R, Zhong, X, Nam, Y., and Youn, J.H., "Deep Learning-based Approach for Automated Detection of Irregular Walking Surfaces for Walkability Assessment with Wearable Sensor" Applied Sciences, 2023, 13, 13053.*
- Ng, H.R., Sossa, I., Nam, Y. and Youn, J.H., "Machine Learning Approach for Automated Detection of Irregular Walking Surfaces for Walkability Assessment with Wearable Sensor" Sensors, 2023.*
- Feng, Y., Eun, J., Moon, S., Nam, Y. "Assessment of Gas Assessment of Gas Dispersion Near an Operating Landfill Treated by Different Intermediate Covers with Soil Alone, Low-Density Polyethylene (LLDPE), or Ethylene Vinyl Alcohol (EVOH) Geomembrane", Environmental Science and Pollution Research, 2022, 30(4) *
- Kim, H., Choi, J., Nam, Y., & Youn, J. H. "Characteristic Analysis of the Built Environment of Ferry Terminals: A Case Study of Mokpo, South Korea". Sustainability, 2022, 14(4), 2115. *
- Hurtado-Beltran, A., Rilett, L., Nam, Y. "Driving Coverage of Charging Stations for Battery Electric Trucks Located at Truck Stop Facilities", Journal of Transportation Research Record, 2021. 2675.12: 850-866 *
- Go, H., Kang, M. and Nam, Y. "The traces of ecotourism in a digital world: spatial and trend analysis of geotagged photographs on social media and Google search data for sustainable development", Journal of Hospitality and Tourism Technology, 2020, Vol. 11 No. 2; 183-202 *
- Kim, J., Ahn, C., Nam, Y. "The influence of built environment features on crowdsourced physiological response of pedestrians in neighborhoods", Computers, Environment and Urban Systems. 2019, 75: 161-169.*

Contributions:

Over the past five years, I have advanced the field of landscape architecture through research and applied projects that integrate geospatial technology with environmental and spatial analysis. My work has emphasized the use of GeoAI and geospatial datasets to assess and enhance urban environments, fostering more resilient and sustainable landscape practices. Additionally, I have contributed to knowledge dissemination through peer-reviewed publications and presentations, sharing insights on landscape architecture's role in addressing environmental challenges and promoting community well-being.

Name: David William Newton

Rank: Associate Professor

Department or unit: Architecture Program

Education:

Institution	Years Attended	Degree/Date Granted
McGill University	2016-2018	Master of Computer Science 2018
Rice University	2004-2006	Master of Architecture 2006
Arizona State University	1997-2001	Bachelor of Science in Design 2001

Teaching Experience:

Institution	Years Taught	Subjects
University of Nebraska-Lincoln	2017-Present	Architecture Studios, Computer Applications
McGill University	2013-2017	Architecture Studios, Computer Applications
Arizona State University	2009-2013	Architecture Studios, Computer Applications

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Diller Scofidio + Renfro Architects	2006-2007	Junior Associate Architect
SGS Architects	2001	Intern

Professional Registration:
None

Professional & Academic Activities:

- Oct 2021-Present, Member of the Technology | Architecture + Design Journal editorial board

Publications:

- *Newton, David. “Identifying Correlations Between Depression and Urban Morphology through Generative Deep Learning.” *International Journal of Architectural Computing*, Volume 21, Issue 1 (Feb 2023). https://doi.org/10.1177/14780771221089885
- *Richards-Rissetto, Heather, David Newton, and Aziza Al Zadjali. 2021. "A 3D Point Cloud Deep Learning Approach Using Lidar to Identify Ancient Maya Archaeological Sites." *ISPRS Ann. Photogramm. Remote Sens. Spatial Inf. Sci.,* VIII-M-1(2021):133-139. doi: 10.5194/isprs-annals-VIII-M-1-2021-133-2021.
- *Newton, David. "Generative Deep Learning in Architectural Design." *Technology | Architecture + Design,* 3(2) (2019):176-189. https://doi.org/10.1080/24751448.2019.1640536.
- *Newton, David. 2021. "Visualizing Deep Learning Models for Urban Health Analysis." In Proceedings of the *39th Annual Education and Research in Computer Aided Architectural Design in Europe (eCAADe) Conference: Towards a New Configurable Architecture, Faculty of Technical Sciences, Novi Sad, Serbia, September 8-10, 2021,* Volume 1 527-536.
- *Newton, David William. 2020. "Anxious Landscapes: Correlating the Built Environment with Mental Health through Deep Learning." In Proceedings of the *40th Annual Conference of the*

Association for Computer Aided Design in Architecture (ACADIA): Distributed Proximities, Virtual Conference, October 24-30, 2020, 130-139. Delaware: ACADIA.

- *Newton, David, Dan Piatkowski, Wes Marshall, and Atharva Tendle. 2020. "Deep Learning Methods for Urban Analysis and Health Estimation of Obesity." In Proceedings of the *38th Annual Education and Research in Computer Aided Architectural Design in Europe (eCAADe) Conference: Anthropologic - Architecture and Fabrication in the Cognitive Age, Technische Universitt, Belin, Germany, September 15-17, 2020*, Volume 2 297-304. Berlin: eCAADe.
- *Newton, David William. 2019. "Deep Generative Learning for the Generation and Analysis of Architectural Plans with Small Datasets." In Proceedings of the *37th Annual Education and Research in Computer Aided Architectural Design in Europe (eCAADe) Conference: Architecture in the age of the 4th Industrial Revolution, University of Porto, Porto, Portugal, September 11-13, 2019*, Volume 2 21-28. Porto: eCAADe, SIGraDi, FAUP.
- *Newton, David William. 2018. "Multi-Objective Qualitative Optimization (MOQO) in Architectural Design." In Proceedings of the *36th Annual Education and Research in Computer Aided Architectural Design in Europe (eCAADe) Conference: Computing for a better tomorrow, Lodz University of Technology, Lodz, Poland, September 17-21, 2018*, Volume 2 187-196. Lodz: eCAADe, Lodz University of Technology.
- *Newton, David William. 2018. “Accommodating Change and Open-Ended Search in Design Optimization: Dynamic Interactive Multi-Objective Evolutionary Algorithms for Architectural Design.” In Proceedings of the *33rd Annual Computer-Aided Architectural Design Research in Asia (CAADRIA) Conference: Learning, Prototyping, and Adapting, Tsinghua University, Beijing, China, May 17-19, 2018*, Volume 2 175-184. Hong Kong: CAADRIA.
- Newton, David. “Applications of Generative Deep Learning for Urban Analysis and Health.” in *Artificial Intelligent Architecture: New Paradigms in Architectural Practice and Production*, edited by Frank Jacobus and Brian M. Kelly, 128-138. Novato: ORO Editions, 2023.
- Newton, David. “Chapter 7: Deep Learning in Urban Analysis for Health.” in *Artificial Intelligence in Urban Planning and Design*, edited by Imdat As and Prithwish Basu, 121-137. Amsterdam: Elsevier, 2022.
- Newton, David. “Chapter 14: Dynamic and Explorative Optimization for Architectural Design.” in *Routledge Companion to AI and Architecture*, edited by Imdat As and Prithwish Basu, 280-300. Amsterdam: Elsevier, 2021.
- Marshall, Wes, Norman Garrick, Dan Piatkowski, and David Newton. “Chapter 17: Community design, Street Networks, and Public Health.” in *Advances in Transportation and Health: Tools, Technologies, Policies, and Developments*, edited Mark Nieuwenhuijsen and Haneen Khreis, 371-388. Amsterdam: Elsevier, 2020.

Name: Zachary Tate Porter, PhD

Rank: Associate Professor

Department or unit: Architecture

Education:

Institution	Years Attended	Degree/Date Granted
UNC Charlotte	2005 - 2009	Bachelor of Arts & Architecture (2009)
UNC Charlotte	2009 - 2011	Master of Architecture (2011)
Georgia Tech	2011 – 2017	Doctor of Philosophy in Architecture (2017)

Teaching Experience:

Institution	Years Taught	Subjects
Georgia Tech	2013 – 2015	Design Studios, Media & Modeling I
SCI-Arc	2015 – 2016	Design Studio, History/Theory Courses
USC	2016 – 2018	Design Studio, History Lecture Courses
University of Nebraska	2018 – current	Design Studio, History/Theory Courses

Professional Experience:

Firm or Agency	Years Practiced	Responsibilities
Graham Group	2010 (summer)	Schematic Design, Design Visualization

Professional Registration: None

Professional & Academic Activities (selected):

Exhibition: ***100 Ways to Touch the Ground*** **(solo exhibition), 2023.**
Omaha by Design, Omaha, Nebraska

Exhibition: ***SOA: The First Fifty Years*** **(group exhibition), 2022.**
Lambla Gallery, UNC Charlotte, Charlotte, North Carolina.

Award: ***"How to Paint a Big Box,"*** **2022.**
Juror Citation, Ken Roberts Memorial Delineation Competition.

Exhibition: ***Vision / Imagination*** **(group exhibition), 2021.**
Architecture Design Exchange, Dallas, Texas.

Grant: ***"Expanding the Canon: Architectural Conceptions of Ground Beyond the West,"*** **2021.**
Arts & Humanities Enhancement Grant. Award amount: $11,520.

Award: ***"Three Rocks,"*** **2021.**
Juror Citation, Ken Roberts Memorial Delineation Competition.

Grant: ***"A Genealogy of Architectural Grounds,"* 2020.**
Layman Seed Award. Award amount: $10,000.

Exhibition: ***Drawing Attention* (group exhibition), 2019.**
Roca London Gallery, London, United Kingdom.

Exhibition: ***Drawing for the Design Imaginary* (group exhibition), 2019.**
Carnegie Museum of Art, Pittsburgh, Pennsylvania.

Publications (selected):

*** "Modeling Images / Imaging Models."**
In *Latent: Proceedings of the 37th Annual National Conference on the Beginning Design Student*, ed. S. Burns & K. Barry (2022), Double-Blind Peer-Reviewed (abstract)

*** "House on a wash-tub-sized Eminence: Ellis Parker Butler's Critical Satire of Site-Specificity."** In *Journal of Architectural Education* 75: 2 *"Building Stories,"* ed. L. Findley & N. Wendl (Fall 2021). Double-Blind Peer-Reviewed (full paper)

*** "Piles of Bits: Notes on the Virtual Grounds of Post-Digital Practice."**
In *Expanding the View: Prospect(s) for Architectural Education Futures: Proceedings of the 109th Annual ACSA Meeting* (2021). Double-Blind Peer-Reviewed (full paper): Acceptance rate: 31%

*** "Abstractions in Suburbia: The Pleasures of Quotidian Form."**
In *After From: Proceedings of the 36th Annual National Conference on the Beginning Design Student*, ed. W. He, J. Tate, & A. Tripp (2021), Double-Blind Peer-Reviewed (abstract)

"Slabs, Piles, and Rocks: A Genealogy of Groundforms (After the Digital)."
In *After From: Proceedings of the 36th Annual National Conference on the Beginning Design Student*, ed. W. He, J. Tate, & A. Tripp (2021), Double-Blind Peer-Reviewed (abstract)

*** "Erasures, Transgressions, and Demarcations: Site Tactics for the Post-Internet City." (2019)**
In *Black Box: Articulating Architecture's Core in the Post-Digital Era: Proceedings of the 107th Annual ACSA Meeting*, ed. J. Ficca, A. Kulper, & G. La (2019). Double-Blind Peer-Reviewed (full paper): Acceptance rate: 38%

"Paradigms of Architectural Knowledge: What to do when Knowledge Becomes Data."
In *The Site Magazine* 39: "Foundations and Disruptions," ed. A. O'Carrrol & M. Ho (2018)

Contributions:

Zachary Tate Porter, PhD is Associate Professor of Architecture at the University of Nebraska-Lincoln. His research hybridizes the methodologies of history/theory and design to engage new audiences in critical understandings of architectural production. Porter's research has been exhibited internationally and featured in a range of publications, including the *Journal of Architectural Education* (JAE), *Offramp*, and *SITE Magazine*. In his current role at UNL, Porter coordinates second-year architecture design studios and teaches numerous core lecture courses, including *History of Design*, *History and Theory of Architecture II*, *Design Research*, and *Architectural Theory*.

Name: Chip Stanley, MFA

Rank: Lecturer

Department or unit: Architecture

Education:

Institution	Years Attended	Degree/Date Granted
Colorado College	1998 - 1992	Bachelor of Arts, History & Political Science (1992)
University of Nebraska	2003 - 2005	Master of Fine Art (2005)

Teaching Experience:

Institution	Years Taught	Subjects
Bemis Center for Contemporary Arts	1998 – 2001	Life Drawing, Painting, Youth & Family Workshops
Metro Community College	2006 - 2008 2021 - 2023	Drawing, Design 1&2, Life Drawing Drawing, Design 1 & 2
Doane University Lincoln	2006 - 2008	Introduction to Painting
University of Nebraska College of Fine Arts	2003 – 2005	Painting I, Visual Literacy, Speculative Drawing
University of Nebraska College of Architecture	2006 – current	Design Drawing, Design Making, Design Thinking

Professional Experience:

Firm or Agency	Years Practiced	Responsibilities
Lux Center for the Arts	2005 – 2007	**Exhibitions Director**
Bemis Center For Contemporary Arts	1999 – 2002	**Gallery Coordinator**
Citizen Advocacy Omaha	1997 – 1999	**Coordinator**
Lincoln Council on Alcoholism and Drugs	1993 – 1995	**Community Organizer**
Big Brothers/ Big Sisters	1992 – 1993	**Community Partnership Coordinator**

Professional & Academic Activities:

2022 **President's Award for Resilient Faculty**
AIAS, University of Nebraska Lincoln, Lincoln, NE

2005/04/03 **Kimmel Fellowship**
University of Nebraska Lincoln, Lincoln, NE

2005/04/03 **Woods Graduate Assistantship**
University of Nebraska Lincoln, Lincoln, NE

2001 **Jurist**
Period Gallery, National Juried Competition, Omaha, NE

1998 **Second Place Award**
Period Gallery, National Juried Competition, Omaha, NE

1995 **Individual Fellowship**
Art Matters, Inc., New York City, NY

Publications:

2001 **Omaha World Herald**
"A Fresh Coat of Creativity," Kent Seivers, August 9

1999 **The Reader**
"Journey to the Center of the Nude", Julie Kane, February 24

1995 **Lincoln Journal Star**
"Painting With Feeling, With Fury," Don Walton, April 1

Name: Kim Todd

Rank: Professor and Extension Landscape Specialist

Department or unit: Agronomy and Horticulture

Education:

Institution	Years Attended	Degree/Date Granted
Iowa State University	1971-1975	BSLA March 1975
University of NE-Lincoln	1980-1982	MA May 1982

Teaching Experience:

Institution	Years Taught	Subjects
University of NE-Lincoln	2002-Present	Woody and herbaceous plant ID, design studios, landscape construction and management, edible landscapes
University of NE-Lincoln	2000-2002	Planting design (temporary lecturer)
University of NE-Lincoln	1979-1982	Site planning (temporary lecturer)

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Finke Gardens	1998-2002	LA: land use development, commercial, residential properties including outdoor shopping mall, Governor's residence
University of NE-Lincoln	1979-1998	Campus landscape architect: comprehensive plans, site plans, landscape plans, city and state agencies liaison, design standards
NE Statewide Arboretum (At UNL)	1986-1993	LA: community development, arboreta, parks
Davis Fenton Stange Darling Cedar Rapids, IA	1976-1979	Landscape designer
Brown Healey Bock Cedar Rapids, IA	1975-1976	Landscape designer

Professional Registration:

Professional Landscape Architect NE LA#129

Professional & Academic Activities:

State FFA Co-Superintendent for Nursery/Landscape Career Development Event (2017-present)
Nebraska Invasive Species Council
Nebraska Nursery and Landscape Association
Nebraska Arborists Association
Holling Family Award for Sustained Excellence in Teaching and Learning (2021)
Arborvitae Award, Lauritzen Gardens, Omaha, Nebraska, 2019

Publications, Creative Works and Grants:

Todd, K. (Principal Investigator), James, T., and Stephenson, C. "Backyard Farmer: The Hub for Urban Gardening and Conservation." USDA-NRCS-NE, $489, 467.00 (2023-2027)

Todd, K. Backyard Farmer. 2002-present. 180+ video segments; host and content team lead for television show on Nebraska Public Media

Nebraska Department of Education State Standards: Career and Technical Education (CTE) State Standards for Agriculture, Food, Natural Resources, Field: **Lead author** for revision of two sections and development of a third section (2021)

Westerhold, C., Wortman, S., **Todd, K**., Golick, D. (2018). Knowledge of Pollinator Conservation and Associated Plant Recommendations in the Horticultural Industry. *HortTechnology*, *28*(4), 529-535.

Contributions:
As a landscape architect with a wide and unusual array of experiences and a plant-rich background, my role has been to constantly attempt to bridge the gap between horticulture and landscape architecture. I continually work to promote a strong and collaborative relationship between these two professions in the science, art, and application of design principles and best management practices. I also emphasize the need for greater understanding and acceptance of landscape architecture and landscape design/build/manage to other professions (architecture, planning, entrepreneurship, business) through engaging students from any discipline in my classes, assigning field trips and real-life examples, and by bringing industry professionals, former students and current practitioners into classes as guest lecturers or critics. In my role as host of Backyard Farmer and content team lead, I connect producers with examples of sustainable, ecologically sound landscape practices and the professionals responsible for them to create stories and segments for public television, video and all social media platforms. This Extension role is inseparable from my teaching involvement and reaches an average audience of 150,000 per month.

Name: Yujia Wang

Rank: Assistant Professor of Practice

Department or unit: Landscape Architecture

Education:

Institution	Years Attended	Degree/Date Granted
Harvard University	2	M.L.A with Distinction
Chongqing University	5	B.Eng in Landscape Architecture

Teaching Experience:

Institution	Years Taught	Subjects
University of Nebraska - Lincoln	5	Landscape Architecture – Design Studios, Site Systems, Design Thinking, Research.

Practice Experience:

Firm or Agency	Years Practiced	Responsibilities
Urban Narratives Office	5	Design Leader
Sasaki Associates	2	Landscape Design
Ground Inc.	1	Landscape Design

Professional Registration: None

Professional & Academic Activities:

- Exhibition: Portal: Exploration of Mind-Reality-Space. 2019 Bi-City Biennale of Urbanism\Architecture
- Competition: Qingdao Shilaoren Coastal Park. Design Competition. Shortlisted (Top 5)
- Competition: Shanghai Xinhua Sports Architecture. Design Competition. Shortlisted (Top 5)
- Competition: Shenzhen Guanlan Plaza. Design Competition. 2nd Place.
- Competition: U-Station Micro Infrastructure Design. Design Compeition. Won
- Committee: Committee on Education, ASLA
- Committee: Climate Actions and Biodiversity Committee, ASLA
- Committee: International Professional Practice Network, ASLA
- Jury: ASLA Professional Awards 2023 - Analysis & Planning ASLA / IFLA Global Impact Award, Research & Communications

Publications:

- *Wang, Y. (2024) Enchantment in Urban Parks and Its Association with Perception: Preliminary Results. Journal of Chinese Urban Forestry (02),96-103
- *Wang, Y. (2024) Four Enchantments :Theorizing the Use of Emotional Appeal in Public Design with Case Studies. The Architect (03),17-24.
- *Wang, Y., and Al Hinai, H. (2024) Fish Tail Park Methods. Landscape Performance Series. Landscape Architecture Foundation, 2023. https://doi.org/10.31353/ cs1910
- Wang, Y., “Landscape Enchantment: Emotional Effects and Cultural Mechanism in Parks”, College of Architecture, Dr. Lee J. & Dorothy P. Enright Endowed Professor of Landscape Architecture, University of Nebraska Lincoln. $10,000 (funding period: 2024-2026). Status: Awarded

- Wang, Y., Al Hinai, H. (2024 Mar 20-23) Performance Screening at Speed: Experiment Design and Deployment of Mobile Water Quality Sensors in Studying an Urban Wetland's Performance Postoccupancy. [Conference presentation]. CELA 2024 Conference, St. Louis, Missouri, United States
- Wang, Y., Al Hinai, H., and Wu, S. "Fishtail Park Performance Evaluation", Case Study Investigation (CSI) Grant, Landscape Architecture Foundation (LAF), $5,600. (funding period: Jan 1, 2023 - Aug 3, 2023). Status: Completed.
- Wang, Y., Schoengold, S., Anderson, J., Schutte., A. "Quantifying the Value of Human Emotional Tie to Preferred Wildlife in Parks of Dense Urban Context: Case Study of An Eco-Park in China", Research Council: Faculty Seed Grant (Maude Hammond Fling Research Grant), University of Nebraska - Lincoln, $5,168. (funding period: Jan 1, 2023 - Dec 31, 2023). Status: Completed.
- Wang, Y. (2023 Mar 15–18). That's Our Garden!: Design Engagement in Community Gardens as a Way to Quickly Build Ownership and Operational Know-Hows. [Conference presentation]. CELA 2023 Conference, San Antonio, Texas, United States
- Wang, Y. (2023 Mar 15–18). Specifying "The Rights To": A Method of Grounding Spatial Justice in Landscape Planning and Design in Studio [Conference presentation]. CELA 2023 Conference, San Antonio, Texas, United States
- Wang, Y. (2022 June 30 – July 3). Ecology as an Afterthought: Shortcomings of Public Space Projects and Remediations Strategies [Conference presentation].7th Fábos Conference on Landscape and Greenway Planning, Budapest, Hungary
- *Wang, Y. (2021). Comparative Study of Design Studio Plan at Undergraduate Landscape Architecture Program Under Architectural Colleges Between China and the United States. Proceedings of the 2021 China Landscape Architecture Education Conference, 325-329. China Architecture Industry Press, 2021.
- *Wang, Y. (2020). Urban Landscape Vision: Adaptation of Spatial Planning Tools and Innovation in Pedagogical Approach. Landscape Architecture, 27(S2), 75-79.

Contributions:

Over the past five years, I have contributed to the field of landscape architecture through teaching, research, creative practice, and professional service. As an Assistant Professor of Practice, I have developed and taught five courses within the Landscape Architecture (LARC) and d.ONE (DSGN) curricula, including design studios, site systems, and design thinking classes, incorporating collaboration with faculty, practitioners, and community groups.

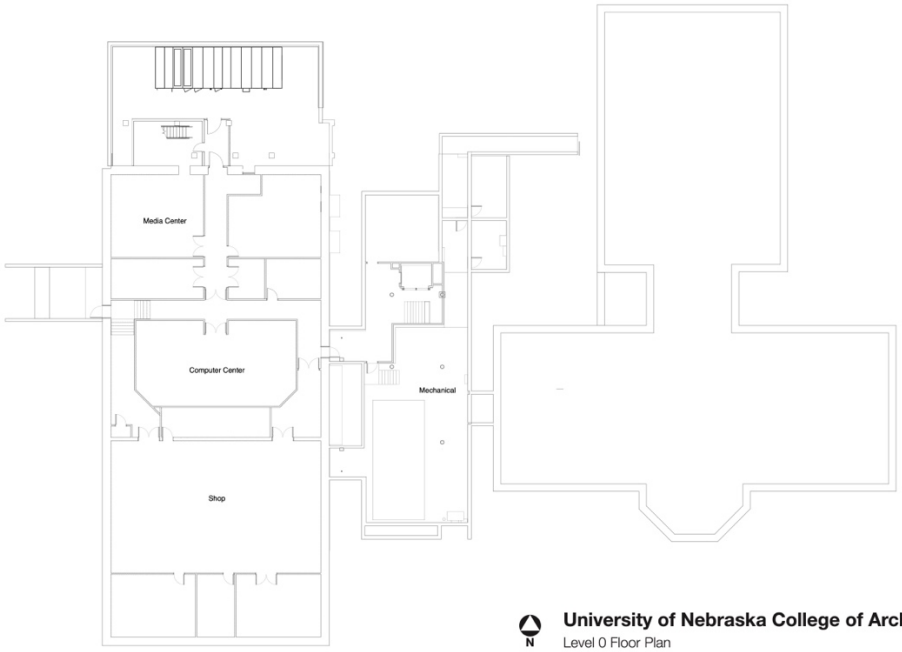
My research, funded by competitive grants from the Landscape Architecture Foundation (LAF) and internal sources, has led to nine conference presentations, a peer-reviewed LAF performance publication, and four papers in peer-reviewed journals, one of which received a best paper award. I have also presented at symposiums, webinars, and university lectures. The research advances understandings in psychological benefit of urban landscapes and are interdisciplinary and collaborative.

My creative work emphasizes social agency in urban spaces, including over 120 acres of public park projects, recognized with awards including two regional ASLA Professional Merit Awards and highlighted by ASLA for UN-COP28. The work also includes partnerships with architectural firms such as Benedetta Tagliabue – EMBT. I have also participated in the 2019 Bi-City Biennale of Urbanism/Architecture (UABB). In professional service, I have served on the 2023 ASLA Professional Awards Jury and held recurring roles on National ASLA Committees.

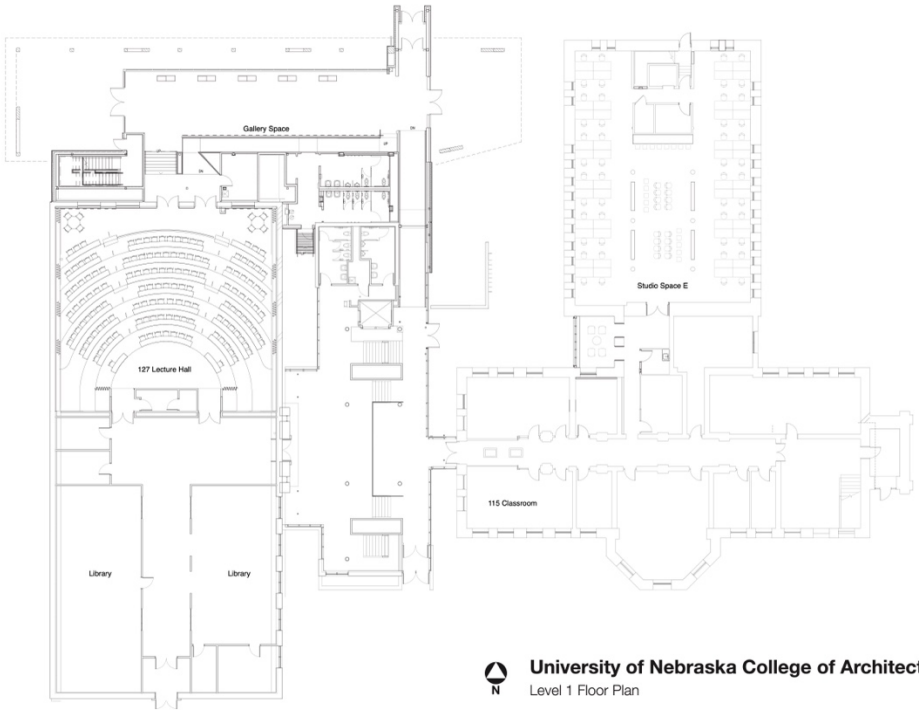
K. FACILITIES

Program Facilities

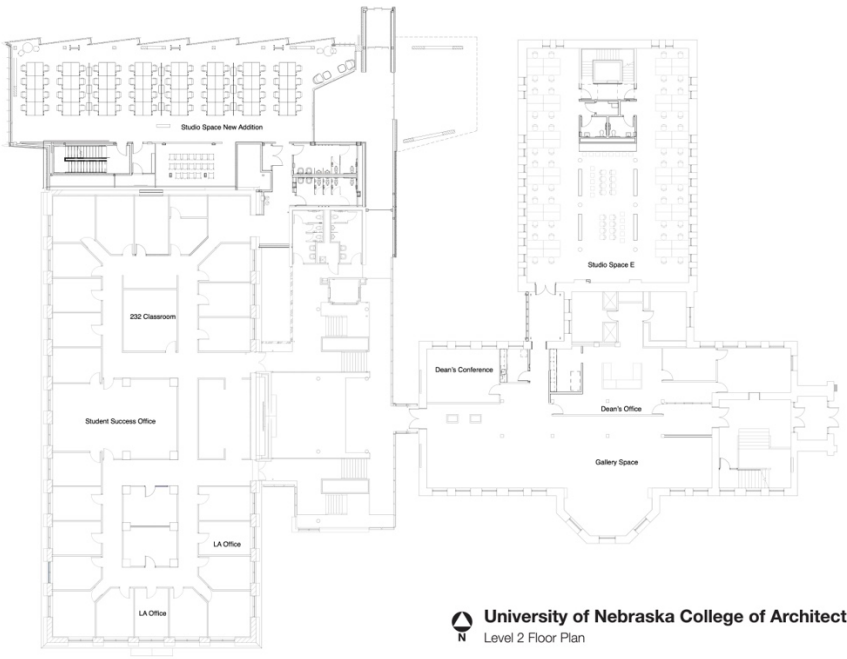
Room #	Space	Max. Capacity	Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) / Exclusive Use (E)
Architecture Hall West Second Floor Studio Space	Large open space	160 Students	15 students per studio section	Studio and review space	S
Architecture Hall East 1-3 Floor Studio Space	Three renovated floors for Studio Space	150 Students	15 students per studio section	Studio, study space, and review space	S
Architecture Hall Addition	New addition (Spring 2024)	192 Students	15 students per section	Studio, study space, review space, and gallery space	S
Room 127	Large classroom	140 Students	120-140 students	Classroom	S
Room 211E	Open gallery			Gallery	S
Room 2W	Crit space			Crit Space	S
Architecture Hall Link	Atrium space			Social Space	S
Room 115	Typical classroom	20Students	10-20 Students	Classroom	S
Room 232	Typical classroom	20 Students	10-20 Students	Classroom	S
Room 305	Typical classroom	35 Students	20-35 Students	Classroom	S
Media Center				Media Center	S
CoA Lab	Lab	24 Students	20-24 Students	Computer Lab	S
GIS Lab	Lab	12 Students	10-12 Students	Computer Lab	S
LA Faculty Office	Office Space	1-3 People	1 Person	Office	E
LA Faculty Office	Office Space	1-3 People	1 Person	Office	E
LA Faculty Office	Office Space	1-3 People	1 Person	Office	E
LA Chair Office	Office Space	1-3 People	1 Person	Office	E



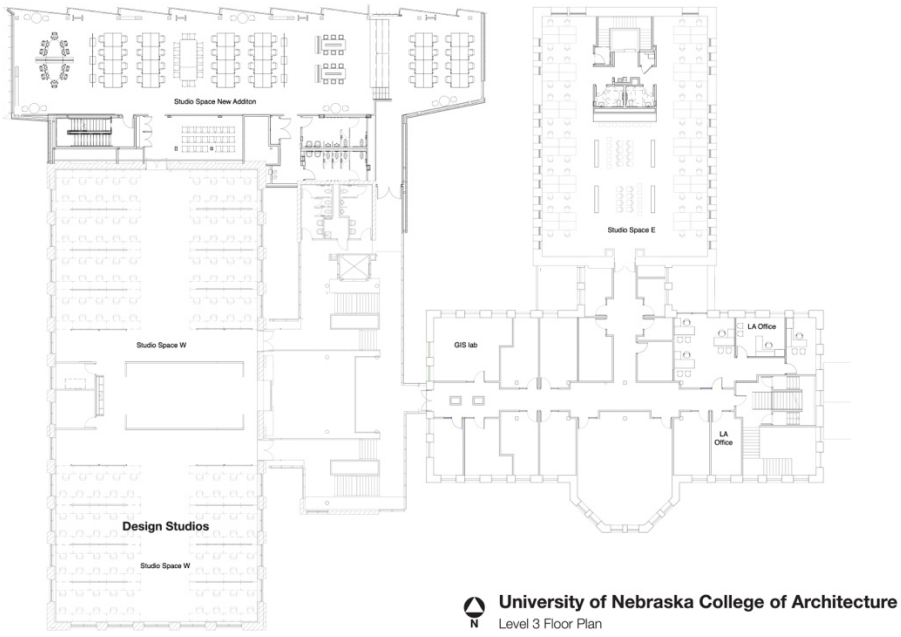
University of Nebraska College of Architecture
Level 0 Floor Plan



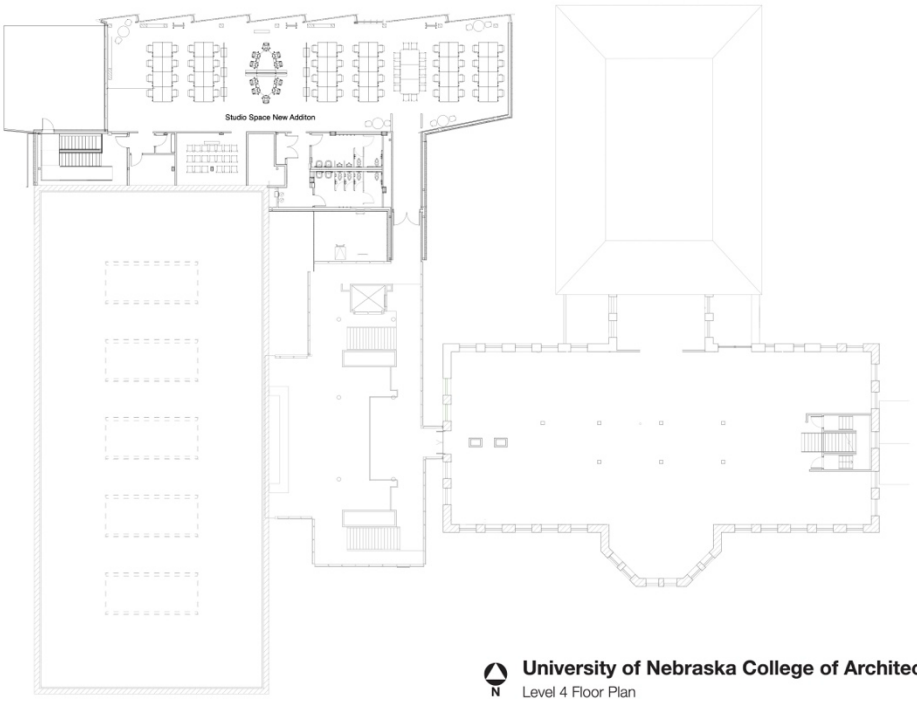
University of Nebraska College of Architecture
Level 1 Floor Plan



University of Nebraska College of Architecture
Level 2 Floor Plan



University of Nebraska College of Architecture
Level 3 Floor Plan


Studio Space New Additon
N
University of Nebraska College of Architecture
Level 4 Floor Plan

L. KEY WEBSITES

University Websites

University's N2025 Plan: https://n2025.unl.edu

University Diversity: https://diversity.unl.edu

Undergraduate Office of Admissions: https://admissions.unl.edu/information-for/first-generation/

University Office of the Executive Vice Chancellor Promotion and Tenure: https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure/

Center for Transformative Teaching: https://teaching.unl.edu

Inclusive Teaching: https://teaching.unl.edu/resources/inclusive-teaching/

University Achievement-Centered Education (ACE) Program: https://ace.unl.edu

College and Program Websites

The College of Architecture Website: https://architecture.unl.edu

College of Architecture Faculty and Staff Resources: https://architecture.unl.edu/resources/faculty-student-resources/faculty-resources/

College Diversity Plan: https://architecture.unl.edu/diversity-and-inclusion/

Landscape Architecture Program: https://architecture.unl.edu/landscape-architecture/

M. VISTING SCHEDULE

Time	Activity	Location
Day 1: Sunday March 9, 2025		
Before Noon	Team Arrival and Check-in	Dean's Conference Room
2:00 p.m.	Review of Student Work (All Faculty) Tour Facilities	College of Architecture/ Dean's Conference Room
6:00 p.m.	Meet with Director of Landscape Architecture and Interim Director	College of Architecture/ Dean's Conference Room
8:00 p.m.	Executive Session	College of Architecture/ Dean's Conference Room
Day 2: Monday March 10, 2025		
7:30 a.m.	Breakfast with Director and Interim Director	TBD
9:00 a.m.	Meeting with Chief Executive Officer (EVC Dr. Mark Button)	TBD
9:30 a.m.	Meeting with Dean Kevin Van Den Wymelenberg	Dean's Office
10:00 a.m.	Tour of Facilities	College of Architecture
10:30 a.m.	Curriculum Presentation All Landscape Faculty	College of Architecture Dean's Conference Room

12:00 Noon	Lunch with Recent Graduates And Practitioners	College of Architecture Dean's Conference Room
1:30 p.m.	Interviews Year 1 Students	College of Architecture Dean's Conference Room
2:00 p.m.	Interviews Year 2 Students	College of Architecture Dean's Conference Room
2:30 p.m.	Interviews Year 3 Students	College of Architecture Dean's Conference Room
3:00 p.m.	Break	
3:30 p.m.	Interviews Year 4 Students	College of Architecture Dean's Conference Room
4:00 p.m.	Interview Faculty (Sarah Karle)	College of Architecture Dean's Conference Room
4:30 p.m.	Interview Faculty (Yujia Wang)	College of Architecture Dean's Conference Room
5:00 p.m.	Break	
7:00 p.m.	Team Dinner and Executive Session	TBD

Day 3: Tuesday March 11, 2025

7:30 a.m.	Breakfast with Program Director and Interim Director	TBD
9:00 a.m.	Interview Faculty (Monique Bassey)	College of Architecture Dean’s Conference Room
9:30 a.m.	Interview Faculty (Salvador Lindquist)	College of Architecture Dean’s Conference Room
10:00 a.m.	Interview Faculty (Gary Bentrup and LuAnn Wandsnider)	College of Architecture Dean’s Conference Room
10:30 a.m.	Interview Faculty (Yunwoo Nam)	College of Architecture Dean’s Conference Room
11:00 a.m.	Interview Faculty (Kim Todd PLS Faculty)	College of Architecture Dean’s Conference Room
11:30 a.m.	Interview Faculty (David Karle)	College of Architecture Dean’s Conference Room
12:00 p.m.	Student Success Office (Stephanie Kuenning)	College of Architecture Dean’s Conference Room
12:30 p.m.	Lunch with Program Chairs David Karle, Architecture; Lindsay Bahe, Interiors Dr. Tang, Planning Program	College of Architecture Dean’s Conference Room

1:30 p.m.	Inspection of Library, Computing Centers Woodshop, etc.	
3:00 p.m.	Executive Session/Preparation	Dean's Conference Room

Day 4: Wednesday March 12, 2025

7:30 a.m.	Breakfast with Program Administrator to Discuss Team Findings	TBD
9:00 a.m.	Review Team Findings With (EVC Dr. Mark Button)	TBD
9:45 a.m.	Team Findings with Kevin Van Den Wymelenberg	Dean's Office
10:30 a.m.	Report Team Findings to Landscape Arch. Faculty	Dean's Conference Room
11:15 a.m.	Report Findings to Students	Gallery
12:00 noon	Lunch, followed by departure	TBD

14th & Avery Parking Garage (14PG) A1 77	Beadle Center (BEAD) B1 44	Culture Center (333) A2 8	Husker Hall (HUSK) B1 41	Nebraska Champions Club (NECH) A1 57	Sandoz Hall (SZRH) B1 68	U Street Apartments (UST) B1 40
17th & R Parking Garage (17PG) B2 12	Behlen Laboratory (BEL) A2 26	Devaney Sports Center (DEV) B1 86	Kauffman Academic Residential Center (KAUF) A1 50	Nebraska Hall (NH) B1 74	Schramm Hall (SCRH) A1 82	University Health Center (UHC) B1 49
1820 R (1820) B2 13	Benton Hall (BENH) B1 47	Ed Weir Track & Soccer Stadium A1 59	Key Services (FMS) B1 89	Nebraska State Historical Society A2 16	Scott Engineering Center (SEC) B1 73	University Housing Office (UHOF) B1 81
420 University Terrace (420) B2 14	Bessey Hall (BESY) A1 52	Extended Education and Outreach (900) B1 69	Kimball Recital Hall (KRH) A2 2	Nebraska Union (NU) A2 17	Seaton Hall (SEH) B1 48	UNL Credit Union (UNLCU) B2 11
501 Building (501) A2 27	Bioscience Greenhouses (BIOG) B2 39	Facilities Management and Planning (FMP) B1 70	Landscape Services (LAND) B1 84	Neihardt Residence Center B2 37	Selleck Quadrangle (SELK) A2 35	Utility Plant (CCUP) A1 76
900 N. 22nd (900) B1 69	Brace Laboratory (BL) A2 24	Facilities Management Shops (FMS) B1 89	Lied Center for Performing Arts (LIED) A2 3	Oldfather Hall (OLDH) A1 53	Sheldon Memorial Art Gallery (SMAG) A2 21	Van Brunt Visitors Center (RVB) A2 6
940 N. 17th (940) B1 72	Burnett Hall (BURN) A2 33	Fairfield Hall (FAIR) B2 36	Love Hall (LOVH) B2 37	Osborne Athletic Complex (MSTD) A1 88	Smith Hall (SMRH) A1 82	The Village (VILL) B1 78
Abel Hall (ARH) B1 71	Business Services Complex (BSC) B1 80	Ferguson Hall (FERG) A2 23	Love Library (LLN) A2 19	Othmer Hall (OTHM) B1 67	South Stadium Office Building (SSTD) A2 30	Vine Street Apartments (2222, 2244) B1 42
Alexander Building (ALEX) A2 9	Campus Recreation Boat House (BOAT) B1 79	Haymarket Park Stadium Complex (HAYB) A1 92	Mabel Lee Hall (MABL) A1 64	Parking & Transit Services (SDPG) A1 56	Stadium Drive Parking Garage (SDPG) A1 56	Watson Building (WAT) B1 83
American Mathematics Competitions Building (1740) B1 90	Campus Recreation Center (CREC) A1 61	Hamilton Hall (HAH) A2 31	Manter Hall (MANT) A2 29	Pershing Military & Naval Science Building (M&N) A1 63	State Museum of Natural History (MORR) A1 51	Westbrook Music Building (WMB) A2 1
Andersen Hall (ANDN) B2 10	Canfield Administration Building (ADMS) A2 18	Harper Hall (HRH) A1 82	Mary Riepma Ross Media Arts Center (RVB) A2 6	Piper Hall (PIPH) B2 37	Syford House (SYF) B1 46	Whittier Building (WHIT) B1 43
Andrews Hall (ANDR) A2 34	Cather Hall (CRH) B2 38	Henzlik Hall (HENZ) A1 66	Memorial Stadium A1 54	Pound Hall (PRH) B2 38	Teachers College Hall (TEAC) A1 65	Wick Alumni Center (WICK) B2 15
Architecture Hall (ARCH) A2 25	Coliseum (COL) A1 60	Heppner Hall (HEPP) B2 37	Morrill Hall (MORR) A1 51	Raymond Hall (RAYH) B2 37	Technology Development A2 7	Woods Art Building (WAB) A2 22
Architecture Hall West (ARCW) A2 20	College of Business Admin. (CBA) A2 20	Hewit Center (HEWA) A1 55	Midwest Roadside Safety Facility (FMC) B1 91	Reunion Building (REUN) B1 75	Temple Building (TEMP) A2 5	
Avery Hall (AVH) A1 32	Cook Pavilion (COOK) A1 62	Hewit Place (HEWP) A2 4		Richards Hall (RH) A2 28	Track Office Building (TOB) B1 85	
	The Courtyards (CORT) B1 45	Hawks Championship Center (HCC) A1 58			Transportation Services (TRAN) A1 87	

UNL SER 2025

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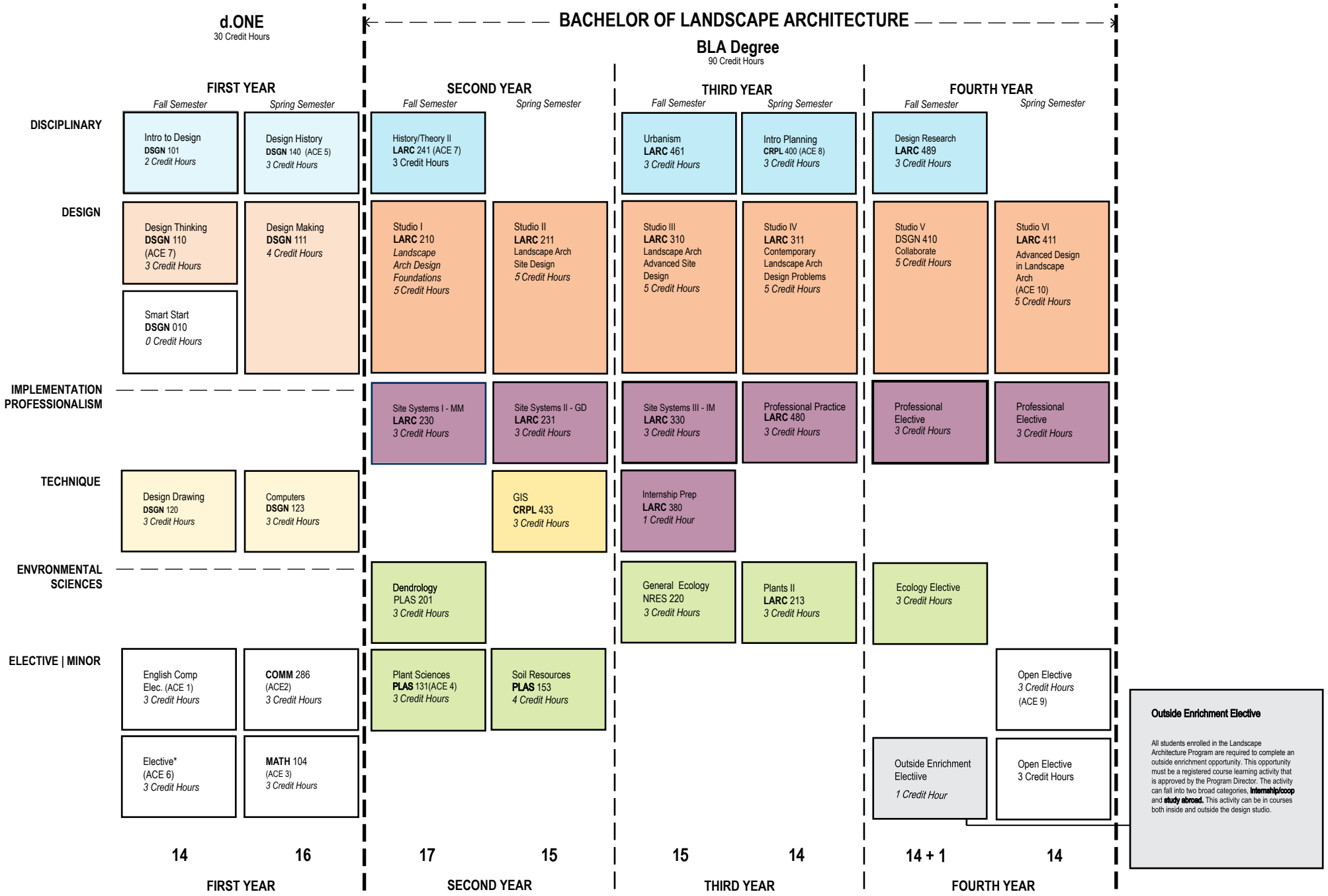

College of Architecture/University of Nebraska-Lincoln (updated 01.24.2023)

*Please consult the Undergraduate Bulletin, Achievement-Centered Education (ACE) requirement.

University of Nebraska-Lincoln
College of Architecture - Landscape Architecture Program
Achievement-Centered Education (ACE) Requirements

Institutional Objectives and Student Learning Outcomes

Develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork; and problem-solving.

1. Write texts, in various forms, with an identified purpose, that respond to specific audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure. ENGL 150 ENGL 151 ENGL 150H ENGL 151H

2. Demonstrate communication competence in one or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or (d) by creating and interpreting visual information. COMM 286

3. Use mathematical, computational, statistical, or formal reasoning (including reasoning based on principles of logic) to solve problems, draw inferences, and determine reasonableness. MATH 104

Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.

4. Use scientific methods and knowledge of the natural and physical world to address problems through inquiry, interpretation, analysis, and the making of inferences from data, to determine whether conclusions or solutions are reasonable. HORT 131

5. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues. DSGN 140

6. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior. *See List of UNL ACE Certified Courses

7. Use knowledge, theories, or methods appropriate to the arts to understand their context and significance. LARC 241

Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

8. Use knowledge, theories, and analysis to explain ethical principles and their importance in society. CRPL 400

9. Exhibit global awareness or knowledge of human diversity through analysis of an issue. Integrate these abilities and capacities, adapting them to new settings, questions, and responsibilities. LARC 200

10. Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection. LARC 411

All Transfer Courses will be reviewed and approved by the College of Architecture for ACE Certification

****ACE Student Learning Outcomes must be satisfied by work in at least three subject areas.***

*****No ACE course may satisfy more than one ACE Student Learning Outcome in a student's program.***

******If an ACE course addresses two ACE Outcomes, the student decides which one of the two Outcomes the course will satisfy.***

LANDSCAPE ARCHITECTURE

Description

Landscape Architecture has the responsibility of protecting the health, safety and welfare of the public as it relates to the exterior environment. Through design and/or management of this environment, Landscape Architects reconcile human settlement with the natural environment in ways that exhibit artful sensibilities, demonstrate technical mastery and respect ecological functions. This activity occurs in cities through the integration of natural spaces including parks, green infrastructure, waterfronts, and nature corridors. The activity also includes the design of public spaces including plazas, streetscapes and urban design districts. Outside urban areas, Landscape Architects are involved in the design and management of national parks, the restoration of environmentally damaged sites and the preservation of important cultural landscapes at the local, regional and national scale.

Collaboration with other disciplines concerned with the built environment, including architects, engineers, ecologists, urban foresters, and planners, is a common occurrence. Landscape Architects play an important role in the solving of environmental problems and building communities. These community and regional scaled efforts require the participation of many voices to achieve workable and resilient solutions. As experts in the reconciliation of human settlement and the natural world, Landscape Architects serve as important advocates for both people and nature.

The goal of the landscape architecture program is to nurture responsible citizens to address the complexity of world issues that face our discipline through creative and transformational design. Students will:

- Achieve academic excellence so qualities of intellectual curiosity, open communication, personal responsibility, collegiality, and the skills to work individually and with others are held to rigorously high standards.
- Receive the educational foundation for a professional career instilled with insightful design and planning ability, key technical skills, ethical judgment, and an ever-enhancing understanding of landscape architecture.
- Be grounded in a broad base of knowledge within the curriculum, emphasizing connections among subjects that relate to and inform landscape architecture, thereby enabling investigation and problem-solving on all scales in a creative manner.

General

The accredited Landscape Architecture Program is a four-year course of study that has been subdivided into a one-year foundation (d.ONE: Common First Year) and a three-year professional degree. Students receive a professional bachelor of landscape architecture (BLA) at the end of the fourth year. At the end of the d.ONE, students are required to apply for admission into the professional segment of the curriculum. This review involves an evaluation of the student's academic record and a portfolio of their work during d.ONE. The landscape architecture program is accredited by the Landscape Architectural Accreditation Board (LAAB).

Students are required to take an array of courses in support of the core studio sequence in addition to the university's general education courses. These courses include material in horticulture, environmental sciences, architecture, planning, and site engineering, in addition to core landscape architecture studios. This curriculum exposes students to various challenges facing the landscape architecture profession, including sustainability, landscape ecology, construction issues, stormwater management, infrastructure, and issues created by urbanism.

d.ONE: The Common First Year

d.ONE engages and prepares students for exciting futures in all design fields within the College of Architecture.

The d.ONE curriculum, offered by the College of Architecture, introduces students to design through courses in three areas: **Technique:** Design Drawing (DSGN 120) and Computer Applications in Design (DSGN 123); **Design Discipline:** An introduction to the related design disciplines and design history; and **Design Practice:** Design Thinking (DSGN 110)and Design Making (DSGN 111).

In addition, students take University courses in math, English, communications, and a general education elective. DSGN 110 and DSGN 111 are sequential hands-on courses where students learn to work in teams to address problems and promote innovation. At the same time, they learn the foundational skills in composition, craft, presentation, and idea generation necessary for all design fields.

At the end of d.ONE, students have gained an understanding of the broad range of design and are eligible to apply to any of the design programs in the College: architecture, landscape architecture, and interior design.

College Requirements

College Admission

Admission to the College of Architecture

Students accepted by the University of Nebraska–Lincoln must also seek enrollment into the College of Architecture by marking the proper major code on the University application form.

Freshmen and transfer students applying for admission to the architectural studies, interior design, and landscape architecture programs must submit complete admission application materials by May 1 for fall admission and December 1 for spring admission. These admission procedures apply to high school students seeking admission, as well as transfer students, international students, and also those transferring from the University of Nebraska Omaha and the University of Nebraska at Kearney to the University of Nebraska–Lincoln.

High School Standards Architectural Studies, Interior Design, and Landscape Architecture Programs

Prospective students interested in the professional programs in the College of Architecture are eligible to apply for admission into the architectural studies, interior design, and landscape architecture majors if their high school records meet the following standards:

1. Mathematics–4 units of Algebra I, II, geometry, and one-half unit of trigonometry, one-half unit that builds on a knowledge of algebra or pre-calculus.
2. English–4 units of intensive reading and writing.
3. Social Studies–3 units. At least one unit of American and/or world history and one additional unit of history, American government, and/or geography.
4. Natural Science–3 units. At least two of the three units selected from biology, chemistry, physics, and earth sciences. One of the units must include a laboratory.
5. Foreign Language–2 units.

General Admission Requirements for the College of Architecture

In addition to the high school admission requirements, the College of Architecture has established the following general admission requirements for all undergraduate students.

New freshman students must:

- Graduate in the upper quartile of their high school class, or
- Have a high school GPA of 3.2 or higher, or
- Have an enhanced ACT composite score of 22, or
- Have a combined SAT verbal and math total of at least 1110 enhanced, or
- Receive permission from the program director with a waiver from the above requirements.

New international freshman students must:

- Meet the University of Nebraska–Lincoln entrance requirements for new international freshman students.
- Have a MELAB score of at least 80, or a minimum TOEFL score of 550, or computer-based score of 213, or Internet-based score of 79-80, or an IELTS of 6.5.

New transfer students must:

- Have a minimum 3.0 cumulative GPA for architectural studies, landscape architecture, and interior design and be in good scholastic standing.

NOTE: New transfer students must comply with new freshman student entrance requirements if they have completed less than 12 credit hours of college study.

New international transfer students must:

- Meet the University of Nebraska–Lincoln entrance requirements for international transfer students.
- Have a MELAB score of at least 80, or a minimum TOEFL score of 550, or computer-based score of 213, or Internet-based score of 79-80, or an IELTS of 6.5.
- Have a minimum 3.0 cumulative GPA and be in good scholastic standing.

Students who transfer into the College of Architecture from other colleges at UNL must:

- Have a minimum 3.0 cumulative GPA for architectural studies, landscape architecture, and interior design and be in good scholastic standing. Students transferring from UNO and UNK are included in the new transfer student category.

NOTE: New transfer students must comply with new freshman student entrance requirements if they have completed less than 12 credit hours of college study.

Readmission

Students who apply for readmission to the College of Architecture must have a minimum 3.0 cumulative GPA for architectural studies, landscape architecture, and interior design, be in good scholastic standing and receive permission from the dean of the College.

Former students who withdraw after being admitted to the College, or who have been academically suspended and wish to be readmitted, must: a) be readmitted to the College in good scholastic standing and b) be in good scholastic standing in accordance with the program standards and receive permission from the program director. Applicants for readmission will compete for spaces available with all other admission applicants.

College Degree Requirements

Minimum Hours Required for Graduation

Bachelor of Science in Design (BSD-Architecture) – 120 hours

Bachelor of Science in Design (BSD-Interior Design) – 120 hours

Bachelor of Landscape Architecture (BLA) – 120 hours

Grading Appeals

A student wishing to appeal a grade should contact his or her professor for clarification first before an appeal can be filed. If the dispute cannot be resolved with the instructor it is recommended that the student meets with their advisor to get clarification on the appeals process. Appeals are only considered where it can be demonstrated that prejudice or capricious treatment influenced the grade received by the student.

Having exhausted these avenues, a student may then choose to make a formal appeal. The appeal is in the form of a written statement from the student to the program director. The director will then forward the letter to the Faculty Affairs Committee. The deadline for filing a grade appeal (which includes a written statement from the student) is 30 calendar days after the first day of classes of the next regular semester (fall or spring). Appeals filed after the deadline will not be heard.

Incomplete Grades

Incompletes for students in the pre-professional program shall be granted only for reasons outlined in the policy statement adopted by the University Senate. See the Office of the University Registrar's website (https://registrar.unl.edu) for the complete text.

Incompletes given to students in the professional programs are granted at the discretion of the faculty awarding the grade. The faculty and student together must file an incomplete form in the Student Success office to register the anticipated completion date and the grade that will be registered if the work is not completed by that time.

Students will be allowed a maximum of two weeks to remove incompletes from courses that are prerequisites to classes in which they are currently enrolled, or they will be administratively dropped from those courses.

Scholastic Standing

The following scholastic standards have been established to maintain the level of quality for students enrolled in the College of Architecture programs:

First Year – Architectural Studies, Landscape Architecture, and Interior Design

Students in the first year (d.ONE) are required to maintain both a semester and cumulative grade point average at or above 2.0. Students who fail to meet this standard are placed on academic warning and will not be permitted to take any new architectural studies, design, interior design, or landscape architecture courses without the permission of the program director.

Second, Third, and Fourth Year – Architectural Studies

Students in the second, third, and fourth years of the architectural studies program are required to maintain both a semester and cumulative grade point average of 2.6 to remain in good academic standing. The architectural studies program also requires that students earn a grade of a C or higher in all required courses. Students who fail to meet this standard are placed on academic warning and will not be permitted to

take any new architectural studies courses without the permission of the program director.

Second, Third, and Fourth Year – Interior Design and Landscape Architecture

Students in the second year are required to maintain both a semester and cumulative grade point average of 2.6. Students in the third and fourth year of the BSD and BLA programs are required to maintain a 2.6 cumulative grade point average to remain in good academic standing. The program also requires that students earn a grade of a C or higher in all required courses. The program places students who fail to meet this standard on academic warning.

Master of Architecture

Students in the M.Arch program are required to maintain a semester grade point average of 3.0 to remain in good academic standing. The program places students who fail to meet this standard on academic warning.

Grade Rules

Students must earn at least a C (2.0) in all courses with an ARCH, DSGN, IDES, or LARC prefix to earn credit toward their degree. Students will be required to retake all required core courses with a grade of C- or below, but will not be required to repeat courses that were taken as electives.

Removal of Grades C- or Below

A student receiving a grade of C- or below for an overall course grade may remove that grade by retaking the same course again and receiving a higher grade at UNL, UNO, or UNK. The higher grade will be used to compute the student's cumulative grade point average, but all grades appear on the student's transcript. Students who choose to retake a course at an institution outside of the University of Nebraska system may count the course toward their degree requirement, but the grade will not replace the University of Nebraska–Lincoln grade from the student's transcript.

The Pass/No Pass option cannot be used to remove these grades from the grade point average. Please be advised that once a course is no longer taught and no longer offered by the department it is not possible to remove a grade of C- or below through substitution or any other means.

Should a student perform poorly in many courses during a semester it is possible to bankrupt the entire semester's grades. This is a drastic action and should be pursued only after a visit with the student's advisor.

Pass/No Pass Limits

None of the required classes offered in the professional program are offered Pass/No Pass, except DSGN 10. Classes applying toward ACE requirements specified by the College of Architecture may not be taken Pass/No Pass.

A maximum of 12 Pass/No Pass credits from departments outside of the College of Architecture may be taken from the following areas:

- Humanities and social sciences (i.e. open ACE areas where the College does not specify a required course)
- Open electives

Note - DSGN 421, DSGN 422, and/or DSGN 423 may be taken Pass/No Pass for technique, professional, and/or other elective credit and do not count against the 12-credit hour Pass/No Pass limit.

Transfer Credit Rules

Transfer credit is evaluated at the College level for general coursework and at the Program level for technical, professional, and non-accredited credits.

College Evaluation of Transfer Credit

First-time students transferring to the College of Architecture from a similar accredited professional degree program will be evaluated on the basis of the current undergraduate catalog in effect at the time the student enrolls in the College of Architecture.

Confirmation procedure:

1. It is the student's responsibility to initiate this task.
2. The student procedure is to seek review of appropriate materials from the Student Success office.
3. A "portfolio review" will determine confirmation of credit. This review will be done by the appropriate faculty member or committee.

Evaluation of General Education Credits

Transfer students who have formally applied for admission will have their academic credits evaluated by the Office of the University Registrar and the College of Architecture. The College will evaluate all hours submitted on an admission application but reserves the right to reject any of these credits.

Program Evaluation of Professional Credit

All professional credits earned at another university to be applied toward the master of architecture degree must be approved by the Professional Program Committee in cooperation with the program director. At least 50 percent of the required coursework for the professional degree must be completed at the University of Nebraska–Lincoln, with the exception of those students who are applying to enter the program with a four-year degree from an accredited architecture program. No professional transfer credit will be accepted from a non-accredited architecture program.

Process

The program director will select and identify those courses that are applicable to the professional program in architectural studies, interior design, and landscape architecture programs. The College of Architecture will not accept courses for transfer that are below a 2.0 on a 4-point scale.

Evaluation of Technical and Non-accredited Transfer Credits

Students who desire to transfer credits from technical or non-accredited colleges must have architectural studies, interior design, and landscape architecture credits evaluated by the director and/or appropriate program representatives. Non-architecture credits will be evaluated by the appropriate university department.

Evaluation of Graphics, Design, and Production Drawing Credit

Transfer credit for graphics, basic and architectural studies, landscape architecture, and/or interior design work and production drawings will not be granted until the student's work has been reviewed by the architectural studies, landscape architecture, or interior design program director. Allowable transfer credit in the design, production drawings, and graphics areas, whether the grades presented are C, B, or A, will be determined from this review and the student placed accordingly.

Clarification and Appeal

The student who has questions about or wishes to appeal the initial College evaluation of his or her transfer credit should contact the program office. If the evaluation is not satisfactorily resolved, the student has the right to register an appeal with the Student Affairs Committee

of the architectural studies, landscape architecture, or interior design programs.

Transfer Catalog Year

Students who have transferred from a community college may be eligible to fulfill the requirements as stated in the catalog for an academic year in which they were enrolled at the community college prior to attending the University of Nebraska-Lincoln. This decision shall be made in consultation with the student's College of Architecture academic advising team (e.g., Student Success Center professional advisor and the appropriate faculty Program Director). Eligibility is based on a) enrollment in a community college during the catalog year the student wishes to utilize, b) maintaining continuous enrollment of at least 12 credit hours per semester at the previous institution for at least 2 semesters, and c) continuous enrollment at the University of Nebraska-Lincoln within 1 calendar year from the student's last term at the previous institution. Students must complete all degree requirements from a single catalog year and within the timeframe allowable for that catalog year.

Other College Degree Requirements

Off-Campus Programs

The College of Architecture recognizes the need for some students to pursue their first-year design studies at other institutions. One semester (15 credit hours) of off-campus study should cause minimal delay in students' educational timetables if courses can be selected from the following list and are approved by the College of Architecture. Students are encouraged to coordinate their off-campus architectural studies, landscape architecture, and interior design programs with the College of Architecture.

Recommended Courses

Calculus (3 hrs)
English Composition elective (3 hrs)
Humanities and Social Sciences electives (9 hrs) *See University of Nebraska–Lincoln ACE requirements.*
Calculus-based Physics (4 hrs) for architectural studies
or Introduction to Horticulture (3 hrs) for landscape architecture
Speech (3 hrs)

ACE Requirements

Achievement-Centered Education (ACE)

The University of Nebraska–Lincoln requires all students receive a broad general education as part of their academic experience. This requirement translates into the obligation of all students to fulfill the requirements of the ACE program (http://ace.unl.edu/).

English

Students are expected to take ENGL 150 Writing and Inquiry or ENGL 151 Writing for Change and COMM 286 Business and Professional Communication.

ENGL 186 ESL/Academic Reading Skills, ENGL 187 ESL/Academic Writing Skills, and ENGL 140 Advanced Academic Writing and Usage may not be used to satisfy the freshman English composition requirement.

Credit for ENGL 186 , ENGL 187, and ENGL 188 may not apply toward the BSD and BLA degrees.

Mathematics

All students in the College of Architecture are required to receive credit for MATH 104 Applied Calculus. Courses taken as deficiencies to qualify for MATH 104 will not apply as credit toward their degree (i.e. MATH 100A , MATH 101, MATH 102, MATH 103 and MATH subject area credit at the 100 level or below).

Learning Outcomes

Graduates of landscape architecture will be able to:

1. Apply an intellectually disciplined design thinking process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from or generated by research, observation, experience, reflection, reasoning, or communication.
2. Apply writing, speaking, group discussions, and representation skills to become an effective communicator of ideas, knowledge, values, and opinions.
3. Apply design theory to give structure and form to an idea in intelligent, innovative, functional, and meaningful ways.
4. Apply principles of ecological and cultural systems to support a sustainable society.
5. Apply skills, knowledge, and methods required to translate design ideas into sustainable landscape architecture solutions.
6. Develop management and business-oriented skills needed to optimize personal career growth and to successfully win, manage, and complete professional commissions.
7. Develop skills which are inherent in the pursuit of higher education and personal enlightenment.

Major Requirements

Specific Major Requirements

Landscape Architecture Curriculum

The landscape architecture curriculum begins with a d.ONE design core. This core introduces students to the fundamentals of design thinking and design making. The d.ONE program is followed by three years of focused landscape architecture instruction leading to a bachelor of landscape architecture. The professional bachelor of landscape architecture degree is the degree accredited by the Landscape Architectural Accreditation Board (LAAB).

The College of Architecture, and all four years of the landscape architecture program, are located in Lincoln.

Landscape Architecture: Common First Year, First Semester		
DSGN 10	College of Architecture Smart Start	0
DSGN 101	Introduction to Design	2
DSGN 110	Design Thinking (ACE 7)	3
DSGN 120	Design Drawing	3
Composition Elective (ACE 1)		3
ENGL 150	Writing and Inquiry	
or ENGL 151	Writing for Change	
ACE 6 Elective		3
Credit Hours Subtotal:		14
Landscape Architecture: Common First Year, Second Semester		
DSGN 111	Design Making	4
DSGN 123	Computer Applications in Design	3
DSGN 140	History of Design (ACE 5)	3
MATH 104	Applied Calculus	3
COMM 286	Business and Professional Communication (ACE 2)	3

Credit Hours Subtotal:		16
Landscape Architecture: Second Year, First Semester		
PLAS 201 / LARC 201 / NRES 201	Dendrology: Study and Identification of Trees and Shrubs	3
LARC 210	Studio I: Landscape Architecture Design Foundations	5
LARC 230	Site Systems I: Materiality in Landscape Architecture	3
LARC 241	History of Landscape Architecture	3
PLAS 131	Plant Science (ACE 4)	3
Credit Hours Subtotal:		17
Landscape Architecture: Second Year, Second Semester		
LARC 211	Studio II: Landscape Architecture Site Design	5
LARC 231	Site Systems II: Site Engineering	3
CRPL 433	GIS in Environmental Design and Planning	3
PLAS 153 / SOIL 153	Soil Resources	4
Credit Hours Subtotal:		15
Landscape Architecture: Third Year, First Semester		
LARC 310	Studio III: Landscape Architecture Advanced Site Design	5
LARC 330	Site Systems III: Landscape Architecture Implementation	3
LARC 380	Internship Preparation	1
LARC 461 / ARCH 461	Urbanism	3
NRES 220	Principles of Ecology	3
Credit Hours Subtotal:		15
Landscape Architecture: Third Year, Second Semester		
LARC 213 / NRES 213 / PLAS 213	Cultivars and Varieties of Woody Plants for Landscapes	3
LARC 311	Design Studio IV: Ecological and Cultural Landscape Systems	5
LARC 480	Professional Practice	3
CRPL 400	Introduction to Planning (ACE 8)	3
Credit Hours Subtotal:		14
Landscape Architecture: Third Year, Summer		
Outside Enrichment Elective		1
LARC 495	Internship	
Credit Hours Subtotal:		1
Landscape Architecture: Fourth Year, First Semester		
DSGN 410	Design Studio: Collaborate	5
LARC 489 / ARCH 489 / IDES 489	Design Research	3
Professional Elective		3
complete 1 from: ANTH 389, ANTH 406, ANTH 435, ANTH 461, ANTH 471, ANTH 473, ANTH 481, ARCH 418, ARCH 481, CRPL 300, CRPL 460, CRPL 471, CRPL 472, CRPL 475, GEOG 109, GEOG 181, GEOG 361, LARC 462, LARC 467, LARC 487, LARC 492, PLAS 200, PLAS 214, PLAS 227, PLAS 319, PLAS 467, SOCI 345, SOCI 346, SOCI 407, SOCI 465		
Ecology Elective		3
complete 1 from: AGST 354, NRES 104, NRES 109, NRES 208, NRES 211, NRES 245, NRES 270, NRES 281, NRES 300, NRES 310, NRES 321, NRES 348, NRES 426, NRES 442, NRES 452, NRES 457, NRES 459, NRES 468, NRES 487, PLAS 469, SOIL 269		
Credit Hours Subtotal:		14
Landscape Architecture: Fourth Year, Second Semester		
LARC 411	Design Studio VI: Advanced Design in Landscape Architecture (ACE 10)	5
Professional Elective (see above list)		3
ACE 9 Elective		3
Elective		3
Credit Hours Subtotal:		14
Total Credit Hours		**120**

Additional Major Requirements

Grade Rules

C- and D Grades

Students must earn at least a C (2.0) in all courses with an ARCH, DSGN, IDES, or LARC prefix to earn credit toward their degree. Students will be required to retake all core required courses with a grade of C- or below, but will not be required to repeat courses that were taken as electives.

Pass/No Pass

None of the required classes offered in the professional program are offered Pass/No Pass, except DSGN 10. Classes applying toward ACE requirements specified by the College of Architecture may not be taken Pass/No Pass.

A maximum of 12 Pass/No Pass credits from departments outside of the College of Architecture may be taken from the following areas:

- Humanities and social sciences (i.e. open ACE areas where the College does not specify a required course)
- Open electives

Note - DSGN 421, DSGN 422, and/or DSGN 423 may be taken Pass/No Pass for technique, professional, and/or other elective credit and do not count against the 12-credit hour Pass/No Pass limit.

GPA Requirements

First Year – Landscape Architecture

Students in the first year (d.ONE) are required to maintain both a semester and cumulative grade point average at or above 2.0. The College places students who fail to meet these standards on academic warning.

Second, Third, and Fourth Year – Landscape Architecture

Students in the second year are required to maintain both a semester and a cumulative grade point average of 2.6. Students in the third and fourth year of the BLA program are required to maintain a 2.6 cumulative grade

point average to remain in good academic standing. The program places students who fail to meet this standard on academic warning.

Requirements for Minor Offered by Department

Minors

The landscape architecture minor is administered through the College of Architecture's Landscape Architecture Program.

The minor in landscape architecture is designed to introduce the content and contributions of the field to students outside the professional program. The minor is an eighteen-hour curriculum that includes nine credit hours of core courses and nine credit hours of elective courses. The core nine credit hour curriculum introduces basic knowledge in design thinking, the history of landscape architecture and urbanism. The elective courses include courses that explore different trajectories within the area of landscape architecture including cultural landscapes, representation, social justice, plant and ecology, and urbanism.

The minor is open to all University of Nebraska–Lincoln students.

Required Courses		
DSGN 110	Design Thinking	3
LARC 241	History of Landscape Architecture	3
LARC 461 / ARCH 461	Urbanism	3
Credit Hours Subtotal:		9
Elective Courses		
Select 9 credits of the following:		9
CRPL 433	GIS in Environmental Design and Planning	
LARC 462	Urbanism and the Catalysts of Change	
LARC 467 / ARCH 467 / PLAS 467	Planting Design	
LARC 492	Selected Topics in Landscape Architecture	
Credit Hours Subtotal:		9
Total Credit Hours		**18**

Grade Rules

C- and D Grades

A minimum C grade is required.

Pass/No Pass

No courses may be taken Pass/No Pass.

LARC 200 Landscape and Environmental Appreciation
Crosslisted with: GEOG 200, PLAS 200
Description: Values and processes in human landscapes and natural environments. Concepts and tools to understand the context of local and global environments and significant historical landscapes. Landscape as an indicator of aesthetic quality, design principles and processes as integrators of humans and nature, and the garden as a model for creating sustainable landscapes.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
ACE: ACE 9 Global/Diversity ACE 7 Arts

LARC 201 Dendrology: Study and Identification of Trees and Shrubs
Crosslisted with: NRES 201, PLAS 201
Description: An introduction to the naming, identification, and natural history of woody trees and shrubs in North American with emphasis on trees common to Nebraska. Covers morphology, natural site conditions, wildlife and human uses of woody trees and shrubs.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
Offered: FALL
Course and Laboratory Fee: $10

LARC 210 Studio I: Landscape Architecture Design Foundations
Prerequisites: Admission into the Professional Program
Description: Introductory design studio exploring design principles central to landscape architecture. Three interrelated aspects of design are pursued: 1) the elements of composition and their formal and spatial manipulation, 2) meanings conveyed by formal choices and transformations and 3) response to cultural and environmental forces in the landscape.
Credit Hours: 5
Max credits per semester: 5
Max credits per degree: 5
Grading Option: Graded
Offered: FALL

LARC 211 Studio II: Landscape Architecture Site Design
Prerequisites: LARC 210
Description: Design studio that applies theoretical, analytical, conceptual, design, and communication skills in landscape architecture. Applied problem types at various scales, emphasize procedures and skills needed for the translation of research, site analysis, programming and conceptual ideas, from two dimensional media to physical design of three-dimensional form. Emphasis is on the development of critical thinking, spatial literacy, and design process skills.
Credit Hours: 5
Max credits per semester: 5
Max credits per degree: 5
Grading Option: Graded
Offered: SPRING

LARC 212 Woody Plants for Landscapes: Identification, Management, and Use
Crosslisted with: PLAS 212, NRES 212
Description: Identification, basic management and design uses of trees and shrubs for sustainable landscapes, with an emphasis on native plants and plants adapted to the Plains states. Emphasis is on live specimens in outdoor environments, supported by online resources.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
Offered: FALL

LARC 213 Cultivars and Varieties of Woody Plants for Landscapes
Crosslisted with: PLAS 213, NRES 213
Description: Characteristics of commercially available trees and shrubs used in urban landscapes. Compares differences among cultivars, design uses, and management issues using a combination of live specimens in outdoor environments and online resources.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
Offered: SPRING

LARC 230 Site Systems I: Materiality in Landscape Architecture
Prerequisites: Admission to the College of Architecture
Description: Relationship between design and implementation through construction processes, detailing as an extension of design, landscape architectural materials, basic structural theory, detailing and structures, and technical specifications as a means of ensuring design intent.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Prerequisite for: LARC 231

LARC 231 Site Systems II: Site Engineering
Prerequisites: LARC 230
Notes: Letter Grade Only
Description: Investigation and application of landscape architectural design analysis, process and technology to aesthetic/functional landform manipulation, earthwork estimation, and stormwater management.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Prerequisite for: LARC 330

LARC 241 History of Landscape Architecture
Prerequisites: Sophomore standing and permission.
Description: Survey of the development of landscape design from pre-history to the present day.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
ACE: ACE 5 Humanities

LARC 310 Studio III: Landscape Architecture Advanced Site Design
Prerequisites: LARC 211
Description: Intermediate studio focused on the integrated relationship between landscape architecture and architecture. Projects focus on development of the land, integrating ecological and social systems at various scales.
Credit Hours: 5
Max credits per semester: 5
Max credits per degree: 5
Grading Option: Graded
Prerequisite for: LARC 311

LARC 311 Design Studio IV: Ecological and Cultural Landscape Systems
Prerequisites: LARC 310
Description: Intermediate design studio. Landscape architecture design projects positioned in relation to ecological and cultural landscape systems. Design projects emerge from both research and critical speculation at both the site and regional scale.
Credit Hours: 5
Max credits per semester: 5
Max credits per degree: 5
Grading Option: Graded
Offered: SPRING
Prerequisite for: DSGN 410; LARC 411

LARC 330 Site Systems III: Landscape Architecture Implementation
Prerequisites: LARC 231
Description: Investigation and application of landscape architectural design analysis, process and technology to landscape utility/circulation systems, structures, site layout, construction observation and implementation.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded

LARC 380 Internship Preparation
Prerequisites: Permission
Description: To provide students with information about career choices in landscape architecture and an appropriate knowledge base and support in the development of materials with which to secure an internship position.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Grading Option: Graded

LARC 392 Selected Topics in Landscape Architecture
Crosslisted with: LARC 492, LARC 592
Prerequisites: Permission.
Description: Group investigation of a topic in landscape architecture.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Grading Option: Graded

LARC 411 Design Studio VI: Advanced Design in Landscape Architecture
Prerequisites: LARC 311
Notes: Letter Grade Only
Description: Critical issues in landscape architecture involving human settlement and the natural environment. Community development or redevelopment projects are used to expand traditional and contemporary theory and practice.
Credit Hours: 5
Max credits per semester: 5
Max credits per degree: 5
Grading Option: Graded
Offered: SPRING
ACE: ACE 10 Integrated Product

LARC 413 Capstone Studio
Prerequisites: Permission
Description: As the culmination of studying Landscape Architecture, students conduct a semester-long design project, initiated by the student and under the supervision and guidance of a faculty mentor.
Credit Hours: 5
Max credits per semester: 5
Max credits per degree: 5
Grading Option: Graded

LARC 417 Product Design
Crosslisted with: ARCH 417, ARCH 617, ARCH 817, IDES 417, IDES 817
Prerequisites: IDES 201, IDES 301 (or DSGN 421, 422 & 423), IDES 416
Description: Generate a design from conception to a finished product that emphasizes the awareness of the human and the environment in the creation of product design solutions.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Offered: SPRING
Course and Laboratory Fee: $100

LARC 453 Urban Soil Properties and Management
Crosslisted with: PLAS 453, SOIL 453
Prerequisites: PLAS/SOIL 153
Description: Characteristics of soils in urban settings. Evaluation of soils intended for intensive human uses and strategies for their use. Identification of specific issues related to urban soils. Manipulation or remediation of soils subject to construction and other stresses.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded with Option
Offered: SPRING

LARC 461 Urbanism
Crosslisted with: ARCH 461, ARCH 561, ARCH 861
Prerequisites: LARC/NRES 487; parallel DSGN 410
Notes: Letter grade only.
Description: Issues of contemporary urbanism and the processes of urban design. Experiential nature of cities, role of public policy, ideology, genesis and development of urban form and space.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Prerequisite for: ARCH 562, LARC 462

LARC 462 Urbanism and the Catalysts of Change
Crosslisted with: ARCH 562
Prerequisites: Admission into the graduate portion of the professional program in Architecture or for undergraduate Landscape Architecture students; LARC 461
Description: Exploration into the relationship between the evolution of urbanism and the cultural, economic and scientific advances made by civilization.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Offered: FALL/SPR

LARC 467 Planting Design
Crosslisted with: ARCH 467, ARCH 567, ARCH 867, PLAS 467
Description: Processes, principles, and elements using plant materials as a key component of landscapes designed for human intent. Focus is on a systems approach, combining environmental attributes with functional needs to create aesthetic, functional, and sustainable landscapes for parks, commercial property, and residences using a combination of site visits and online resources.
Credit Hours: 4
Max credits per semester: 4
Max credits per degree: 4
Grading Option: Graded with Option
Offered: FALL
Course and Laboratory Fee: $25

LARC 470 International Service-Learning Experience
Prerequisites: Permission by instructor
Description: This course is an international service-learning experience. Students study cultural implications of working within communities, and extensive project planning, management, and evaluation. Working with an international partner, teams of students working with faculty plan, design, conduct, and evaluate short- and long-term community projects.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Grading Option: Graded

LARC 480 Professional Practice
Prerequisites: Admission to the Landscape Architecture Program
Description: Orientation to professional practice through a study of the architects' and the contractors' relationships to society, specific clients, their professions, and other collaborators in the environmental design and construction fields. Ethics; professional communication and responsibility; professional organizations; office management; construction management; legal and contractual relationships; professional registration; and owner-architect-contractor relationships.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Offered: FALL

LARC 487 Introduction to Landscape Ecology
Crosslisted with: NRES 487
Prerequisites: PLAS/SOIL 153 and BIOS/NRES 220.
Notes: PLAS/LARC/GEOG 200, CIVE 353/853/NRES 853, and CRPL 470 recommended.
Description: The history, principles, and concepts of landscape ecology. Use and application of landscape structure, function in the planning, the design, and management of human and natural landscapes.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded

LARC 489 Design Research
Crosslisted with: ARCH 489, ARCH 589, ARCH 889, IDES 489, IDES 889
Prerequisites: Admission to a professional program in the College of Architecture.
Description: Comprehensive overview of the complementary and contributory relationship between research and design, with a particular emphasis on design research as a projective activity.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded
Offered: FALL

LARC 492 Selected Topics in Landscape Architecture
Crosslisted with: LARC 392, LARC 592
Prerequisites: Permission.
Description: Group investigation of a topic in landscape architecture.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Grading Option: Graded

LARC 495 Internship
Description: Exposure to the landscape architectural profession through professional office experience or project work that polishes old skills and generates new competencies that cannot be duplicated in a traditional university setting.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Grading Option: Graded