



THE UNIVERSITY OF ARIZONA  
COLLEGE OF ARCHITECTURE, PLANNING  
& LANDSCAPE ARCHITECTURE

School of Landscape  
Architecture & Planning

# **Master of Landscape Architecture Program Bachelor of Landscape Architecture Program**

2019-2026

Landscape Architectural Accreditation Board  
Self-Evaluation Report



**Landscape Architectural Accreditation Board**

American Society of Landscape Architects

636 Eye Street NW

Washington, DC 20001-3736

**School of Landscape Architecture and Planning**

College of Architecture, Planning and Landscape Architecture

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# PROGRAM SELF-EVALUATION REPORT

<b>Institution</b>	University of Arizona	
<b>For the Academic Year</b>	2025-26	
<b>College, School or Department</b>	School of Landscape Architecture and Planning	
<b>Degree Title/Degree Length</b>	Master of Landscape Architecture - 3 years Bachelor of Landscape Architecture - 4 years	
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<b>Report Submitted by</b>	Lauri Macmillan Johnson	December 15, 2025
	<i>name</i>	<i>date</i>

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# INTRODUCTION

## A. HISTORY OF THE PROFESSIONAL PROGRAM

A detailed history of the Landscape Architecture Program from 1891 through 2025 can be found in Addendum X.1.<sup>1</sup>

The Landscape Architecture Program traces its roots back to the 1960s. In 1966, the first landscape architecture major was created within the Department of Horticulture. A year later, in 1967, the Bachelor of Science (BS) degree with a major in Landscape Architecture was first listed in the university catalog. In 1969, the Master of Science (MS) with a major in Landscape Architecture was also listed.

The BS in Landscape Architecture received accreditation in 1973. In 1974, the Arizona Board of Regents approved the transition from the BS and MS degrees to the Bachelor of Landscape Architecture (BLA) and Master of Landscape Architecture (MLA) degrees.

The five-year BLA degree was implemented in 1976, and the three-year MLA program was introduced in 1984. In 1985, the BLA was adjusted to a four-year degree, but returned to a five-year format in 1991. The BLA program began to be phased out in 1993, leaving the MLA program, which has remained continuously accredited since its inception.

Since our last MLA accreditation in 2019, we received approval from the Arizona Board of Regents and successfully brought back the Bachelor of Landscape Architecture program, which launched in Fall 2020 and had its first graduating cohort in Spring 2024. We now seek initial accreditation for that program. In 2022, LAAB granted our BLA program a one-time waiver of the candidacy review requirement and permission to seek initial accreditation in conjunction with MLA re-accreditation (see Addendum X.2).

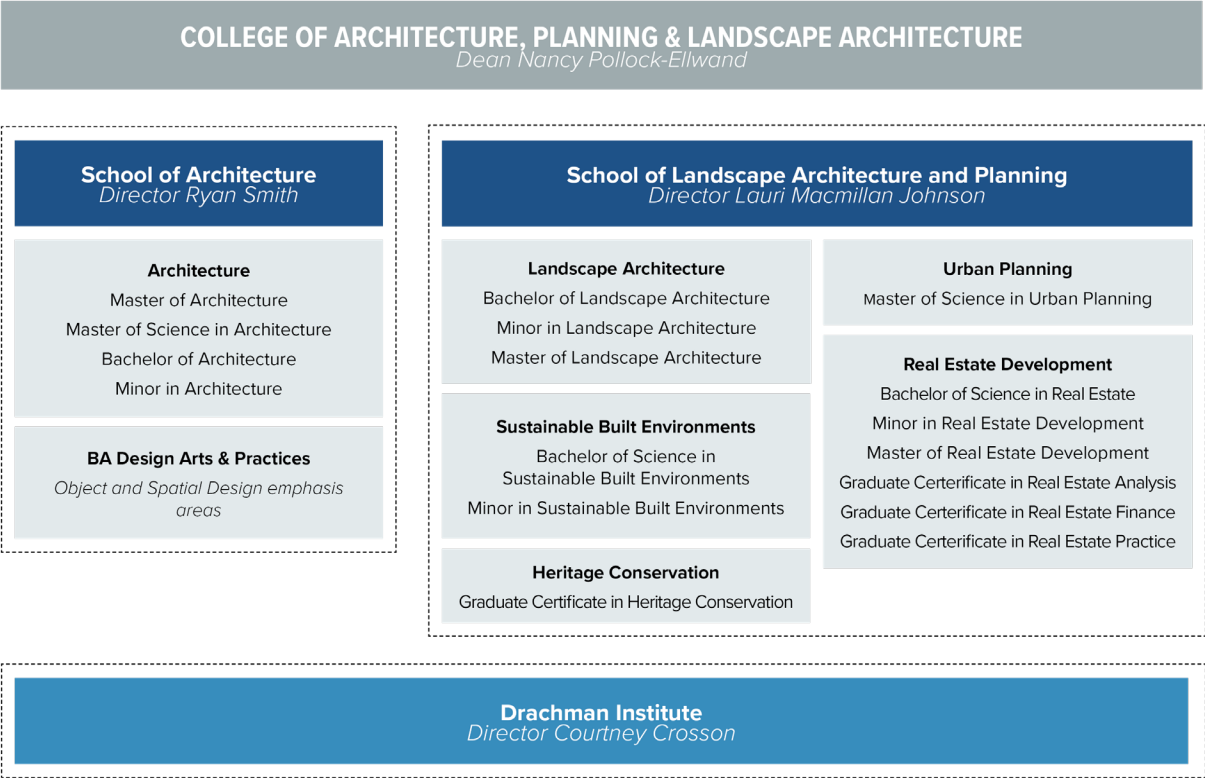
Today, the Master of Landscape Architecture and the Bachelor of Landscape Architecture programs are housed within the School of Landscape Architecture and Planning, part of the College of Architecture, Planning, and Landscape Architecture (CAPLA). Lauri Macmillan Johnson has served as program director since 2010.

## B. ORGANIZATIONAL STRUCTURE OF THE PROFESSIONAL PROGRAMS

The College of Architecture, Planning and Landscape Architecture (CAPLA) includes two schools: the School of Architecture and the School of Landscape Architecture and Planning. The BLA and MLA programs are in the School of Landscape Architecture and Planning. In addition, the Master of Science in Urban Planning, the Master of Real Estate Development, the Bachelor of Science in Real Estate, the Bachelor of Science in Sustainable Built Environments, and the Heritage Conservation Graduate Certificate Program are located within the school. See the college organizational chart, Figure A.1.

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<sup>1</sup> All LAAB required addenda are numbered A-L as requested. Additional program-specific addenda are numbered X.1-X.18



**Figure A.1. CAPLA Organizational Chart**

**C. RESPONSE TO PREVIOUS LAAB REVIEW**

The 2019 MLA accreditation letter states that there are “no recommendations affecting accreditation.” See Addendum X.3 for the 2019 LAAB final action letter for the MLA program. Note that our accreditation was extended an additional year, see Addendum X.4.

This is the first time seeking accreditation for the BLA program.

**D. DESCRIBE CURRENT STRENGTHS AND OPPORTUNITIES**

Our mission is to inspire and prepare the next generation of landscape architects to create environments that enrich people, places and the planet – advancing innovative professional practice with both regional and global impact. We identify the following strengths and opportunities in our programs:

- Our location within a Research I and Land-Grant University
- Our location within an interdisciplinary college focused on the built environment
- Place-based learning in the Sonoran Desert
- High quality faculty, staff, and students
- Strong record of research and faculty scholarship
- Outstanding curriculum
- A focus on outreach and service learning
- Excellent facilities
- Strong network of alumni and industry partners

### **Our location within a Research I and Land-Grant University**

The University of Arizona is a public Research I university and belongs to the prestigious Association of American Universities. Our programs are grounded in the mission of a Research I and Land-Grant institution, where STEM-based learning, research, and outreach converge to serve the public good. Outreach and service-learning projects are used in studios to exemplify the Land Grant mission and provide students with opportunities to participate in research that has clear public benefit and advances disciplinary knowledge and community well-being.

The college's sponsored research has grown by 150% from FY2021 to FY2025, with current funding totaling \$7 million. Our faculty were principal investigators or co-investigators on sixty research grants over the course of the accreditation period, totaling millions of dollars (see Addendum X.5). This research informs studio pedagogy and engages students as research assistants and co-authors, creating opportunities for experiential learning and professional development. Through interdisciplinary collaborations with engineering, public health, and environmental sciences, our research portfolio addresses urgent challenges such as heat mitigation, water security, biodiversity loss, and equitable access to public space. By integrating research, teaching, and outreach, our faculty generate actionable knowledge that shapes policy, guides practice and strengthens the resilience of communities across the Southwest and beyond.



*Students participate in a design exercise with faculty.*

### **Our location within an interdisciplinary college focused on the built environment**

As a national leader in design and planning of the built and natural environment within arid regions, CAPLA's core mission and strengths as a professional college is training architects, landscape architects, urban planners, heritage conservation experts, and real estate developers to work creatively in our challenging local conditions to advance knowledge that is transferable to less extreme environments.

CAPLA is comprised of two academic units - The School of Landscape Architecture and Planning, and the School of Architecture. There are nine programs within the college and four graduate

certificates that provide unique opportunities to collaborate on the world's most challenging concerns including affordable housing, extremes of heat, water scarcity, and cultural identity.

Our students have opportunities to take interdisciplinary classes within the college as well as participate in interdisciplinary competitions such as the ULI Hines competition and the EPA RainWorks Challenge design competition.

### **Place-based learning in the Sonoran Desert**

We believe that our rich cultural heritage and the physical environment of the Southwest provide an invaluable resource for the study and practice of landscape architecture. The Sonoran Desert is a learning laboratory that is culturally rich and ecologically diverse. Complex real-world challenges including water scarcity, urban heat, biodiversity loss, and cultural heritage act as both theoretical constructs and critical conditions that shape our teaching, research, and outreach.

Tucson provides a distinctive social and cultural setting for design education. The city's location on tribal lands and near the U.S.-Mexico border creates a learning environment where design decisions are inseparable from social equity, health, and long term stewardship.



*Saguaro National Park, Tucson, AZ. Photo - Bob Wick*

### **High quality faculty, staff, and students**

**Faculty.** Our faculty contribute critically toward advancing the profession of landscape architecture. They promote sustainable urban design strategies and play a role in research critical to the state of Arizona with a variety of specializations including urban design, landscape performance, environmental justice, green infrastructure, water scarcity and stormwater management, climate mitigation, habitat creation and restoration, arid lands ecology, resilient design and development, history and theory, and artistic expression in landscape architecture.

Experience in professional practice is well-represented among the faculty as nine of our thirteen faculty have worked in landscape architecture firms with national reputations such as EDAW, Andropogon & Associates, TenEyck & Associates, SmithGroup, TERREMOTO, WERK, Arterra Landscape Architects, Norris Design, and BORDER-LA. Seven of our faculty are licensed landscape architects, four of our faculty have PhDs, and ten of our faculty hold professional

degrees in landscape architecture. Please see Addendum K for individual faculty records, and Addendum X.6 for short faculty bios.

**Staff.** Our program staff are engaged, deeply committed, and passionate about advancing student success, supporting faculty, and ensuring the excellence of our programs. Highly qualified staff dedicated exclusively to the School of Landscape Architecture and Planning include Senior Program Coordinator Laura Jensen (MLA), Program Coordinator Jimmy Simpson, Administrative Associate Holly Garland, and Assessment Coordinator Kelly Eitzen Smith (PhD). Our office also employs an hourly student worker, BLA student Robin Tittelbaugh, who assisted with the preparation of this report and organizing the student work.



*MLA and BLA students stand by final project work after end of semester presentations.*

**Students.** We recruit excellent, high performing students from diverse backgrounds. Our students have a history of being highly engaged in the community. Students are active in the ASLA student chapter and many attend bi-monthly AzASLA Southern Section luncheons where professionals present on projects. Our students are national and state ASLA award winners and often work with faculty on research contracts and as co-authors on peer-reviewed publications. The AzASLA annual Gala and Awards ceremony is well attended by our students, and every year our students volunteer to assist with set up and take-down of the event.

Student achievement is recognized through competitive awards and leadership opportunities. The Elizabeth “Liba” Wheat Memorial Prize honors outstanding projects that exemplify community improvement and innovative design. Recent prize-winning projects include Santa Cruz Desert Discovery Center, Hope Rock Park, Radlands on Pantano River Park, and Flowing Forward, each addressing urgent issues such as ecological restoration, pandemic-responsive public space design, and water quality improvement.

Students have also earned national recognition through design competitions and research

presentations. One of our distinguished MLA students will present at the EPA Office of Water's National Webinar Series in February 2026, showcasing research on green stormwater infrastructure and campus sustainability leadership. In 2024, a team of MLA students received a national ASLA Honor Award in Research for their work on smart tree-watering techniques in Southern Arizona. Students secure grants such as the University of Arizona Office of Sustainability's Green Infrastructure Leadership and Engagement Project, which received \$45,800 to create a campus-wide GIS database and interactive dashboards. See Addendum X.7 for a list of student awards over the accreditation period.



*The University of Arizona.*

### **Strong record of research and faculty scholarship**

Our landscape architecture faculty tackle grand challenges facing natural and built environments, with key strengths in heat mitigation, water conservation, plant materials, design for wildlife, landscape performance, and community-connected research. Faculty have been productive in securing competitive grants and contracts and providing student support at both the BLA and MLA levels. They publish in leading landscape architecture journals as well as interdisciplinary journals on the built environment. In recent years, faculty have played an increasingly important role and assumed leadership positions in interdisciplinary projects that advance the university's strategic initiatives, including sustainable mining, AI, and arid lands. See Addendum X.5 for a list of research projects undertaken by landscape architecture faculty.

### **Outstanding curriculum**

The Bachelor and Master of Landscape Architecture curricula synthesize design and artistic expression with ecological science, cultural heritage, landscape architecture history and theory, and civic responsibility. Our curriculum embodies the criteria set by the LAAB within a STEM-based learning framework. We focus on preparing students for practice by engaging them with real-world challenges such as urbanization, diversity, cultural heritage, climate resilience, habitat integrity, and public-realm quality.

The faculty developed a curricular theory that supports students by advancing them from dependent to independent learning through deliberate course sequences. Community outreach is central to this mission. We stress design processes, evidence-based design strategies, and artistic inquiry.

### **A focus on outreach and service-learning**

Community engagement and service-learning are central to our Land-Grant mission and deeply embedded in every level of the curriculum. Students and faculty work with municipalities, tribal nations, nonprofits, and neighborhood organizations to address urgent, real-world challenges such as urban heat mitigation, stormwater management, habitat restoration, and equitable access to public space. These collaborations extend beyond Southern Arizona into binational contexts in northern Mexico, where projects integrate traditional ecological knowledge and culturally responsive design practices to ensure solutions are both innovative and inclusive.

### **Excellent facilities**

Our facilities are considered extraordinary. The studios are deliberately crafted to foster creativity, collaboration, and technical excellence. Our award-winning building is flooded with natural light and spectacular views of the Santa Catalina Mountains. Studios and classrooms are equipped with advanced digital technology including several large monitors and upgraded computers. These spaces support the iterative, hands-on learning that defines our pedagogy. The integration of flexible layouts with adjacent breakout areas encourages dynamic interaction among students and faculty, transforming the studio into a hub for experimentation, and student engagement.



*Students presenting final work in the Sundt Gallery - CAPLA West.*

The Underwood Family Sonoran Landscape Laboratory functions as an outdoor classroom and living laboratory where students study plant communities, observe water harvesting strategies, and evaluate habitat performance under desert conditions. The Materials Lab complements this by providing analog and digital fabrication tools for prototyping and performance testing. Students build mockups, prototype shade and seating, access permeable paving systems, and fabricate site furnishings. Our facilities transform theory into practice and reinforce the program's commitment to LAAB standards for excellence.

### **Strong network of alumni and industry partners**

The program has a strong relationship with alumni and practitioners, particularly those practicing in the Tucson and Phoenix areas. The professional community is regularly invited to school and college events such as guest lectures and exhibitions, and faculty regularly use alumni and

practitioners as guest critics and reviewers. The Southern Section of the Arizona Chapter of ASLA has regular luncheons to which students and faculty, as well as public and private practitioners, are invited.

## **E. DESCRIBE CURRENT WEAKNESSES AND CHALLENGES**

We have identified the following challenges for our program:

- The university's budget crisis and budget model
- Recruiting challenges
- Growing pains

### **University Budget Crisis and Budget Model**

The University of Arizona's budget model shifted during the accreditation period. Under the previous Responsibility Centered Management (RCM) model, college budgets were tied to student credit hours (SCH), incentivizing growth. This model enabled the School of Landscape Architecture and Planning to launch the BLA program and expand our course offerings. Increased revenue supported faculty and staff hires, GTA positions, and operational improvements.

In November 2023 the university announced that the institution had a budget shortfall which was ultimately determined to total \$177M. The previous incentive-based, decentralized budget model shifted to a model in which college budgets were fixed and determined centrally. Budget cuts were issued to each college and a hiring freeze put in place. Fortunately, Assistant Professors Kenneth Kokroko and Mackenzie Waller were hired before the hiring freeze. Subsequently we were able to hire Career Track Lecturers Wendy Lotze and Nolan Bade to support the growing BLA program.

Although CAPLA's cuts were less severe than those faced by other colleges, we continue to be affected by university budget cuts, and face uncertainty in terms of future hiring and student support. Thus, we are currently exploring a Strategic Priorities Faculty Initiative (SPFI) which provides temporary university financial support to academic departments, enabling them to hire additional full-time, tenure-track faculty who will enhance the university's Purpose, Mission and Values and advance the strategic imperatives.

In November 2025, CAPLA leadership engaged in negotiations with leadership at the Graduate College who are pushing for significant reductions in graduate tuition waivers. While final decisions are pending, we anticipate offering fewer waivers than in previous years. This poses challenges for maintaining MLA enrollment and attracting diverse, high-caliber students, a foundation of our program identity.

The university is returning to an RCM hybrid budget model in Fall 2027. This model will allow revenue to flow to units based on student enrollments.

### **Recruiting Challenges**

In addition to internal resource allocation challenges, the Arizona legislature has cut funding for higher education over the years. As a result of these budget cuts, tuition for nonresident undergraduates, graduate students and certain programs has risen, although the in-state rates have remained frozen since the 2024-25 academic year and will remain unchanged for 2026-27. Academic programs in Arizona face the challenge of attracting students at a time when the cost of higher education is at its highest level ever.

In the past few years, CAPLA has seen significant turnover in our college recruiter position. We

are excited to welcome and work with Alessandra Lizotte, our new recruitment coordinator. Alessandra is working with the director and program chair to tailor her recruitment efforts to the needs of our landscape architecture programs. This support will include a variety of initiatives and strategies. Alessandra works closely with Associate Dean Laura Hollengreen, Graduate Advisor Gretchen Luhr, program administrators, faculty, staff and CAPLA's marketing team to promote the programs through open house events at CAPLA and the university as well as national recruiting fairs and engagements. We have increased our social medial presence and digital advertising. In the BLA program she works with our advisors to increase program visibility for campus transfer students. The director and chair are working with local community colleges to strengthen partnerships. We have also worked collectively to increase our enrollments into the graduate programs through our Accelerated Master's Programs (AMP).

Alessandra is becoming well versed in the profession of landscape architecture and our BLA and MLA curricula. Her recruiting approach involves showing and describing the types of projects our students work on and what they can expect to do when they graduate and join the workforce. We are also increasing our outreach at the local and state level, including to community college transfers and to change of major students within the university.

### **Growing Pains**

Given the parameters of our budget cuts, we were tasked with modeling ways to be efficient and accommodate the growth that was launched prior to the university budget crisis. Within the school certain class sizes increased and a few courses were offered every other year. We made the decision to co-convene early MLA studios with mid-level BLA studios. We were able to keep the student/faculty ratio 15:1 with multiple faculty members teaching these sections. These co-convened studios were initially met with controversy as some graduate students were not happy with the situation, while others found the mix to be a collaborative learning environment. The director and chair held town hall meetings with the graduate students to better understand their concerns. We decided that the MLA early (first year) studios would be kept separate from undergraduate studios and that later studios would be co-convened with an approach where graduate students could matriculate as a cohesive group. We find this to be highly successful.

## **F. DESCRIBE ANY SUBSTANTIAL CHANGES IN THE PROGRAMS SINCE THE LAST ACCREDITATION REVIEW**

The following have occurred since the last accreditation review:

- Erik Schmahl hired as Adjunct Lecturer, Fall 2021
- Kenneth Kokroko hired as Assistant Professor of Landscape Architecture, Fall 2022; he successfully completed his third year retention review in Spring 2024
- Mackenzie Waller hired as Assistant Professor of Landscape Architecture, Spring 2022; she successfully completed her third year retention review in Spring 2025
- Kirk Dimond appointed as Program Chair of Landscape Architecture, Fall 2024
- Promotions:
  - Bo Yang promoted to Professor, Fall 2020
  - Travis Mueller promoted to Lecturer, Fall 2021
  - Bo Yang promoted to Associate Dean for Research, Fall 2021
  - Erik Schmahl promoted to Lecturer, Fall 2022
  - Kirk Dimond promoted to Associate Professor with tenure, Fall 2022
  - Philip Stoker promoted to Associate Professor with tenure, Fall 2022
  - Shujuan Li promoted to Professor, Fall 2024

- Staffing changes:
  - Laura Jensen promoted to Senior Program Coordinator, Fall 2021
  - Holly Garland hired as Administrative Assistant III, Spring 2022
  - Gretchen Luhr hired as Graduate Program Coordinator, Spring 2023
  - Jimmy Simpson hired as Program Coordinator, Spring 2025
- After landscape architecture became a STEM-designated discipline in 2023, we requested, and received, a CIP code change for both the BLA and MLA programs in 2024. Previously, our 6-digit CIP code was Sustainability Studies (30.3301), a code that was included in the Department of Homeland Security’s STEM-Designated Program List. The CIP code for both programs is now Landscape Architecture (04.0601).
- The 2020 COVID pandemic caused a shift to virtual/hybrid classes. Some classes continue in a hybrid format.
- 2023-2024 our college went through a strategic planning process, resulting in a vision for “building a better world.” See: <https://capla.arizona.edu/strategic-plan>.
- We launched the BLA in Fall 2020 and graduated our first class in Spring 2024.
- In November 2023, the former university president announced a university budget deficit of \$177 million, sending colleges into a tailspin and enacting an immediate hiring freeze. In April 2024, we learned that our college’s FY 2025 budget was cut by 2.5 percent, from \$11.5 to \$11.1 million. This budget cut was smaller than many other colleges and allowed us to keep all of our existing personnel. The budget crisis, extending now into FY 2026, has somewhat limited our ability to offer graduate tuition waivers to attract new graduate students. Additionally, changes at the federal level impacting international students have led to a decline in international applications, an issue shared by other programs across the United States who have also seen declines in graduate enrollment.

## G. DESCRIBE WHO PARTICIPATED

- Director, Lauri Macmillan Johnson: Responsible for oversight of the SER, writing, review and editing.
- Assessment Coordinator, Kelly Eitzen Smith: Responsible for overall project management, distribution and analysis of survey instruments, collection and interpretation of student and alumni data, writing and final editing.
- Program Chair, Kirk Dimond: Responsible for curriculum mapping, writing and editing.
- Senior Program Coordinator, Laura Jensen: Responsible for preparation of report sections, editing, collection of data, and report production including graphic design.
- Program Coordinator, Jimmy Simpson: Responsible for collection of information, writing, editing, and preparation of addenda.
- Administrative Associate, Holly Garland: Responsible for assistance with data collection and administrative support.
- BLA Student Worker, Robin Tittelbaugh: Responsible for assistance with data collection, preparation of addenda, editing the student outcomes chapter, and organization of student work and table of contents.
- Landscape Architecture Faculty (M. Livingston, B. Yang, S. Li, K. Kokroko, M. Waller, T. Mueller, E. Schmahl, W. Lotze, N. Bade) provided information for various sections of the report and were responsible for final review and editing.
- Dean, Nancy Pollock-Ellwand provided a final review of the document.

# 1 PROGRAM MISSION & GOALS

The professional program shall have a clearly defined mission that is 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 toward the attainment of its mission and goals.

**FOR DUAL PROGRAM REVIEWS:** *If the professional program considers most of the content of responses under this Standard to be the same or similar for both the bachelor's and master's degree programs, the SER may indicate that condition and present that as unified information. The LAAB would presume that there would be some degree differences that would be added to the descriptions of its mission and goals to articulate how those missions and goals are more specifically differentiated for each degree program.*

## 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.

MISSION FOR BOTH PROGRAMS: "Our mission is to inspire and prepare the next generation of landscape architects to create environments that enrich people, places, and the planet—advancing innovative professional practice with both regional and global impact."

VISION FOR BOTH PROGRAMS: "We envision a future shaped by inspired landscape architects who lead with creativity, purpose, and responsibility—designing environments that enrich lives, celebrate place, and sustain our planet. Our goal is to empower the next generation with the knowledge, imagination, and global perspective to transform the world through innovative and impactful practice."

The mission and vision reflect the purpose and values of the program in the following ways:

Table 1.1. Mission and Values

We Value	How mission reflects values
Environmental health, sustainability, resilience, and stewardship	The mission reflects environmental health by emphasizing the creation of environments that benefit the planet. Sustainability and resilience are addressed through the focus on innovative practice with global and regional impact, encouraging long-term, adaptable design solutions. The commitment to stewardship is clear in the goal to enrich people, places, and the planet—highlighting responsible, forward-looking care for natural and built environments.
Diversity, equity and inclusion	Our mission highlights a commitment to embracing diverse cultural, social, and ecological contexts, ensuring that professional practice addresses the needs of varied communities at both regional and global scales.

We Value	How mission reflects values
Human and community health and safety	By inspiring and preparing future professionals to advance innovative practices, our mission acknowledges the responsibility to foster communities that are resilient, inclusive, and supportive of overall quality of life.
Professional ethics and responsibility	By advancing innovative professional practice, the mission underscores responsibility to uphold high standards, adapt to evolving challenges, and prioritize sustainability, stewardship, and social justice in design.
Leadership and innovation	Our mission reflects leadership and innovation by aiming to inspire and prepare the next generation of landscape architects, positioning students as future leaders who will guide the profession forward. Our focus on advancing innovative professional practice highlights a commitment to creative problem-solving, new ideas, and forward-thinking approaches that respond to complex social and environmental challenges.
Application of the Sciences to the Design of Natural and Built Landscapes	We believe that effective design requires scientific understanding of ecological systems, climate, soils, hydrology, and human health, integrated with the built environment. By emphasizing innovative professional practice, our mission highlights the role of evidence-based, science-informed approaches in addressing complex environmental and societal challenges.

Our mission is directly related to our college’s (CAPLA’s) mission. The CAPLA mission is “to inspire and prepare creators of environments that enrich people, places, and our planet.” The CAPLA values and priorities of putting people first, delivering a diverse and innovative pedagogy, preparing for a changing world, and addressing global challenges are aligned with our core values and vision of preparing the next generation of landscape architects to be innovative designers and leaders in the field.

### CAPLA Vision: Building a Better World

Table 1.2. CAPLA Strategic Priorities

Priority	Goal
Putting People First	We will promote a CAPLA culture based on trust, respect and mutual support, the pursuit of work-life balance, and opportunities for career advancement.
Deliver Diverse Pedagogy for a New Era	We will deliver an innovative curriculum tightly integrated with research and outreach that benefits our students, faculty, industries, and communities.
Preparing for a Changing World	We will prepare our students to be well-rounded, with the necessary skills and experiences to become leaders in their professions and fields.
Addressing Global Challenges	We will apply our distinctive regional expertise globally to create more environmentally and socially sustainable futures.
Strengthening Assets	We will generate, support, and manage the financial, human and facility resources necessary to meet our mission.

As a campus leader in community engagement, CAPLA advances the university’s historic land grant mission through design and planning assistance to diverse communities throughout the state of Arizona, regionally, and globally. CAPLA’s core mission is to train architects, landscape architects, urban planners, and real estate developers to work effectively in the challenging environmental conditions of our region, and to equip them with the skills to transport this knowledge to other regions and environmental conditions. CAPLA alumni are leaders in sustainable design and planning who address major challenges facing humankind and the globe—designing for the conservation of energy and water; planning for urban infrastructure, health, and wellbeing; and preserving cultural heritage and natural ecosystems.

Our mission also directly aligns with the University of Arizona’s strategic imperatives. By inspiring and preparing the next generation of landscape architects, we advance **student success**, equipping graduates with the knowledge, skills, and creativity to thrive in professional practice and scholarship. Through our focus on innovation and design that enriches people, places, and the planet, we contribute to **research that shapes the future**, applying science, technology, and design thinking to address pressing environmental and societal challenges. Finally, our emphasis on creating environments with regional and global impact reflects the university’s commitment to **community engagement**, as we partner with local and regional communities to foster resilient, inclusive, and sustainable landscapes that create opportunity for present and future generations. For more on the university’s strategic imperatives, see <https://president.arizona.edu/delivering-on-our-promise>.

## **B. EDUCATIONAL GOALS**

### **1. Describe the professional program’s educational goals, and how attainment of those goals will advance the professional program’s mission.**

Our mission is to inspire and prepare the next generation of landscape architects to create environments that enrich people, places, and the planet—advancing innovative professional practice with both regional and global impact. The following academic goals (also stated in our long-range plan, see Addendum A) support this mission:

- Engage in partnerships with entities outside the university to promote networking, service learning, and real-world opportunities for students.
- Augment the formal educational experience by offering professional training and educational events throughout the year.
- Prepare students for entry-level practice through involvement in a variety of project types and scales.
- Cultivate interdisciplinary learning opportunities within the university to prepare students for professional success in diverse environments. We want our students to embrace interdisciplinary practice and be productive and innovative in the field, including landscape planning and site design within a wide range of physical, legal, political, economic, social, artistic, and psychological contexts.
- Maintain a program curriculum that reflects new theories, technologies, methods, strategies, and best practices that inspire and facilitate innovative practice in contemporary challenges. We want our students to be knowledgeable about ecological and human needs, in both urban and rural settings and in national as well as international markets. We use the Sonoran Desert as a learning laboratory with applications that transfer globally.
- Graduate students that are confident in their mastery of the knowledge, skills, and values that are needed in the profession, including new objectives related to STEM learning.

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

The faculty meets regularly to evaluate the program curriculum to ensure that it adequately addresses the academic goals and learning objectives identified in Standard 3. For example, in spring 2025 the faculty held a workshop which included presentations by each faculty member on the design studio sequence and the stated learning objectives for each course.

In terms of program assessment, the BLA and MLA students are evaluated on LAAB learning

objectives in their final studio class. The program assessment coordinator also conducts a Learning Outcomes Survey with graduating BLA and MLA students to evaluate the program (reported in Standard 4: Student and Program Outcomes). In this survey, students provide feedback on the program and rate their skills and knowledge of the learning objectives identified in Standard 3.

Finally, the director and program chair meet regularly and review the long-range plan (see Addendum A) to evaluate progress toward meeting program goals.

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

Our long-range plan includes all metrics, benchmarks, and action plans used to assess progress in meeting our goals. Please see Addendum A: Long Range Plan.

## **C. COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION**

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

We define under-represented populations as groups whose representation within the landscape architecture profession is disproportionately low compared to their presence in the general U.S. population. Using data from the LAAB website, these include:

- Hispanic or Latinx individuals (18.5% of the U.S. population vs. 6% of ASLA members)
- Black American individuals (13.4% of the U.S. population vs. 2.1% of ASLA members)
- Native American or Alaska Native individuals (1.3% of the U.S. population vs. 0.5% of ASLA members)

These groups are of particular interest and importance to the program for several reasons:

1. Commitment to Diversity and Inclusion: The program is committed to building and sustaining a diverse faculty, staff, and student body, and fostering an inclusive learning and working environment.
2. Alignment with Institutional Identity:
  - The university is a Hispanic Serving Institution (HSI), which underscores the importance of supporting and increasing Hispanic representation.
  - The institution is located on Native lands, which brings a responsibility to engage and support Native communities meaningfully.
3. Professional Equity: Increasing representation from these groups helps address systemic inequities in the profession and ensures that landscape architecture reflects the diverse communities it serves.

Our student demographics are included in Addenda H1 and H2: Student Information and faculty demographics in Addendum J: Faculty Information.

### **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 program has taken several steps to address under-representation within the profession:

- **Student Recruitment:** We have a new recruiter as of 2025 and are working on recruitment plans to increase the diversity of our student body.
- **Curriculum and Environment:** Through our curriculum, we create an inclusive learning environment that supports diverse perspectives and experiences. Faculty regularly bring in diverse guest speakers and reviewers, and the college offers a lecture series each year that brings in people from all over the world.
- **Faculty Diversity:** We actively work to diversify faculty to reflect the values of equity and inclusion. In 2023, we successfully applied for Strategic Priorities Faculty Initiative (SPFI) funding from the office of the provost. SPFI provides temporary university financial support to academic departments enabling them to hire additional full-time, tenure-track faculty who will enhance inclusive excellence via equal opportunity, diversity, and inclusion. Our application was approved and we extended an offer to a candidate who we were unfortunately unable to secure. In fall 2025 we applied for and received SPFI Recruitment Funds, which we will use to vet a faculty-identified candidate who will travel to campus in spring 2026. Two of our faculty, Kenneth Kokroko and Mackenzie Waller, were selected as Deans' Diversity and Equity Initiative Fellows in 2022-23.<sup>1</sup>
- **Community Outreach:** through various outreach projects with community partners, we expose our students to diverse populations (see Standard 6: Outreach).

**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 University of Arizona and the School of Landscape Architecture and Planning is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the university prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. Our programs are dedicated to inclusive excellence: the recognition and acceptance of the talents, worldviews, perceptions, cultures, and skills that diverse communities bring to the educational enterprise that can be harnessed to prepare students for leading, living, and working in a diverse world.

At the college level, the CAPLA Community Council (formerly the Diversity, Equity and Inclusion Committee), works to advance community initiatives and make CAPLA a leader in inclusive excellence. See: <https://capla.arizona.edu/College%20Community%20Council>

## **D. LONG-RANGE PLANNING PROCESS**

*See Addendum A: Program Long-Range Plan*

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

With the exception of a few minor edits, our long-range plan has not changed since our 2019 accreditation. Our goals are:

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<sup>1</sup> <https://bedeansadvancingchange.com/fellowshipprogram-1>

**Goal 1: Prepare Students for Professional Success.** Prepare students for professional landscape architectural practice and scholarship through collaborative, innovative, place-based learning and provide them with the tools to advance the profession regionally and globally.

**Goal 2: Outstanding Curriculum.** Create and maintain a robust, responsive, and professionally-rooted curriculum which fosters a comprehensive understanding of landscape architectural practice, creative problem-solving, and the knowledge, skills, and values necessary for professional success.

**Goal 3: Engaged Student Body with Varied Backgrounds and Perspectives.** Recruit, retain, and graduate a well prepared, creative, and engaged student body.

**Goal 4: Faculty as Leaders in their Field.** Assemble and maintain a diverse, high performing, and engaged faculty that strive to be leaders in the field of landscape architectural education.

**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 plan includes the mission, program goals, objectives, strategies, benchmarks, timeframe, results, and action plans (please see Addendum A). The intent of the long-range plan is to identify specific, measurable, attainable objectives and to ensure that progress is being made to reach stated goals. The director and program chair review the long-range plan regularly with assistance from the school assessment coordinator.

**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 director works regularly with the school assessment coordinator to review the plan and determine progress. The plan has been written so that all goals and objectives are very attainable and success is measurable.

## **E. PROGRAM DISCLOSURE**

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

The college website features information about the college, our degree programs, research, community engagement, faculty, students, and alumni. Current news items, recent projects, faculty and student recognition, and events are updated regularly.

Both programs have their own landing pages on the college website. The Master of Landscape Architecture program (<https://capla.arizona.edu/academics/master-landscape-architecture>) and the Bachelor of Landscape Architecture program (<https://capla.arizona.edu/academics/bachelor-landscape-architecture>) pages contain links to curriculum; faculty bios; admissions, costs, and career outlook.

The school is represented on social media outlets such as Facebook and Instagram. School events such as lecture and speaker series, field trips, student presentations, alumni receptions,

and news items such as faculty achievements and student recognition and awards are recorded and shared for current, former, and prospective students as well as community members. These platforms have been dynamic, cost-effective ways of communicating the work of the program, school, and college to the outside community.

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

On the two program pages listed above, the single-click link “Public Information on Program Performance” includes accreditation information, estimated program and housing costs, student data, retention and graduation rates, number of degrees conferred, and student achievement scores.

**F. PROGRAM TITLE**

**1. Verify that the professional program’s title and degree conform to this Standard by incorporating the term “landscape architecture”.**

Both program titles contain the term “landscape architecture.”

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# 2 PROGRAM GOVERNANCE

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.*

**FOR DUAL PROGRAM REVIEWS:** *Most institutions with both accredited bachelor's and master's degree programs administer them collectively with a shared administrative structure and governance. Where there are different conditions for the bachelor's and master's degree programs, those differences should be described.*

## A. INSTITUTIONAL CONTEXT

1. Demonstrate that the parent institution is accredited by an institutional accrediting agency recognized by the U.S. Department of Education.

The University of Arizona is accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, 510.748.9001, <https://www.wscuc.org/>.

## B. INSTITUTIONAL SUPPORT

*See Addendum 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 School of Landscape Architecture and Planning is comprised of two units: the School of Landscape Architecture, and the Planning Degree Program (planning unit). There are four separately budgeted units (landscape architecture, urban planning, real estate, and sustainable built environments). The landscape architecture program retains its own budget and human resource designation.

The college receives one central budget that supports the two schools. Director Macmillan Johnson is responsible for fiscal management of the school budget and works closely with the CAPLA business office to ensure individual program needs are met. Director Macmillan Johnson, her staff, and the assistant dean of finance and his staff meet monthly for budget forecasting and to review expenditures related to personnel and operations. With staff, Macmillan Johnson monitors program growth, course enrollments, staffing, and faculty workloads within budget constraints.

The program also receives Program Fees from graduate students, approved by the Arizona Board of Regents. The Program Fee for students currently enrolled in the MLA Program is \$1,500 per semester or \$3,000 for fall & spring. Until FY25, approximately 14% of the total collected fees

were set aside for students with financial need and 73% of the total collected fees were returned to the program. In FY25, the percentage returned to the programs increased to 86%.

Tenure track faculty hired during this accreditation period received startup packages of \$35,000 over their first three years to support their research and professional development. Additional funding beyond startup amounts is provided for instructional support (e.g., teaching assistants, field trips, classroom materials, technology, or instructional training). Program funding for research activities, conference travel, graduate assistants, etc. is available once startup funds are expended. From 2019-2023, a college policy returned a portion of F&A (8%) on external research grants to investigators. This initiative resulted in additional support for research and professional development of faculty. Faculty are eligible for funding available from the CAPLA Grassroots Innovation Seed Grants program to support Teaching, Research, and Creative Scholarship (typically \$20,000 each award), the Drachman Institute, the Institute on Place, Wellbeing & Performance, and RESTRUCT seed grants program. The university provides various seed grants to support faculty conference travel, publications, conference organization, international travel for partnership development, and graduate student support. Starting in 2023, the university provides funding to support junior faculty to attend research leadership training. Faculty can also receive funding support from various centers and institutes on campus to support their research and instructional activities, such as Arizona Institute for Resilience, Udall Center for Studies in Public Policy, Center for University Education Scholarship, and the Agnese Nelms Haury Program. All faculty are provided with computers; these are refreshed as needed.

To assist faculty who are seeking internal and external research funding, CAPLA contracts with the university's Engineering Research Administration Services (ERAS) to provide comprehensive grants and contracts service and support. Based in the College of Engineering, they extend their business services to other units on campus. Services include the management of proposal schedules and communications, assistance with regulatory and campus review compliance, budget preparation and justification, collecting and formatting of pre-award submission materials, and comprehensive post-award assistance.

The school was faced with budget challenges in November 2023 when the university announced a budget shortfall, ultimately determined to total \$177M. The university's previous incentive-based, decentralized budget model shifted to a model in which college budgets were fixed and determined centrally. Budget cuts were issued to each college and a hiring freeze was put in place. Fortunately, Assistant Professors Kenneth Kokroko and Mackenzie Waller were hired before the hiring freeze. Subsequently we were able to hire Career Track Lecturers Wendy Lotze and Nolan Bade to support the growing BLA program.

The guiding principle CAPLA initiated for fiscal management during these cuts was that programs and full-time personnel would not be eliminated. Schools developed scenarios for resource management that included conservative spending plans. For example, the dean and directors did not travel to conferences during this time. Faculty had resources through previously funded startup monies and research funding. ASLA alumni events continued as faculty were able to attend the national conference. Student travel was funded through external scholarships (see Table 2.1).

One year after the budget deficit was announced, the shortfall was reported as under \$65 million. Overall, budget cuts to CAPLA were significantly less than cuts to other colleges. We did not lose any faculty or staff, and we continue to fund our graduate assistants to the same extent as we have in the past.

A task force at the university level, led by Richard Cate, senior advisor to the president for

operations, is working to make recommendations for a new budget model. The past model was designed to encourage growth, while the new model will support student success and retention. The university is also exploring ways to create unit incentives for innovation.

This past year, (spring 2025) the school received one-time funds (more than \$158,000) from salary savings (faculty sabbaticals and college level staff departures) that greatly enhanced operational expenses. Investments were made including new faculty and staff computers and laptops, office furniture, faculty travel, studio monitors, improvements to the student computer labs, additional laptops for the students to check out, a new color plotter, and a \$30,000 Topo Scanner. Fifty-thousand dollars was earmarked for improvements to the Materials Lab. See Addendum B for our annual budget over the accreditation period.

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

### 2A. Graduate Student Support

The program provides financial support to offset tuition for its students in the form of:

- Graduate Tuition Waivers are available at the program level to cover any portion of tuition;
- In-state tuition for qualifying residents of participating western states and territories through the Western Regional Graduate Program (WRGP);
- Fellowship Funds distributed by the Graduate Colleges;
- Program Fee Set Aside Funds, cash based financial aid allocated by colleges obtained by reserving 14% of Program Fees;
- Graduate Teaching and Research Assistantships (GTAs and GRAs) that provide stipends and tuition waivers;
- Scholarships at the program level that provide financial aid from donor-provided funds (see Table 2.1);
- Graduate Access Fellowships at the Graduate College level that are intended to broaden access to graduate education;
- UA Peace Corps Coverdell Fellows eligible for returning Peace Corps Volunteers;
- Qualified Tuition Reduction (QTR) Waivers for UA employees and affiliates; and
- Student travel support offered by the program.

The program covers the cost of ASLA award submissions by students.

**Table 2.1. Available Scholarships**

Scholarship	Level	Category	Value	Notes
<b>Benzi Family International Travel Scholarship</b>	BLA/MLA	Merit-Based	\$2,500-\$10,000	Candidates for the Benzien Family Travel Scholarship shall be undergraduate and graduate students in the Landscape Architecture Program at CAPLA. Students shall have completed their first year in the BLA or MLA program with a 3.5 GPA. This scholarship is for students who desire to advance their understanding of design decision making within the urban and historical context of international places; applicants must propose a specific study plan and goals; travel may be independent or coordinated within an existing CAPLA program.

Scholarship	Level	Category	Value	Notes
<b>Mary M. and Clifton E. Bloom Scholarship</b>	BLA/ MLA	Merit, Need- Based	Up to \$2,000	Available to undergraduate and graduate landscape architecture students who demonstrate academic excellence and financial need.
<b>Clark International Travel Scholarship - Landscape Architecture &amp; Planning</b>	MLA	Merit- Based	Up to \$2,700	Available to MLA students with at least one year of study remaining and who wish to further their studies with travel abroad.
<b>Cornerstone Building Foundation Scholarship for Landscape Architecture</b>	BLA/ MLA	Merit- Based	Up to \$1,000	Available to landscape architecture students who demonstrate academic merit.
<b>Desert Garden Club Scholarship in Landscape Architecture</b>	BLA/ MLA	Merit- Based	Up to \$4,000	Available to landscape architecture students who demonstrate academic merit.
<b>Irma and Bernard Friedman Scholarship</b>	BLA/ MLA	Merit, Need- Based	Varies	Available to all CAPLA students who demonstrate academic merit and financial need.
<b>Warren Gill Memorial Scholarship</b>	BLA	Merit, Need- Based	Varies	Available to BLA students entering their third or fourth year; awarded on the basis of academic excellence and financial need.
<b>William and Joyce Havens Scholarship in Landscape Architecture</b>	BLA/ MLA	Merit- Based	Up to \$1,900	Available to all landscape architecture students who demonstrate excellence in their academic performance. Secondary criteria includes growth in knowledge, skills and abilities; sensitivity to ecological and environmental issues; and excellence in peer interaction.
<b>Alvin O. Hurst Scholarship</b>	BLA/ MLA	Merit, Need- Based	Up to \$4,800	Available to landscape architecture students who demonstrate academic excellence and financial need.
<b>Ted Marshall Memorial Scholarship</b>	BLA/ MLA	Merit- Based	Varies	Available to full-time students in landscape architecture who possess an academic and/or professional interest in irrigation design and environmental stewardship and a passion for the Southwest. Candidates should demonstrate a personal commitment to the betterment of others both personally and professionally.
<b>Mary Miller Memorial Prize</b>	BLA/ MLA	Merit- Based	Varies	Available to landscape architecture students who show sensitivity to the aesthetic and development of the Tucson area and greater Southwest.

Scholarship	Level	Category	Value	Notes
<b>Tucson Chapter of NAWIC Scholarship</b>	BLA/MLA	Merit-Based	Up to \$1,000	Available to full-time female B.Arch students in their third, fourth or fifth year and full-time female architecture and landscape architecture graduate students who demonstrate academic merit; preference given to students interested in construction.
<b>Ronald R. Stoltz, FASLA, FCELA Scholarship</b>	BLA/MLA	Merit, Need-Based	Up to \$1,500	Available to full-time students or are entering or continuing in CAPLA's undergraduate or graduate landscape architecture program. Qualified candidates should demonstrate interpersonal and professional excellence and should have considerable skill with design visualization, digital media and hand-drawing. Financial need may also be an award consideration.
<b>Sky Blu Underwood Scholarship</b>	BLA/MLA	Merit-Based	Up to \$1,700	Available to students in the fields of horticulture, plant sciences, landscape architecture or related areas; based on scholastic achievement.

For specific information on financial support for students from 2019-25, see Addendum B.

The most significant source of program level funding for graduate students is from Graduate Tuition Waivers and Graduate Research and Teaching Assistantships. These are described in greater detail below:

### Graduate Tuition Waivers

Tuition waivers are awarded at the discretion of school directors. These are typically used for recruiting purposes. Typically, tuition waivers are awarded to incoming students who, in most cases, do not qualify for Graduate Assistantship positions. For incoming fall 2025 students, these awards ranged from \$5,000 - \$10,000 for residents and \$10,000 - \$22,000 for non-residents (academic year). After students complete their first year in the program, they have the skills needed to seek Graduate Assistantships.

### Graduate Assistantships

Graduate Assistantship positions include Teaching Assistantships (GTAs) and Research Assistantships (GRAs). These are typically offered at .25 FTE (10 hours of work per week) or .50 FTE (20 hours per week). GRA funding is provided through research grants and contracts and faculty start-up packages. GTA positions are offered by the program to assist faculty in teaching activities. Over the accreditation period, the number of graduate assistants increased by 59%, a result of both growing research activity (more research assistants needed) and the launch of the BLA program (more teaching assistants needed), see Table 2.2.

Students receiving GTA or GRA positions are compensated with tuition remission, health benefits, and salary. Non-residents are exempted from out-of-state tuition costs. Thus, all students receiving .25 FTE positions pay only half of the cost of in-state tuition; students receiving .50 FTE positions are not charged tuition. Table 2.3 demonstrates the estimated value of these positions.

### Western Regional Graduate Program

Our program also participates the Western Regional Graduate Program (see <https://capla.arizona.edu/admissions/wrgp>). Students from fifteen participating western states can receive

in-state tuition pricing if they maintain a GPA of 3.0 or higher.

**Table 2.2. Number of Active Assistantships at Fall Census Date**

	2019	2020	2021	2022	2023	2024	2025
<b>MLA Graduate Assistants</b>	7	8	11	17	19	22	17

Note: Students apply for GTA/GRA positions each semester. As an example, in Spring 2025 11/11 (100%) MLA applicants who were 2nd or 3rd years received positions; 3 applicants were 1st years and had tuition waivers instead.

Beginning with the Fall 2025 cohort, we made offers to select students to receive not only a tuition waiver in their first year, but a guaranteed GTA or GRA position in years two and three of their degree.

**Table 2.3. Estimated FY2026 Annual Value of GA Positions**

<b>Graduate Assistantship Position .25 FTE (10 hours per week)</b>				
	Tuition Remission	Health benefits (ERE)	Salary	Total benefit
<b>Resident</b>	\$7,590.00	\$ 1,462.50	\$11,250.00	\$ 20,302.50
<b>Non-resident</b>	\$27,422.00	\$ 1,462.50	\$ 11,250.00	\$ 40,134.50
<b>Graduate Assistantship Position .50 FTE (20 hours per week)</b>				
	Tuition Remission	Health benefits (ERE)	Salary	Total benefit
<b>Resident</b>	\$15,180.00	\$2,925.00	\$22,500.00	\$40,605.00
<b>Non-resident</b>	\$35,012.00	\$2,925.00	\$22,500.00	\$ 60,437.00

## 2B. Undergraduate Student Support

Undergraduate students are eligible for paid hourly positions in the college. These include office positions, IT positions, and teaching assistant positions. The program offers financial support for conference travel and study abroad. Students are also eligible for a number of scholarships at the university and program levels (see Table 2.1).

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

The School of Landscape Architecture and Planning has several full-time and part-time staff members who devote their time to all programs in the school:

- **Administrative Associate – Holly Garland:** Works immediately under the director and handles travel authorizations and disbursement vouchers for faculty; event coordination; and other administrative duties for the school as they arise.
- **Senior Program Coordinator – Laura Jensen, MLA:** Oversees curricular affairs related to course management and scheduling, and course catalog updates for all programs in the school. Coordinates the Promotion and Tenure process at the school level.
- **Program Coordinator – Jimmy Simpson:** Jimmy provides support for all programs in the school by providing event support, outreach to prospective students; interfacing with professional and corporate partners; and organizing outreach across various outlets.
- **Assessment Coordinator – Kelly Eitzen Smith, PhD:** Collects program and student data and oversees and coordinates the assessment of all programs in the school for outside

accrediting bodies as well as for internal University of Arizona program assessment.

- **Student worker:** The programs in the school share a student worker who works 20 hours per week and is available to help with organizational and office related tasks as needed.

#### **CAPLA staff (supporting the both schools):**

Program Coordinators, Advisors and Recruiters:

- **Graduate Programs Coordinator and Advisor – Gretchen Luhr:** Serving all graduate programs in the college, Gretchen's duties include advising, admissions, recruiting, and scholarship administration for students. She works in coordination with the Graduate College and the Associate Dean for Academic Affairs.
- **Senior Academic Advisors – Matt Emory and Neti Gupta, and Academic Advisor – Jacob Klemm:** Responsible for undergraduate academic advising.
- **Recruitment Coordinator – Alessandra Lizotte:** Responsible for college-wide student recruitment efforts.

IT and Facilities:

- **Senior IT Support Analyst - Adam Katz:** Manage and maintain CAPLA's IT infrastructure and equipment and manage student IT staff.
- **Building Manager – Lucas Guthrie:** Manage CAPLA's physical resources, including faculty offices, classrooms, computer labs, and studio spaces.
- **Materials Lab Coordinator – Bret Smith:** Oversees CAPLA's materials lab and maintains equipment.

Business Office:

- **Assistant Dean of Finance and Administration – Simon White:** Focuses on business development and identifying funding sources necessary to meet the college and university missions.
- **Business Manager – Carmen Robles:** Manages and oversees various CAPLA business functions, which include day-to-day operations, payroll, financial budgeting and grant activity management. In addition, the business manager oversees the human resources portion of the business office.
- **Senior Data and Financial Analyst – Jeff Guba, MBA:** Provides CAPLA with various types of reports relating to financial and student data. He also provides critical analysis support relating to a range of business areas (i.e. accounting).
- **Grant and Contract Administrator – Danielle Orozco:** Provides grant and contract support services.

Human Resources:

- **Human Resources Generalist III – Jacqueline Valenzuela and Senior Human Resources Partner Melody Dugie:** Provide human resource support, including all hiring.

Alumni Relations and Marketing:

- **Associate Director, Alumni Engagement and Donor Relations – Emilio Romero:** Directs and manages the identification, qualification, cultivation, and solicitation of major individual, corporate, and foundation prospects in support of CAPLA.
- **Director, Marketing and Communications – Jeffrey Javier:** Works in conjunction with the dean, associate dean, directors, faculty, program coordinators, and other related staff in

- the coordination of marketing and promotional materials and efforts.
- **Marketing Specialist – Nallely Guadalupe Gonzalez:** supports the director of marketing and communications.

Other Support:

- **Course Design Specialist – Sandra Bernal:** Works closely with subject matter experts and faculty on online course instructional design, maintenance and troubleshooting of online D2L courses, and course mapping.

These individuals work well as a team committed to all programs in the college. The college and the school are well supported and staffed, thus ensuring the attainability of program mission and goals.

## C. PROGRAM ADMINISTRATION

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

The College of Architecture, Planning, and Landscape Architecture includes two schools: the School of Architecture and the School of Landscape Architecture and Planning (see Figure A.1, page 2). The Drachman Institute, a separate unit in the college, engages in research and community outreach projects in Arizona and throughout the Southwest. The School of Architecture includes a five- year Bachelor of Architecture Program and two graduate degree programs (Master of Science in Architecture and Master of Architecture).

The School of Landscape Architecture and Planning is comprised of five individual and distinct academic programs that retain separate budgets: the Landscape Architecture program, the Urban Planning program, the Real Estate Development program, the Sustainable Built Environments program, and the Heritage Conservation program. Within the school, there are three graduate degrees: the Master of Landscape Architecture (MLA), the Master of Science in Urban Planning (MSUP), and the Master of Real Estate Development (MRED), and three undergraduate degrees: the Bachelor of Landscape Architecture (BLA), the Bachelor of Science in Sustainable Built Environments (BSSBE), and the Bachelor of Science in Real Estate (BSRE). The Real Estate Development program offers three graduate certificates (9-12 units each) which are stackable toward the master's degree. The Heritage Conservation program offers an 18-unit graduate certificate which can be combined with a master's degree or taken as a stand-alone certificate.

The Landscape Architecture program is a distinct academic unit within the school. The program maintains autonomy with its budget and with faculty and student affairs including: curricular issues, faculty hiring, faculty promotion and tenure requirements, student admissions, and scholarships. See School Bylaws (adopted March 2017) in Addendum X.8 that address program autonomy, including separate Promotion and Tenure (P&T) Guidelines for landscape architecture faculty.

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

The college dean, Nancy Pollock-Ellwand, PhD holds a faculty appointment in landscape architecture but does not teach core courses in the curriculum. We have included her bio in Addenda X6, but she is not included in Addenda J: Faculty Information. The school director, Lauri

Macmillan Johnson FCELA, ASLA, APA holds a faculty appointment in landscape architecture and teaches in the landscape architecture program.

The landscape architecture program chair, Kirk Dimond, RLA, LEED AP, holds a faculty appointment in landscape architecture and teaches in the landscape architecture program.

**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.)**

Under the authority of the Arizona Board of Regents, the university president, the university provost, and the college dean, it is the responsibility of the school director to exercise control over curriculum, personnel, short-and long-term planning, and financial matters pertaining to the operation of the school and its programs.

The school director, in consultation with the faculty, provides leadership in all matters of policy and is responsible for administering the affairs of the school and its programs in accordance with college and university policies. The director and the faculty are together responsible for defining program interests in terms of the college and university goals and priorities. It is the responsibility of the director, either directly or through delegation to committees, and subject to the authority of the dean, to make decisions on such matters as, but not limited to:

1. Establishing policies for expenditures from the program budgets;
2. Approving class schedules for the programs;
3. Assigning teaching, service, and administrative responsibilities to the faculty;
4. Setting the time and frequency of school and program meetings;
5. Making recommendations as a result of annual performance reviews and increases in salary with appropriate input from the Faculty Status Committee; and
6. Making recommendations on third year reviews and promotion and tenure reviews (in accordance with the University Handbook for Appointed Personnel (UHAP) policies), and staff and career track faculty promotions. See <http://policy.arizona.edu/university-handbook-appointed-personnel>.

The school director is responsible for participating on the dean's operations team as a representative of the school and its programs. It is the responsibility of the director to ensure the faculty have input in the administrative decisions regarding utilization of school resources, to maintain accountability for administrative decisions affecting resources in accordance with program, school, and college priorities, and to enhance cooperation among programs. The director is responsible for communicating school and program concerns and/or problems to the dean's operations team and is also responsible for reporting the decisions and directions taken by the dean's operations team and the dean back to the programs.

Beginning in 2024, tenured associate professor Kirk Dimond was appointed program chair of the Landscape Architecture program. The program chair, working closely with the director and CAPLA administration, coordinates with faculty on curricular issues; strengthens connections with campus partners and professional and alumni networks; advances research, scholarship, outreach and development productivity by identifying useful partnerships and opportunities;

assists with program marketing and recruitment; reviews graduate applications and makes funding recommendations; provides direction in student advising and faculty mentoring; coordinates aspects of accreditation reports, visits and assessments; coordinates with the director on faculty meeting agendas and jointly runs faculty meetings; and monitors and advances progress towards meeting BLA and MLA strategic plan goals and objectives. Kirk is the director of graduate studies with the authority to complete degree checks and approvals.

## **D. 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.**

According to the School Bylaws (approved March 2017), each program shall have a Curriculum Committee to oversee its own curriculum, entrance and graduation requirements, and other academic policies of its respective degree. Specific duties include: 1) review and implementation of accreditation (as applicable) curriculum requirements; 2) program changes; 3) course sequencing; and 4) consideration of new courses.

The committee will be composed of the director and faculty as a whole with respect to each degree. Regular faculty meetings shall be used as needed to review proposals on new degrees or programs, dual degrees, and additions or deletions to existing courses. Faculty meet once a month to discuss operations that include budget items, teaching, research, service, student recruitment, marketing, and curricular affairs.

Faculty members have the ability to oversee and make changes to the curriculum and operating practices on a regular basis. Faculty work collaboratively with one another across courses, often participating as studio reviewers for each other's studios. This affords an excellent opportunity for faculty members to informally assess other studio courses and witness course progress and student outcomes. This opens a dialogue between instructors in which pedagogical techniques and course curricula can be discussed and modified or improved. The open nature of the studio, open access to classrooms, and the close proximity of faculty offices to the studio and to each other create ample opportunity for discussion and dialogue about successes, challenges, and solutions.

Faculty contact the director when teaching materials and equipment should be updated and refreshed. Faculty also make requests for support for field trips, conference attendance, computers and software. Faculty members also make recommendations on resource allocation, including furnishings such as office furniture and studio desks, and teaching needs including classroom monitors, computer labs and software.

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

The faculty adhere to UHAP procedural guidelines for promotion and tenure and have developed program specific Promotion and Tenure Guidelines that supplement the School Bylaws (approved March 2017, see Addendum X.8).

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

According to UHAP, all administrators must be evaluated on an annual basis by their immediate supervisor. Additionally, all deans and directors go through a more comprehensive review every five years. As part of this five-year review, faculty and staff have opportunities to provide feedback on the administrator's leadership in building trust, fostering collaborations, maximizing resources, achieving results and instilling inclusive excellence.

UHAP has also initiated an additional three-year review for administrators that will be in place in the next fiscal year.

See: <https://facultyaffairs.arizona.edu/administrator-reviews>

In terms of appointing a program chair, our school follows the following procedure:

- The assessment coordinator sends a survey to faculty to collect nominations for a faculty chair. Individuals can self-nominate.
- The top three people with the most votes are asked if they are willing to serve, and if so, they prepare a presentation on their vision for the program.
- After presenting their vision to the faculty and staff, the assessment coordinator sends out another survey to collect feedback from the faculty and staff on their preferences for the next program chair.
- The director uses this feedback to select the next program chair. The chair serves a three-year term.

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

CAPLA has a rigorous and proactive practice of faculty mentorship operating at three levels: college, school, and program.

**College Level**

The associate dean for academic affairs (ADAA) provides the following:

- Onboarding/orientation workshop for new faculty each fall, addressing both routine faculty responsibilities, research, and best practices in teaching.
- Individual meetings with each new faculty member to ensure an open channel of communication in the case of later problems or questions.
- One or two informal discussions with faculty who teach online each year.
- Organization of evaluation of CAPLA Teaching Innovation Seed Grant Proposals and later report-out symposia.
- Regular teaching workshops focused on innovative practices that can be shared across the college.
- Oversight of the Promotion and Tenure process, which begins at the level of the college for all except Lecturer promotions and involves establishment of a distinct committee for each candidate. Informational workshops about promotion and dossier preparation take place each year and the ADAA offers feedback on critical documents in candidates' draft dossiers, if requested.

The associate dean for research (ADR) and the director of the Drachman Institute provide substantial communication, mentoring, and feedback about research agendas, projects, partners, funding, and publications. The research awards garnered by CAPLA faculty have exploded in recent years as a result of this vigorous investment of time in the development of colleagues. The ADR and director of the Drachman Institute facilitates the addition of new faculty to existing faculty teams and new grant proposals and ensures faculty are aware of their compliance obligations.

**School and Program Level**

The director of each school has responsibility for mentoring faculty and communicating honestly about whether they are performing well in their assigned workload and are on track for promotion. Mentoring and troubleshooting happen throughout each academic year but are most clearly identifiable in the communication of clear expectations at the time of hire and in the yearly Academic Performance Review.

Tenure Track faculty in each school are assigned a peer mentor or mentors during the year after initial hire, with the understanding that development of the caliber of the faculty and support for success in the job are the shared responsibility of all. The mentor is expected to provide advice to the mentee regarding teaching, research, and service/outreach and the tenure and promotion process. Mentors provide advice regarding grant opportunities, publication processes, and suggestions on best practices for success. Additionally, the associate dean for research serves to mentor faculty in research success.

**E. FACULTY NUMBERS**

**1. Demonstrate that the professional program meets the faculty FTE requirements included in this Standard.**

Our program meets the faculty FTE requirements for an existing program adding a new program, and also the requirements for a Bachelor’s and a Master’s program. We have thirteen faculty teaching in the two programs, eight of which are 1.0 FTE and eleven who have professional degrees in landscape architecture (see Table 2.4 and Addendum J).

**Table 2.4. Faculty Degrees**

Faculty	Other Degrees	BLA/BSLA	MLA	Doctorate
<b>Johnson, L.</b> Professor		x	x	
<b>Livingston, M.</b> Professor	B.S. Horticulture M.S. Plant Sciences		x	x
<b>Yang, B.</b> Professor	Bachelor of Architecture Master of Architecture		x	x
<b>Li, S.</b> Professor	B.S. Geography M.S. Ecology			x
<b>Dimond, K.</b> Associate Professor		x	x	
<b>Kokroko, K.</b> Assistant Professor	B.A. Anthropology		x	
<b>Waller, M.</b> Assistant Professor	Master of Architecture B.A. Political Economy		x	

Faculty	Other Degrees	BLA/BSLA	MLA	Doctorate
<b>Bade, N.</b> Lecturer (non-tenure)	B.S. Environmental Science, Land Management (emphasis)		x	
<b>Lotze, W.</b> Lecturer (non-tenure)	B.A. Arts		x	
<b>Mueller, T.</b> Lecturer (non-tenure)	B.A. Music		x	
<b>Schmahl, E.</b> Lecturer (non-tenure)	B.S. Environmental Studies		x	
<b>Smith, G.</b> Assistant Specialist (continuing-eligible)	M.S. Environmental & Conservation Master of Science in Planning M.A. Graphic Design			x
<b>Gates, V.</b> Adjunct Lecturer		x		

**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 programs have a sufficient number of faculty FTEs to support the teaching, research, service, and outreach missions of the BLA and MLA programs. The faculty includes:

- **4 Full Professors** – Margaret Livingston, Bo Yang, Shujuan Li, Lauri Macmillan Johnson
- **1 Associate Professor** – Kirk Dimond
- **2 Assistant Professors** – Kenneth Kokroko, Mackenzie Waller
- **4 Career-Track Lecturers** – Travis Mueller, Erik Schmahl, Nolan Bade, Wendy Lotze
- **2 Adjunct Lecturers** – Vera Gates, Garrett Smith

Faculty are appropriately distributed across core areas such as design studios, construction, digital and hand representation, planting design, history and theory, ecology, and landscape analysis studies. Their expertise also includes performance evaluation, water resource planning, green infrastructure, and design equity.

Research-active faculty integrate their work into teaching and outreach. MLA students frequently serve as graduate research assistants (GRAs), contributing to faculty projects and gaining hands-on research experience. Faculty also contribute to MLA theses/reports, maintaining strong academic advising support.

The combination of tenured, tenure-track, career-track, and adjunct faculty allows the programs to effectively support instruction, advising, research, service, and community engagement—ensuring fulfillment of our educational mission. Also of note, seven of our faculty are licensed landscape architects.

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

In the MLA program, our student/faculty ratios in studios are less than 15:1. In the BLA program, our student/faculty ratios in studios are typically not greater than 15:1. In cases where there are more than 15 students, a teaching assistant is hired for additional support.

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# 3B BLA CURRICULUM

The professional degree curriculum includes the Core Values of these 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

See *Addendum C1: Curriculum (Bachelor's)*

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

The mission of the BLA program is to inspire and prepare the next generation of landscape architects to create environments that enrich people, places, and the planet—advancing innovative professional practice with both regional and global impact.

We review and continuously refine a robust curriculum that integrates community outreach and design innovation to foster a comprehensive understanding of landscape architectural practice within today's environmental constraints and societal constructions.

The BLA curricular mission is expressed through:

- **Sequential Design Studios (ARC101/131A through LAR 498)**  
We provide a studio curriculum that advances from foundational principles to independent, evidence-based design solutions and complex projects. The studio sequence includes diverse project types and scales that foster a culture of stewardship and responsibility consistent with professional standards related to human, community, and environmental health, safety, and welfare.
- **Integration of Exploration and Application**  
We align scholarship-informed coursework and senior capstone requirements to promote design exploration, iteration, and evidence-based practice. This integration fosters a diversity of ideas, advances innovation and stewardship and promotes leadership and professional application.
- **Applied Learning in Arid Environments**  
We advance undergraduate learning through ecological design, landscape performance, and adaptive strategies for arid environments with globally transferable applications. This emphasis promotes principles of environmental health, sustainability, and resilience, inspires leadership, and instills a commitment to stewardship.
- **Collaborative and Service-Based Practice**  
We engage with community and industry partners and allied disciplines through collaborative and interdisciplinary projects that advance professional knowledge, skills, and values. These efforts support diverse communities, uphold ethics and equity,

foster inclusion with collaborative leadership, and drive innovation through a shared commitment to environmental and sociocultural resilience and stewardship.

This curricular structure ensures that the program’s mission and Core Values are embedded in student learning from entry through degree completion.

## **B. LEARNING OUTCOMES**

*See Addendum D: Learning Outcomes Curricular Map*

*See Addendum E: Student Work Table of Contents*

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

The BLA curriculum integrates professional knowledge, skills, and values through a sequential, scaffolded design that progresses from foundational to advanced, independent learning using complex real-world projects and applications. Five coordinated course sequences—design, history/theory, implementation, landscape ecology, landscape planning—provide a clearly defined structure that equips students with the skills needed for licensure, professional practice, and leadership in the discipline.

The curriculum emphasizes place-based learning that utilizes the Sonoran Desert to demonstrate sustainable and resilient strategies for landscape architectural practice. The curriculum stresses the systematic organization of public and private outdoor places for human and environmental health, social well-being, preservation of cultural heritage, artistic interpretation, and visual beauty. Curricular topics include water scarcity and stormwater management, resource conservation, urban heat island mitigation, use of native plants, ecological/land stewardship, and landscape performance assessment. All design studios emphasize communication skills through hand graphics, digital media, writing, and oral presentations.

#### **Program Learning Outcomes**

##### **Learning Outcome #1: Design Processes, Methods, and Solutions**

Students will be able to identify appropriate methods of design inquiry and problem-solving processes to produce creative solutions to identified problems and questions.

##### **Learning Outcome #2: Communication Skills**

Students will develop effective written, oral, and graphic skills to communicate design methods and processes.

##### **Learning Outcome #3: Sustainable Design Strategies**

Students will be able to create design concepts and solutions that use best practices for stormwater management, urban heat island mitigation, plant and ecosystem design, and landscape performance assessment.

##### **Learning Outcome #4: Professional Practice**

Students will apply principles of social justice, diversity and inclusion, cultural heritage, and ethics and act responsibly towards the public, profession, and environment.

##### **Learning Outcome #5: Critical Thinking**

Students will demonstrate critical thinking skills and an understanding of the theoretical and historical context of the profession of landscape architecture.

## Curriculum Theory

The BLA program is based on Kowitz and Smith’s Three Forms of Instruction<sup>1</sup> model (Table 3B.1). We relate the three forms of instruction to the progression of courses in BLA program to formulate an advancing curriculum concept.

**Table 3B.1. Three Forms of Instruction Model (Kowitz and Smith 1987)**

Forms of Instruction	Assumptions	Control	Functions of Learning Activities
First	Learner has little, if any, knowledge	Instructor <i>Dependent learning</i>	Acquiring symbols, methods and relationships used in the field of study.
Second	Learner skilled in the basics	Instructor/Learner <i>Shared learning</i>	Acquisition of useful technical abilities.
Third	Learner skilled in the field	Learner <i>Independent learning</i>	Seeks leading edge of current knowledge and seeks to go beyond it.

### The First Year Experience

The foundational curriculum, in tandem with general education requirements, provides students with opportunities for discovery and intellectual growth. Students are introduced to the design professions and the rigors of studio education while broadening perspectives through recommended general education courses. Early experiences emphasize design thinking and critical inquiry (Learning Outcomes 1 and 5), establishing habits of creativity and reflection that support later studio and professional work.

Students are dependent on instructors as they gain introductory knowledge and build a foundation in design thinking. They join a shared foundation studio in the first semester with Bachelor of Architecture and BA Design Arts and Practices students, centered on discovery of the design professions and the rigors of studio culture. They learn the habits of inquiry, iteration, and critique that frame their undergraduate education. The second semester begins to focus more on landscape architectural design skills and applications. Foundational studios emphasize discovery, exploration, and basic representational skills, while supporting coursework provides grounding in ecological literacy, history/theory, and graphic and digital communication. By the end of the first year, students are prepared to advance into the technical and design foundations of the second-year curriculum.

### The Second Year Experience

Students develop fundamental design skills alongside technical foundations in construction, site engineering, and history/theory, while advancing their abilities in digital and graphic communication. Emphasis on design representation and communication (Learning Outcome 2) ensures that students can clearly convey design ideas in written, oral, graphic, and multimedia formats. By the end of this stage, students are prepared to work in a professional office under supervision.

The curriculum builds on the first year’s outcomes through increased complexity in studios paired with support courses that challenge students to refine technical skills, expand their knowledge base, and begin articulating philosophical outlooks and values. Students complete the following curriculum:

- Design Studio, two semesters

<sup>1</sup> Kowitz, Gerald T., and Jay C. Smith. “Three Forms of Instruction.” *Journal of Educational Technology Systems*, vol. 15, no. 4, 1986-87, pp. 419-429. Baywood publishing Co., Inc. doi: 10.2190/7M4A-W0G1-4DFY-KFET

- Digital Media Skills and Techniques, one semester
- Site Engineering and Landscape Construction, two semesters
- History and Theory of Landscape Architecture, one semester

The fall semester *LAR 201 Design Studio I* introduces basic design principles and the use of digital technology and hand graphics in design ideation and technique. Five software programs—Autodesk AutoCAD, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, and Google SketchUp—are taught in this studio and reinforced in *LAR 255 Landscape Construction*. The spring semester stresses design processes including programming, site analysis, conceptual design development, site planning and design, and design communication (oral and graphic).

### **The Third Year Experience**

Students are challenged with comprehensive design projects that reinforce socio-cultural context, artistic applications, and site and ecological analysis and understanding. This stage strengthens students' ability to analyze cultural, artistic, and ecological contexts and apply sustainable strategies for built environments (Learning Outcome 3). Students are equipped to address issues such as climate resilience, water management, ecosystem health, and design interpretation and reflection.

Students develop greater mastery of all phases of landscape architectural design processes from program development through conceptual and design iteration to final solutions. Their technical skills, design thinking abilities, and communication skills are more refined as they demonstrate increased understanding and professional competency. At this level they work more independently and take greater liberties in design processes.

The design course sequence continues to reinforce the program's emphasis on sustainable strategies by increasing project complexity and addressing intersections of ecological, socio-cultural, and artistic aspects of the profession. The fall semester introduces students to more comprehensive design applications and alternative creative processes that allow them to practice iteration in developing and communicating innovative design solutions. Students complete the following curriculum:

- Design Studio, two semesters
- Plant Materials and Landscape Ecology, two semesters
- Intro to GIS, one semester

*LAR 301 Design Studio III* and *LAR 302 Design Studio IV* introduce comprehensive design problem resolution and involve real community clients with emphasis on professional communication. Students integrate extensive analysis into design solutions with attention to sustainable design strategies, landscape performance, creative processes, socio-cultural aspects, and artistic methods and solutions.

*LAR 420 Plant Materials* and *LAR 470 Introduction to GIS for Landscape Architecture and Planning* are strategically taught in the fall term to align with *LAR 301 Design Studio III* for project collaboration and coordination. This is followed by *LAR 423 Landscape Ecology*, which broadens the scale and understanding in parallel with *LAR 302 Design Studio IV*, similarly focusing on larger scale urban design and utilizing newly developed GIS skills.

### **The Fourth Year Experience**

Students gain independence through advanced studios and a final capstone project, synthesizing ecological, artistic, cultural, and technical knowledge into independent and professionally-based

work. Contemporary landscape architecture and professional practice courses provide inspiration and context. The culminating year prioritizes professional practice methods (Learning Outcome 4), emphasizing ethical decision-making, technical accuracy, interdisciplinary collaboration, and client engagement. Students graduate able to integrate universal design principles, industry standards, and stewardship in real-world applications.

Students practice their skills in an advanced fall semester design studio and a comprehensive spring capstone project. They are given greater independent control over their studio and coursework paired with instructor support as they advance toward entry-level professional competency.

Students complete the following courses:

- Design Studio, one semester
- Capstone Studio, one semester
- Contemporary Landscape Architecture, one semester
- Professional Practice, one semester
- Working Drawings, one semester

*LAR 401 Design Studio V* gives students greater independence by offering multiple sections to choose from based on their interests. Project scale and emphasis is determined by faculty and is often tied to faculty research and community engaged projects. Topics are communicated to students during enrollment to allow them to align their selection with their emerging emphasis area, consistent with growing student independence outlined in the fourth year of our curriculum concept.

Concurrently, emphasis is on each student's individual BLA capstone project, where they demonstrate application of the values, skills, and knowledge learned in previous years. Students are offered an optional 1-unit Capstone Preparation course in the fall semester to further explore and focus interests grounded in landscape architecture scholarship. Faculty are currently exploring having this 1-unit prep course become a core requirement. The spring semester *LAR 498 Capstone Studio* allows for independent projects within a capstone framework requiring students to develop their work with faculty support and peer review through case-study reviews, milestone presentations, and public exhibitions. *LAR 440 Contemporary Landscape Architecture* also serves as a catalyst for Capstone research and design topics.

See Addendum C.1: BLA Curriculum for a typical program of study.

### **Course Curriculum Sequencing**

Across the three years, the curriculum is designed to include topical sequences that form the basis of the comprehensive BLA student experience. These five sequences include the following areas:

1. Design Studio Sequence
2. History and Theory Sequence
3. Landscape Implementation Sequence
4. Landscape Ecology Sequence, and
5. Landscape Planning Sequence

#### **1. Design Studio Sequence**

The first professional degree program requires students to enroll in eight sequential design studios: *ARC 101 A/B Foundation Studio* and *ARC 131 A/B Design and the Environment (ARC*

101 A/B and ARC 131 A/B), *LAR 102 Landscape Architecture Intro Studio*, *Design Studios I-V* (*LAR 201, 202, 301, 302, 401*) and *LAR 498 Capstone Studio*. These studios are coordinated to build upon one another. Students learn incrementally as they advance from foundational design toward complex advanced design where exploration and application inform decision making.



Students in ARC 101 A/B Foundation Studio participate in a final review of work.

**ARC 101 A/B Foundation Studio and ARC 131 A/B Design and the Environment (Semester 1):** Foundation Studio introduces fundamentals of design and architecture through drawing, modeling, and digital methods with an introduction to history and theory of the built environment. All Foundation Studio students enroll in Design and the Environment concurrently, which provides an overview of design in the built environment using examples of notable landscapes, buildings, and structures.

**LAR 102 Landscape Architecture Intro Studio (Semester 2):** This studio course introduces students to design thinking and the principles of design in landscape architecture. The course incorporates design theory, creative problem solving, and oral, written and visual communication skills including hand drawing and digital media graphics. Students are exposed to the basics of design processes including site analysis, program and concept development, and design synthesis.

**LAR 201 Design Studio I (Semester 3):** This studio course incorporates design thinking, principles of design, and design processes in the execution of site design problems that utilize site analysis skills, incorporate background research, and demonstrate concept and iterative design development resulting in schematic design solutions. Design communication skills including hand drawing and digital media graphics in 2D and 3D are practiced. Spatial sequences are diagrammed and developed with a focus on built and natural materials including plant masses and forms. Creative problem-solving techniques are reviewed and reinforced and the skills learned in *LAR 255 Landscape Construction* are practiced.

**LAR 202 Design Studio II (Semester 4):** This studio course advances skills and knowledge from Design Studio I and is focused on design processes, graphic and verbal communications, and design synthesis in the comprehensive execution of several site design projects. Studio projects are based on site ecology, inventory/analysis, socio-cultural factors, and artistic principles of design. Creative problem-solving techniques are reviewed and reinforced and the skills learned in *LAR 254 Site Engineering* are practiced.

**LAR 301 Design Studio III (Semester 5):** This studio course expands the scope of student design practice to include greater attention to real world complex scenarios. Knowledge,

skills, and values learned in previous semesters are incorporated into coursework with projects that include a variety of scales, such as site, neighborhood, and landscape. The course advances critical thinking skills; students conduct appraisals of their design work based on identified project goals. Students formulate professional presentations (graphic, written, and oral) that describe their design intentions and results.

**LAR 302 Design Studio IV** (Semester 6): In this studio course, students prepare for interdisciplinary professional practice through collaborative projects, multi-disciplinary work, and professional-quality urban design projects. Students have expanded creative freedom to collectively explore built environment solutions to the grand challenges that face society through team-based design projects. Sustainable design strategies, socio-cultural frameworks, health and well-being, and aesthetic theory and innovation inform design decisions.

**LAR 401 Design Studio V** (Semester 7): During this required studio course, students work with community clients and campus partners to address real world complex urban and rural design projects. Through collaborative methods and multi-disciplinary work, students use research and technology to develop design solutions related to green infrastructure and landscape performance. Students develop design implementation strategies for individual and group projects. Sustainable design strategies, socio-cultural frameworks, health and well-being, and aesthetic theory and innovation inform design decisions.

Multiple sections of *LAR 401* are offered. For example, students chose between the following topics in fall 2025:

- Section 001 –The Santa Cruz River Wildlife Refuge project ([www.santacruzriver.org](http://www.santacruzriver.org)) served as the foundation for this design studio. The studio engaged Wildlife Refuge project leaders and sites through three individual projects: first, an ecological history research of site presented as a section graphic; next, public furniture design using animal-aided design; and finally, an eco-revelatory art intervention developed from these theoretical and place-based explorations, sited within the wildlife refuge corridor.
- Section 002 – Students worked on two projects: (1) Developing a multifunctional sensory garden to enhance the social, physical, and emotional well-being of residents and employees at Watermark Retirement Community in Tucson; (2) Developing a green stormwater infrastructure plan for tree planting to address extreme heat and flooding at Pierson Vocational High School in Nogales, Arizona. For both projects, students engaged with community members and conducted preliminary performance data collection.
- Section 003 – Students in this section worked with peers from the University of New Mexico and Navajo Technical University (NTU) to create a landscape master plan for the NTU campus. The project integrates Indigenous knowledge and perspectives with green infrastructure design strategies to address environmental challenges. Students visited the NTU campus, engaged with the campus community, and participated in collaborative workshops.

**LAR 498 Capstone Studio** (Semester 8): During this required studio course, students work to identify and develop independent projects that demonstrate proficiency in landscape architecture. Students employ skills, knowledge, and values learned and applied in all previous courses. Projects have a research (and case review) component aimed at advancing their knowledge in the given subject matter of their work. Students then develop a project

publication that lays out their intentions for site implementation. These will be aimed at sites and scales that satisfy the opportunity to submit their work to the national ASLA student awards at the end of the semester.

## **2. History and Theory Sequence**

The History and Theory Sequence includes two courses taught in the BLA Program. The first class in the sequence, *LAR 241 History and Theory of Landscape Architecture* is introduced early in the curriculum to provide a professional foundation and established precedent to help students understand the professional legacy they are joining. The second in the sequence, *LAR 440 Contemporary Landscape Architecture* comes at the beginning of their final year of the program to inspire and excite students as they pursue final preparations to enter the profession. This exposure to late 20th and early 21st century landscape architecture eras, trends, significant built-works, and notable practitioners reinforces landscape architectural values and stewardship necessary for professional work and growth toward leadership. They gain insights for their final capstone studio.

***LAR 241 History and Theory of Landscape Architecture*** (Semester 3): This 3-credit course examines landscape architecture from an historic and contemporary perspective as reflected in theory and practice. Through case reviews of built works including significant estates, gardens, urban designs, park systems, corporate landscapes, restored natural sites, heritage sites, waterfront projects, resorts, etc., students explore the evolution of design ideology and application of theory in the practice of landscape architecture.

***LAR 440 Contemporary Landscape Architecture*** (Semester 7): This 3-credit course examines 20th and 21st century prominent designs that have shaped the profession of landscape architecture. Through case reviews of built works including significant gardens, urban designs, recreational areas, corporate landscapes, restored natural sites, heritage sites, waterfront projects, resorts, etc., students explore the evolution of contemporary design ideology and theory in applied landscape architectural practice. Within this platform, the course examines contemporary movements and trends toward future scholarship and practice.

## **3. Landscape Implementation Sequence**

Students enroll in three courses which focus on the theory, skills, and strategies related to implementing their designs. The sequencing for *LAR 255 Landscape Construction* and *LAR 254 Site Engineering* has been strategically reversed to better integrate concepts and material between the two courses and accommodate student capacity in learning AutoCAD separately from the comprehension and communication of landforms and grading. *LAR 456 Working Drawings*, placed at the final semester of study, serves as a refresher course drawing from foundational knowledge gained in the second-year and building on the students' growing technical abilities and preparation for practice. These courses support the Design Studio Sequence and directly prepare students for licensure and professional practice.

***LAR 255 Landscape Construction*** (Semester 3): This course introduces the technical foundations of landscape construction, focusing on how built landscape elements are conceived, evaluated, detailed, and documented. Students examine common construction systems through the lenses of structural behavior, material properties, and industry standards. Emphasis is placed on understanding materials and their performance, limitations, and appropriate applications. Students learn to communicate design intent through professional drafting conventions and the preparation of construction documents. Sustainability considerations are integrated throughout the course.

**LAR 254 Site Engineering** (Semester 4): This course develops technical competency in site grading, drainage, and the engineering principles that shape landform and hydrology in designed landscapes. Students learn to interpret and communicate three dimensional attributes in plan and section views and to design grading solutions that achieve functional, accessible, and aesthetically coherent site layouts. Sustainability is emphasized as a framework for responsible site design including in stormwater management systems and strategies along with the integration of ecological and material aspects of the landscape.

**LAR 456 Working Drawings** (Semester 8): This course expands the scope of students' technical abilities to include the buildability of design ideas. It serves as a cap to the technical sequence of courses and assignments throughout the program. Knowledge, skills, and values learned in previous semesters are incorporated into coursework in the form of construction details and working drawings. The course advances critical drafting skills, students conduct appraisals of their work based on feasibility of implementation and formulate professional quality technical communication (graphic and written) that describe their design intentions.



*Students listen to final review presentations in the Sundt Gallery*

#### **4. Landscape Ecology Sequence**

This sequence includes two required courses, *LAR 420 Plant Materials* and *LAR 423 Landscape Ecology* and an elective option, *LAR 426 Planting Design*. These courses are related to describing, assessing, and designing in natural and created ecosystems and provide a valuable foundation for the design studios and landscape planning sequence.

**LAR 420 Plant Materials** (Semester 5): This course focuses on the examination and evaluation of plants effectively used in landscapes of the Southwest. Emphasis is placed on strategies useful for plant identification and appropriate plant selection for a variety of landscape uses. Field studies are the primary mode of instruction whereas classroom lectures provide support material for the field work.

**LAR 423 Landscape Ecology** (Semester 6): The emphasis of this course is the understanding and subsequent use of principles of landscape ecology. This is accomplished through the study of how spatial heterogeneity in landscapes influences various ecological processes in natural and created landscapes. Lectures primarily focus on an abbreviated review of ecosystem processes, characterization of landscape pattern and dynamics, and the consequences of these factors on the environments we examine in the profession of landscape architecture. Material is typically presented with a more global perspective, whereas class discussions and field trips generally focus on regional examples. Topics and concepts related to landscape ecology such as creating sustainability in environments and rehabilitation of terrestrial plant communities are also highlighted in the course.

**LAR 426 Planting Design** (Semester 7 elective option): Principles of planting design, planting design process, and functional and aesthetic uses of plants in designs are discussed. Studio projects focus on development of planting plans for sites with various scopes and conditions. This course builds on information presented in *LAR 420 Plant Materials*.

## 5. Landscape Planning Sequence

The BLA Program currently includes two courses in the landscape planning sequence, one required course: *LAR 470 Introduction to GIS for Landscape Architecture and Planning* and an elective option: *LAR 428 Landscape Planning*. Beginning with the cohort entering in Fall 2026, *LAR 322 Landscape Analysis* will join this sequence as a required course for all BLA students. Students learn technological tools and theory to address complex landscape planning and environmental design issues. They gain experience gathering and analyzing a variety of data toward a comprehensive understanding of relevant and interconnected conditions evaluated at both the landscape and site scales.

**LAR 470 Introduction to GIS for Landscape Architecture and Planning** (Semester 5): This course is an introduction to Geographic Information Systems (GIS) for undergraduate students interested in design and the built environment as well as graduate students in landscape architecture. This class focuses on three core usage domains of GIS: data management, communication/visualization, and analysis.

**LAR 322 Landscape Analysis** (Semester 6 – Effective Spring 2027): This lecture, discussion, and field-oriented course critically explores the inventory and analysis of the physical, biological, and socio-cultural elements of landscapes at various scales, and how these elements are synthesized as part of the design process. Emphasis is placed on developing writing skills as a critical component of professional practice. Students engage in a range of writing assignments—including field observations, analytical reports, and reflective essays—that require them to interpret site conditions, articulate design implications, and communicate findings clearly to diverse audiences. Writing is integrated throughout the course to support both disciplinary learning and the ability to convey complex ideas with precision and clarity. This is the upper division writing emphasis course required for the Bachelor of Landscape Architecture degree program.<sup>2</sup>

**LAR 428 Landscape Planning** (Semester 6-8 Elective): Theories and models in landscape planning; planning issues and methods; case studies; and a planning project.

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<sup>2</sup> Beginning in the 2026-27 academic year, every incoming undergraduate student at the University of Arizona must complete two General Education Writing Attribute courses, and at least one regular junior or senior-level upper-division course in their degree program that has a Writing Emphasis.

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

The BLA curriculum actively integrates contemporary issues aligned with the Core Values including environmental health, sustainability, resilience, and stewardship; diversity, equity, and inclusion; human and community health and safety; professional ethics and responsibility; leadership and innovation; and application of the sciences to the design of natural and built landscapes.

Program faculty regularly review and refine course content to embed emerging issues in studios and lectures. Annually, CAPLA offers teaching seed grants to support teaching innovation. Landscape Architecture faculty have received support to enhance learning by supplementing coursework with topics such as inclusive public space, environmental economics, and landscape narration and story telling, among others. Relevant faculty research projects and partnerships have informed rotating studio projects with community partners. Students have competed in the EPA Rainworks Challenge and participated in projects related to the National Park Service's Parks Rx for human and community health and biodiversity; and forged partnerships with indigenous and underserved communities, among other efforts.

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

Our curriculum is designed to cover the knowledge, skills, and values of the profession as defined by LAAB (see Addendum D.1: BLA Curriculum Map). As students move through the program, student work is evaluated by faculty and external reviewers to ensure that basic competencies are being met. By the time the students reach their culminating capstone studio, they are expected to demonstrate the ability to meet all the competencies required for entry-level positions. Please see Standard 4 for more detail.

## **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 BLA program curriculum provides an essential foundation in core landscape architecture courses with intentional options and independent learning toward the end of the curriculum. This enables students to pursue individualized academic interests while preparing for professional practice and licensure.

- Capstone Studio: Students develop specialized professional foci through the required independent capstone project, supported by structured capstone studio framework including options for collaboration across our college.
- Sequence Electives: Within the topical sequences that make up the BLA curriculum, the Landscape Ecology and Landscape Planning sequences offer elective courses beyond the required foundation that allow students to pursue interests with greater depth and skill development.
- Internships and Applied Work: Students are prepared for and encouraged to pursue internships and professional employment that complement coursework and extend learning into practice. CAPLA hosts an annual career fair and supports local and national networking through ASLA and other professional organizations.
- Licensure Preparation: Core courses align with content areas of the Landscape Architect Registration Examination (LARE), particularly design, site engineering, construction,

ecology, and professional practice.

This structure ensures compliance with institutional requirements while preparing graduates for licensure and successful entry into the profession.

**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.**

Students in the BLA program are enriched by courses and experiences outside the discipline including electives in architecture, urban planning, and geography. Interdisciplinary service-learning opportunities are central to the design sequence, with students engaging in national design competitions and community-based projects involving citizen groups, Native American tribes, NGOs, developers, and municipalities. Faculty research projects often employ undergraduate student workers, allowing them to engage in applied research and scholarship with real clients and sites. The shared studio environment with architecture and urban planning students fosters interdisciplinary collaboration.

The University's General Education curriculum helps University of Arizona graduates attain fundamental skills and a broad base of knowledge to respond effectively to a complex world. All degree-seeking undergraduates must satisfy the requirements of the UA General Education curriculum by completing a series of courses which include first-year writing, mathematics, and second language, plus an additional 23 units of general education courses covering a variety of topics and subject areas. (See <https://catalog.arizona.edu/policy/program-graduation/general-education/curriculum>)

## **D. DELIVERY OF AND AUGMENTATION TO CURRICULAR EXPERIENCE**

**1. Demonstrate that the professional program meets all the requirements of the Accreditation Standards if offered in whole or in part through an online platform.**

The majority of BLA courses are delivered in person, although some core courses follow a hybrid or flipped classroom format. For instance, lectures in *LAR 255 Landscape Construction*, *LAR 254 Site Engineering*, and *LAR 423 Landscape Ecology* are delivered in an online, asynchronous format, allowing classroom time to focus on interactive skill-building and field work rather than content delivery. Students view lectures before class, and the in-person coursework reinforces the knowledge gained.

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

Students in the professional program participate in a wide range of service-learning and interdisciplinary projects that connect academic learning with real-world challenges. Through community-based studios, students collaborate with local municipalities, nonprofit organizations, and neighborhood groups to address environmental and social priorities.

Interdisciplinary collaboration is central to these experiences. Students often work alongside CAPLA peers in architecture and urban planning, reinforcing the applied and collaborative nature of professional landscape architecture practice and preparing students for the complex contexts in which they will work.

For a full list of outreach/service-learning projects over the accreditation period see Addendum X.9: Outreach Projects Select examples of service-learning projects include:

**Table 3B.2. Select BLA Service Learning Projects**

Fall 2025	
<b>Course</b>	<b>LAR 401 BLA Design Studio V</b>
<b>Instructor</b>	Kokroko, Kenneth
<b>Location/Community Partner</b>	Navajo Technical University, Crownpoint, New Mexico
<b>Project Title</b>	Designing for Hózhó – Reciprocity, Water, and Well-being
<b>Funding</b>	CELA Bob Cardoza CLASS Fund Research Grant, \$25,000
<b>Description</b>	<p>This advanced undergraduate studio invited students into a culturally grounded, interdisciplinary exploration of landscape architecture that is shaped by the Diné (Navajo) place-based worldview. Specifically, planning and design activities were informed by the Four Directions Model, the Diné wellness concept of Hózhó, and the paradigm of Sa’ah Naaghái Bik’eh Hózhóón (SNBH). Through these lenses, the studio positioned design not simply as a technical or aesthetic practice, but as a form of care and reciprocity undertaken to restore balance, nurture stewardship, and cultivate beauty.</p> <p>Working in partnership with Navajo Technical University (NTU), NTU’s student Sustainability Club, and an MLA studio from the University of New Mexico (UNM), students co-authored a transformative and re-imagined vision for the NTU campus in Crownpoint, NM. The project addressed stormwater challenges and support climate resilience while affirming Diné values through culturally informed green infrastructure (GI) and spatial or programmatic interventions that respect water as a central component in the socioenvironmental health of the campus and campus community. Particular attention was given to healing the campus landscape through a reciprocal design process that engages NTU students, faculty, staff, and community members as co-creators.</p> <p>Students sought to understand the landscape and its sense of place across multiple scales, from regional hydrologic systems to detailed site-specific design interventions, integrating site analysis, visual communication, and iterative design through community engagement and collaboration. In this context, the SNBH framework served as both a cyclical design methodology and as a value system that guided ethical engagement, long-term stewardship, and a collective commitment to landscape justice and well-being. Through this studio, students were challenged to design in ways that are meaningful, beautiful, and in balance with both cultural and ecological systems.</p>
Spring 2025	
<b>Course</b>	<b>LAR 302 BLA Design Studio IV</b>
<b>Instructor</b>	Kokroko, Kenneth
<b>Location/Community Partner</b>	Nogales, Sonora, Mexico

<b>Project Title</b>	Jardines de Lluvia Escolares
<b>Funding</b>	<p>Transdisciplinary Bi-national Collaboration for Environmental Sustainability and Cultural Resilience (\$99,680). University of Arizona Research, Innovation &amp; Impact and the Arizona Institute for Resilience   Technology and Research Initiative Fund   Water, Environmental, and Energy Solutions Initiative. PI Caitlyn Hall, University of Arizona, W.A. Franke Honors College; Co-PI Kokroko, K.J. (33.3%).</p> <p>Community Stories of Sustainability &amp; Resilience Promise for the Learning Experience (\$100,000). University of Arizona Center for University Education Scholarship   2022 Spanning Boundaries Challenge. PI Caitlyn Hall, University of Arizona, W.A. Franke Honors College; Co-PI Kokroko, K.J. (20%)</p>
<b>Description</b>	<p>Building on recent green infrastructure and stormwater management initiatives at seven school campuses and other community spaces in Nogales, Sonora, Mexico, this project immersed students in an interdisciplinary, community-based planning, design, and implementation process. Students collaborated with K-12 teachers, their students, and local community partners to propose Nature-based Solutions (NbS)—particularly green stormwater infrastructure (GSI)—to address flooding, water quality, and related environmental justice concerns in their schools and surrounding neighborhoods.</p> <p>In parallel, UA students worked alongside students enrolled in an Environmental Justice course at Arizona State University and Urbanism and Sustainable Energy courses at the Instituto Tecnológico de Nogales and the Universidad Tecnológica de Nogales. This partnership aims to deepen understanding of the complex socio-environmental contexts of stormwater management in Ambos Nogales. Drawing from interdisciplinary research and dialogue, students created NbS proposals that are not only technically sound and environmentally sensitive but also fair, inclusive, and responsive to the community’s needs and cultural values.</p> <p>Students also had the opportunity to travel to Nogales over Spring Recess to help construct rain gardens on school campuses and at a migrant shelter in Nogales.</p>
<b>Fall 2023</b>	
<b>Course</b>	<b>LAR 301 BLA Design Studio III</b>
<b>Instructor</b>	Kokroko, Kenneth
<b>Location/Community Partner</b>	Tuba City Chapter, Navajo Nation, Tuba City, AZ
<b>Project Title</b>	Tuba City, AZ Chapter Tract Master Plan
<b>Funding</b>	Some funding for travel provided by Laura Carr via Drachman Native Peoples Design Coalition

**Description:**

Tuba City is one of the largest Navajo Nation communities and is managed by the Tuba City Chapter, the local leadership team. Recently, The Chapter withdrew a 40-acre parcel (known as The Tract) to develop for direct community benefit. Students tasks included collaboratively developing master plan proposals for The Tract site that include: 1) A new commercial complex and flea market; 2) A new civic complex including a chapter house; 3) A community center and event plaza; 4) A new Navajo Nations service complex; 5) A community park; and 6) A redesigned transfer station that will include a maintenance and equipment yard. Students also individually developed detailed design proposals for select spaces within the master plans. Importantly, students engaged in design processes intended to convey Navajo cultural identity, encouraged youth and elder leadership, inspired critical reflection, stimulated informed action, demonstrated social and environmental justice, and facilitated active physical engagement. Site design was considered holistically, incorporating place-keeping and place-making practices rooted in Navajo values of environmental stewardship, resiliency, and sovereignty, which resulted in high-quality public space the community can take pride in.

**3. 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.**

Each service-learning or interdisciplinary experience is guided by clear objectives that align with both program learning outcomes and community-defined needs. Faculty collaborate with community partners to establish project goals, scope, and deliverables that support mutual benefit and student learning.

As an example, BLA students in *LAR 301 Design Studio III* (fall 2025) engaged in a day-long field trip to Phoenix, AZ in conjunction with a studio site visit. This included a trip to Phoenix City Hall to learn about the city’s Tree Shade program, a walking tour of award-winning Downtown Phoenix parks and plazas, and a tour of a professional office, and a visit with the current AzASLA president and other practicing landscape architects, including BLA and MLA alumni.

Faculty maintain project records and collect community partner feedback to ensure projects meet both pedagogical and community objectives. Student participation in service-learning projects is celebrated through the CAPLA Connections, a monthly online newsletter run by our marketing and communications team. News stories are also regularly posted on the CAPLA website.

**4. 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.**

Students are encouraged by faculty to attend professional enrichment opportunities such as the annual ASLA Conference on Landscape Architecture, LAF events, and local AzASLA chapter luncheons and expos. The ASLA student chapter is currently working to re-implement Shadow Day in spring 2026. This annual opportunity, paused during the COVID-19 pandemic, connects students with local landscape architects who host visits at local firms and lead tours of built sites.

- 5. 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 program provides multiple venues for students to share and reflect upon their service-learning experiences. Each semester, students present their projects in public reviews attended by faculty, community partners, and student peers. Furthermore, the BLA and MLA students share a common studio space and learning environment, where they have ample opportunity to share their work and experiences with each other.

## **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 BLA program supports students in pursuing individualized pathways and areas of interest beyond the core curriculum through multiple opportunities. Students may engage in independent studies, ranging from research on green roof performance at the ENR2 building to hands-on prototyping with environmental sensing technologies in the Arduino makerspace. The Honors College provides an additional avenue for advanced, student-directed work and recognition. The school develops a list of available and recommended elective courses each semester which is shared with students and academic advisors, and they may also complement their degree with minors and certificates in related topics. Optional opportunities such as the Accelerated Master's Program (AMP) allow qualified students to begin graduate-level coursework in their final year and transition directly into master's programs in Landscape Architecture, Architecture, Urban Planning, or Real Estate Development. Finally, the capstone project serves as a culminating independent inquiry, enabling students to synthesize their skills while tailoring the project to their own professional or intellectual interests. Collectively, these opportunities allow students to customize their education while building depth in areas most relevant to their goals.

## **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**

*See Addendum F: Course Syllabi*

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

All faculty are required by the university to include comprehensive information to guide student learning and assessment in their course syllabi.

Learning objectives and expected outcomes specify what the course covers and what students should be able to demonstrate upon completion, which must be stated in measurable terms

aligned with program-level outcomes.

Course content is detailed through a listing of required texts, readings, materials, and a weekly schedule of topics and activities.

Evaluation criteria and methods are explicitly outlined through multiple components: the number and types of required examinations, papers, and extracurricular activities; final examination or project details; and a detailed grading scale specifying how each evaluation method factors into the final grade, including policies on late work and extra credit. This structure ensures students understand both what they will learn and how their performance will be assessed throughout the course.

For more information see: <https://policy.arizona.edu/faculty-affairs/course-syllabus-policy-undergraduate-template>.

**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.**

As previously stated, all syllabi contain learning objectives and grading policies. There are abbreviated course syllabi in Addendum B.4 of this report.

**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.**

Required and optional course materials and equipment are listed in course syllabi as required by the university. Estimated costs are included on the college website: <https://capla.arizona.edu/admissions/cost-financial-aid>. Available shared resources or alternative access is provided in syllabi as applicable to specific classes and particularly in relation to required textbooks, often available digitally with no charge to students through the UA Library services.

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

Syllabi are complete, consistent, and readily accessible through the course management system (D2L) during the period of course delivery.

## **H. CURRICULUM EVALUATION AND DEVELOPMENT**

*See Addendum G: 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.**

Faculty regularly evaluate the curriculum and course sequencing to ensure that students will graduate confident in the skills, knowledge, and values needed for professional success. The assessment coordinator administers an annual Learning Outcomes Survey to the graduating class. In the survey, the students self-rate their skills and knowledge on the learning objectives identified by the program (see Addendum X.10: Learning Outcomes Survey), as well as provide feedback on the overall curriculum. The assessment coordinator reports these findings to the faculty.

Faculty evaluate students on various learning objectives in *LAR 498 Capstone Studio* using a rubric scoring system (see Addendum X.11: BLA Capstone Rubric).

**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 faculty meets regularly to evaluate the program curriculum to ensure that it adequately addresses the academic goals and learning objectives.

In terms of program assessment, the students are evaluated each year in their final studio class, *LAR 498 Capstone Studio* on a number of learning objectives. The program assessment coordinator also administers a Learning Outcomes Survey with graduating BLA students in order to evaluate the program (reported in Standard 4: Student and Program Outcomes). In this survey, students provide feedback on the program and rate their skills and knowledge of the learning objectives identified in part C.

Finally, the faculty reviews the long-range plan on an annual basis to evaluate progress toward meeting program goals (see Addendum A).

**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.).**

The assessment coordinator prepares and distributes the results from the Learning Outcomes Survey (see Addendum X.12). The school director and program chair meet regularly to discuss the results and share with the landscape architecture faculty. In addition to discussions at regular faculty meetings, end of semester faculty meetings review the curriculum comprehensively and the program chair prepares a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to continue the assessment cycle making adjustments to the curriculum for continual improvement and adaptation.

**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 adheres to the university requirements for curricular assessment, with annual reports prepared and submitted for compliance. This effort encourages regular reflection and improvements in line with the assessments. As referenced, faculty meet each semester to comprehensively review the curriculum with student work, Learning Outcomes Surveys and other tools and discuss Strengths, Weaknesses, Opportunities and Threats that are captured in SWOT analysis that is referenced regularly to give direction to curricular improvements.

**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 school director has direct responsibility to coordinate and monitor the curriculum. The director meets bi-weekly with the program chair to discuss curricular opportunities and

challenges, including the assessment results provided by the assessment coordinator. Curricular matters are prioritized and discussed as needed at faculty meetings and/or via email, Box or other collaborative platforms. The curriculum is more comprehensively discussed at regular end-of-semester review meetings; any revisions to the curriculum are reviewed at the school and college levels. At the beginning of each year, a college-wide retreat occurs after which the landscape architecture faculty meets to discuss the coordination of courses and the appropriateness of the various offerings.

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

Graduating students complete a Learning Outcomes Survey in which they evaluate the program, courses, and curriculum (see Addendum X.12).

Faculty members receive prompt summaries and typed written student comments (to protect anonymity) early in the following semester. Course reviews become part of a faculty member's annual performance review (APR) and are reviewed by the school director.

Additionally, the university administers Student Course Surveys (SCS) at the end of each semester to all students in all courses. These surveys allow students to provide regular feedback to instructors. Each SCS contains a standard set of multiple-choice questions answerable on a Likert scale from strongly disagree to strongly agree, as well as some open ended short-answer items. SCS results are stored centrally and are accessible to all faculty, administrators, and staff who possess the appropriate privileges. Tenure eligible and career track faculty are required to include SCS results in promotion and retention dossiers.

## **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 program affirms academic integrity through secure NetID logins, online submission systems, and in-person reviews. Student identity is confirmed through participation in critiques, pin-ups, and juries, ensuring work submitted reflects individual knowledge and competence.

## **J. DEGREE LENGTH (BACHELOR'S LEVEL)**

### **1. Demonstrate that the bachelor's-level professional program meets the degree length requirements included in this Standard.**

The BLA program requires 120 units, which are typically completed in a 4-year period. Refer to Addendum C1 for the recommended sequence of courses.

### **2. Demonstrate that there is a clearly articulated policy and criteria for advanced placement and demonstrate how the program determines whether the applicant meets the criteria.**

The BLA program allows advanced standing for design students that have completed the fall Foundation Studio sequence (ARC 101A/B and ARC 131 A/B) regardless of their starting major. Students changing into the BLA from the Bachelor of Architecture program may substitute ARC

102 Foundation Studio II for LAR 102 Landscape Architecture Intro Studio, and continue in the second year of the LAR course sequence with advanced standing. Similarly, students transferring into the university from other landscape architecture or related programs may substitute courses for advanced placement in the program with faculty and advisor approval. Current university students pursuing a change of major from non-CAPLA programs after the fall semester has begun may enter in the spring. These students can enroll in Foundation Studio (ARC 101A/B and ARC 131 A/B) in the spring and LAR 102 Landscape Architecture Intro Studio in the summer and seamlessly enter the BLA program in the second year.

## **K. DEGREE LENGTH (MASTER'S LEVEL)**

- 1. Demonstrate that the master's-level professional program meets the degree length requirements included in this Standard.**

N/A

- 2. Demonstrate that there is a clearly articulated policy and criteria for advanced placement and demonstrate how the program determines whether the applicant meets the criteria.**

N/A

# 3M MLA CURRICULUM

The professional degree curriculum includes the Core Values of these 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

See Addendum C2: Curriculum (Master's)

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

The mission of the MLA program is to inspire and prepare the next generation of landscape architects to create environments that enrich people, places, and the planet—advancing innovative professional practice through research informed design with both regional and global impact.

We review and continuously refine a robust curriculum that integrates research, community outreach, and design innovation to foster a comprehensive understanding of landscape architectural practice within today's environmental constraints and societal constructions. Since our mission emphasizes preparing students for practice as scholars of the discipline, we emphasize professionalism in all our courses.

The MLA curricular mission is expressed through:

- **Sequential Design Studios (LAR 510 through LAR 612)**  
We deliver a studio sequence that progresses from core design fundamentals to independent, evidence-based design solutions and complex projects. The studio sequence includes diverse project types and scales that foster a culture of stewardship and responsibility consistent with professional standards related to human, community, and environmental health, safety, and welfare.
- **Integration of Research and Scholarship**  
We align seminars and master's report requirements to emphasize rigorous research methods, design iteration, and scholarship that contributes to the advancement of the discipline. This integration fosters diversity of ideas, stimulates innovation, and grounds professional inquiry in stewardship and fairness.
- **Applied Learning in Arid Environments**  
We strengthen graduate education through applied learning of ecological design, landscape performance, and adaptive strategies for arid environments with globally transferable applications. This emphasis promotes principles of environmental health, sustainability, and resilience, inspires leadership, and instills a commitment to stewardship.

- **Collaborative and Service-Based Practice**  
We engage with community and industry partners and allied disciplines through collaborative and interdisciplinary projects that advance professional knowledge, skills, and values. These efforts support diverse communities, uphold ethics and equity, foster inclusion with collaborative leadership, and drive innovation through a shared commitment to resilience and stewardship.

This curricular structure ensures that the program’s mission and core values are embedded in student learning from entry through degree completion.

## B. LEARNING OUTCOMES

See Addendum D: Learning Outcomes Curricular Map

See Addendum E: Student Work Table of Contents

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

The MLA curriculum integrates professional knowledge, skills, and competencies through a sequential, scaffolded design that progresses from foundational learning to advanced independent practice. Six coordinated course sequences—Design Studio, History and Theory, Landscape Implementation, Landscape Ecology, Landscape Planning, and Design Scholarship—provide a clearly defined structure that prepares students for licensure, practice, and leadership in the discipline. The curriculum emphasizes place-based learning that utilizes the Sonoran Desert to demonstrate sustainable practice and stresses the systematic organization of public and private outdoor places for human and environmental health, social well-being, preservation of cultural heritage, artistic interpretation, and visual beauty. Curricular topics include water scarcity and stormwater management, resource conservation, the urban heat island, use of native plants, ecological/land stewardship, and landscape performance assessment.

#### Curriculum Theory

The MLA Program at the University of Arizona is based on Kowitz and Smith’s Three Forms of Instruction<sup>1</sup> model (Table 3M.1). We relate the three forms of instruction to the three-year program to formulate a curriculum concept.

This model creates a heavy course load for first-year students with more dependence on instructors with the goal to achieve as close to a BLA/BSLA equivalency as possible. The second year further pushes the students toward greater technical abilities and comprehensiveness in thinking while allowing for more control by the learner. Finally, the third year gives greater control to the learner with support from instructors to conduct independent research and design work in the form of a comprehensive master’s report.

The faculty review aspects of the curriculum each semester to ensure coordination in these efforts. See Addendum C2: MLA Curriculum for an overview of our curriculum and course sequencing.

<sup>1</sup> Kowitz, Gerald T., and Jay C. Smith. “Three Forms of Instruction.” *Journal of Educational Technology Systems*, vol. 15, no. 4, 1986-87, pp. 419-429. Baywood publishing Co., Inc. doi: 10.2190/7M4A-W0G1-4DFY-KFET

**Table 3M.1. Three Forms of Instruction Model (Kowitz and Smith 1987)**

Forms of Instruction	Assumptions	Control	Functions of Learning Activities
First	Learner has little, if any, knowledge	Instructor <i>Dependent learning</i>	Acquiring symbols, methods and relationships used in the field of study.
Second	Learner skilled in the basics	Instructor/Learner <i>Shared learning</i>	Acquisition of useful technical abilities.
Third	Learner skilled in the field	Learner <i>Independent learning</i>	Seeks leading edge of current knowledge and seeks to go beyond it.

### The First Year Experience

Students develop fundamental design skills, technical foundations in construction, site engineering, ecology, and history/theory, along with digital and graphic communication abilities. The first year is course intensive for faculty and students, with coursework stressing knowledge, skills, and values across cognitive, affective, and psycho-motor domains. Students complete the following curriculum:

- Design Studio, two semesters.
- Site Engineering and Landscape Construction, two semesters.
- History and Theory, two semesters.
- Plant Materials, one semester.
- Landscape Ecology, one semester.

The first semester *LAR 510 Design Studio I* introduces basic design principles and the use of digital technology and hand graphics in design ideation and techne. Five software programs—Autodesk AutoCAD, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, and Google SketchUp—are taught in this studio and reinforced in *LAR 554 Site Engineering*. The second semester stresses design processes including programming, site analysis, conceptual design development, site planning and design, introduction to landscape performance and green infrastructure, and design communication (oral and graphic). at the completion of the first year, students are prepared to work in a professional office or agency under the supervision of a landscape architect and to collaborate with advanced standing students (those with BLA or BArch degrees) in the program.

### The Second Year Experience

Coursework emphasizes comprehensive design, planting design, planning, and professional practice while students begin research methods and thesis/report topic development, reinforcing the integration of scholarship and design.

The second-year design course sequence continues to reinforce the program’s emphasis on innovative professional practice by increasing project complexity and addressing intersections of ecological, socio-cultural, and artistic aspects of the profession. The first semester introduces students to more comprehensive design applications and alternative creative processes that allow them to practice iteration in developing and communicating design solutions. Students complete the following curriculum:

- Design Studio, two semesters.
- Planting Design, one semester.
- GIS and Landscape Planning, two semesters.
- Professional Practice, one semester.

- Landscape Architecture Seminar (which includes research methods), one semester.

*LAR 610 Design Studio III* and *LAR 611 Design Studio IV* introduce comprehensive design problem resolution and involve real community clients with emphasis on professional communication. Students integrate research and scholarship into design solutions with attention to sustainable design strategies, creative processes, socio-cultural aspects, and artistic methods and solutions.

*LAR 526 Planting Design* builds on the knowledge gained in *LAR 520 Plant Materials*. The first year includes a heavy course load, and the second year affords students the opportunity to become familiar with multiple tools introduced during the first two semesters, including hand drawn and digital graphics, site analysis, design processes, program development, and sustainable design strategies. When students take *LAR 610 Design Studio III* and *LAR 526 Planting Design* concurrently, there are opportunities for design and project collaboration and coordination between the two studio courses.

The two-course Landscape Planning sequence begins in the first semester of the second year with *LAR 570 Introduction to GIS for Planning and Landscape Architecture*, where students learn the basics of landscape planning theory with an emphasis on the technical skills of GIS. The second course, *LAR 528 Landscape Planning Studio*, is offered in the spring of the second year and introduces landscape decision models while applying GIS technological tools to projects based in real-world locations, introducing students to opportunities and constraints that can impact projects involving real sites and communities.

*LAR 560 Professional Practice* helps students develop a working knowledge of the basics of setting up a company, preparing a business plan, and the best practices of professional landscape architecture design work while becoming familiar with the laws and ethics governing landscape architectural design professionals.

Second year students enroll in the first of three Landscape Architecture Seminar courses in the spring semester: *LAR 596B*, which is co-convened with *LAR 596D* (third year students). During the final three semesters of the program, second- and third-year students participate in weekly presentations and critiques of their MLA report/thesis research and scholarship, allowing third year students to receive feedback on their work while second year students become familiar with the MLA report/thesis process.

### **The Third Year Experience**

Students gain independence through advanced in-depth studios, thesis/report seminars, and applied research projects, synthesizing ecological, cultural, and technical knowledge into independent scholarly and professional work.

Third-year students have greater independence in their final studio, *LAR 612 Design Studio V*, and in the development of an MLA report/thesis. The fall semester studio offers three sections to give students options for deepening their focus of study. Project scale and emphasis is determined by faculty and often tied to research projects and interests. Topics are communicated to students during enrollment to allow them to align their selection with their emerging emphasis area, consistent with the growing student independence outlined in the final stage of our Curriculum Concept (Table 3M.1).

Concurrently, emphasis is on each student's individual MLA report/thesis, where students demonstrate application of the skills and knowledge learned in the first and second years. Led by one instructor through the series of MLA report/thesis seminar courses, all faculty are

invited to serve in advisory capacities while students shape their independent projects. Students can work at their own pace, but the Landscape Architecture Seminar courses require them to develop presentations and advance their work according to predetermined milestones. Two of these seminar courses (*LAR 596C* and *LAR 596D*) are taken in the final year of study, creating opportunities for students to share their research and scholarship with each other and engage in discussion about emerging topics in the profession. A primary goal is to encourage each student to continue progressing toward degree completion with a final approved MLA report/thesis. Graduates often regard this aspect of their degree experience as the most challenging and fulfilling.

In the third-year Landscape Architecture Seminar courses, students advance their topics in the fall semester toward final completion in the spring semester, where they present literature reviews, design approaches, research methods, case reviews, and outcomes to second-year students and faculty. Through this exchange and the guidance of the seminar professor with faculty support, second-year students create a working framework for their independent MLA report/thesis topics. This sequence of seminars provides students with research methods and useful information on formulating a research question, developing hypotheses (if applicable), conducting a literature review, and communicating methods, results, and conclusions with ongoing feedback. The sequence has proven highly effective in guiding and inspiring students toward successful MLA report/thesis completion and timely graduation.

### **Course Curriculum Sequencing**

The primary curriculum for the MLA is designed for the three-year career-shift cohort. This first professional degree program requires a total of 78 credit units to complete (see Addendum C2: MLA Curriculum for typical sequence of courses and additional curriculum information).

Across the three years, the curriculum is designed to include topical sequences that form the basis of the comprehensive MLA student experience. These six sequences include the following areas:

1. Design Studio Sequence;
2. History and Theory Sequence;
3. Landscape Implementation Sequence;
4. Landscape Ecology Sequence;
5. Landscape Planning Sequence; and
6. Design Scholarship Sequence.

#### **1. Design Studio Sequence**

The first professional degree program requires students to enroll in five sequential design studios coordinated to build upon one another. All design studios advance students in communication through hand graphics, digital media, writing, and oral presentations. Students learn incrementally as they advance from fundamental design toward complex advanced design where applied research informs decision making. Studios progress from instructor-led projects to projects requiring students to be independent thinkers with well-developed understandings of the nuances of placemaking. By the final studio, students are given a high degree of freedom to pursue processes and solutions that demonstrate the abilities they have developed throughout these cumulative studio experiences.

***LAR 510 Design Studio I*** (year one - fall): Development of visual and graphic skills; functional, aesthetic, environmental, and socio-cultural design ordering systems; concept-getting;

form generation; and design theory and criticism. Interrelationships among design, site engineering, materials, and construction techniques.

**LAR 511 Design Studio II** (year one - spring): Design processes, graphic and verbal communications, and design synthesis. Studio projects based on site ecology, inventory/analysis, socio-cultural factors, and artistic principles of design.

**LAR 610 Design Studio III** (year two - fall): Examine alternate design processes and develop a more independent approach to design decision making. Continue to integrate artistic expression with cultural and ecological understanding. Explore ways interpretation and meaning can be instilled in design. Refine strategies for sustainable design in arid environments. Examine case reviews and develop multiple design concepts at both the master planning and site planning levels with emphasis on professional communication. Outcomes from this semester are expected to garner both student and professional-level recognition at the state level and beyond, such as ASLA awards. Students with BArch degrees join the sequence in this semester. *LAR 526 Planting Design* often coordinates its final project with this design studio.

**LAR 611 Design Studio IV** (year two - spring): Undertake complex urban design projects with sophisticated design programs. Integrate research and scholarship with attention to sustainable strategies, particularly landscape performance, while seeking pragmatic and highly creative solutions. Real community outreach projects are typically employed.

**LAR 612 Design Studio V** (year three - fall): Demonstrate depth in landscape architectural design. This in-depth studio and finishing course has students undertake advanced design projects including international competitions or difficult regional outreach projects.

Multiple sections of LAR 612 are offered. For example, students chose between the following topics in fall 2025:

- Section 001 – The Santa Cruz River Wildlife Refuge Project ([www.santacruzriver.org](http://www.santacruzriver.org)) served as the foundation for this design studio. The studio engaged Wildlife Refuge project leaders and sites through three individual projects: first, an ecological history research of site presented as a section graphic; next, public furniture design using animal-aided design; and finally, an eco-revelatory art intervention developed from these theoretical and place-based explorations, sited within the wildlife refuge corridor.
- Section 002 – Students worked on two projects: (1) Developing a multifunctional sensory garden to enhance the social, physical, and emotional well-being of residents and employees at Watermark Retirement Community in Tucson; (2) Developing a green stormwater infrastructure plan for tree planting to address extreme heat and flooding at Pierson Vocational High School in Nogales, Arizona. For both projects, students engaged with community members and conducted preliminary performance data collection.
- Section 003 – Students in this section worked with peers from the University of New Mexico and Navajo Technical University (NTU) to create a landscape master plan for the NTU campus. The project integrates Indigenous knowledge and perspectives with green infrastructure design strategies to address environmental challenges. Students visited the NTU campus, engaged with the campus community, and participated in collaborative workshops.

## 2. History and Theory Sequence

The History and Theory Sequence includes two courses taught in the MLA Program. The first class in the sequence is *LAR 540 Contemporary Landscape Architecture* and the second is *LAR 541 History and Theory of Landscape Architecture*. This seeming reversal of chronological history is purposeful in that an early exposure to more recent trends, significant built works, and notable practitioners provides students with the vocabulary necessary for studio design work.

***LAR 540 Contemporary Landscape Architecture*** (year one - fall): This course examines prominent designs from the late 20th and early 21st century that have shaped the profession of landscape architecture. Through case reviews of built works, students explore the evolution of contemporary design ideology and theory in applied landscape architectural practice. Within this platform the course examines current movements and trends toward future scholarship and practice.

***LAR 541 History and Theory of Landscape Architecture*** (year one - spring): This course examines the history of landscape architecture including the history of gardens and the development of the profession of landscape architecture. Through lectures, readings, case reviews, and projects, the course examines historical built works including significant estates, gardens, urban designs, park systems, corporate landscapes, restored natural sites, heritage sites, waterfront projects, resorts, etc. Students explore the evolution of design ideology and application of theory in the practice of landscape architecture.

## 3. Landscape Implementation Sequence

Students enroll in two courses that focus on the theory, skills, and strategies related to implementing their designs. These courses support the Design Studio Sequence and *LAR 526 Planting Design*. The sequencing for these two courses has been strategically reversed to better integrate concepts and material between the two courses and accommodate student capacity in learning AutoCAD separately from the comprehension and communication of landforms and grading. This sequence most directly prepares students for licensure.

***LAR 555 Landscape Construction*** (year one – fall): students learn design implementation with a specific emphasis on the fundamental landscape systems and elements. This is achieved with a multi-scaled approach connecting the broad conceptual uses, materials, and detailed configurations. The course introduces AutoCAD as a two-dimensional drafting tool for technical communication, including the creation of plans and details.

***LAR 554 Site Engineering*** (year one - spring): offers traditional exposure and development in grading and drainage, culminating in connecting construction concepts and overlap such as in vertical and horizontal road alignment, landscape materials, construction techniques, and landscape performance. Students completing this course are able to develop alternate grading concepts and produce a detailed grading plan for a small site that includes the layout and grading of both hard and softscape.

### *Related Elective*

***LAR 556 Working Drawings*** (1 unit): This course expands the scope of students' technical abilities to include the buildability of design ideas. It serves as a cap to the technical sequence of courses and assignments throughout the program. Knowledge, skills, and values learned in previous semesters are incorporated into coursework in the form of construction

details and working drawings. The course advances critical drafting skills, students conduct appraisals of their work based on feasibility of implementation and formulate professional quality technical communication (graphic and written) that describe their design intentions.

#### **4. Landscape Ecology Sequence**

Students enroll in three courses related to describing, assessing, and designing in natural and created ecosystems. These courses are typically taken in the first three semesters of study and provide a valuable foundation for the design studios and landscape planning sequence.

**LAR 520 Plant Materials** (year one - fall): focuses on the examination and evaluation of plants effectively used in landscapes of the Southwest. Emphasis is placed on strategies useful for plant identification and appropriate plant selection for a variety of landscape uses. Field studies are the primary mode of instruction whereas classroom lectures provide support material for the field work.

**LAR 523 Landscape Ecology** (year one - spring): builds upon the basic biology-related knowledge gained in Plant Materials. This course focuses on principles of landscape ecology, and its application to the assessment and design of systems in urban and semi-natural environments. Students are exposed to case studies, notable researchers and their works, and current and emerging trends.

**LAR 526 Planting Design** (year two - fall): is a subsequent course to prerequisites *LAR 520 Plant Materials* and *LAR 511 Design Studio II*. This course is taught in both a lecture and studio format allowing students to employ knowledge gained in the previous courses.

#### **5. Landscape Planning Sequence**

The MLA Program's landscape planning sequence includes two required courses. In this sequence, students learn tools, technology, and theory for use in landscape analysis and large-scale master planning. Geographic Information Science (GIS) incorporates interdisciplinary methods and technologies in geospatial analysis and landscape planning. GIS utilizes a variety of scientific data and analysis tools and methods which contribute to a comprehensive understanding of relevant and interconnected conditions present at the landscape and site scales.

**LAR 570 Introduction to GIS for Landscape Architecture and Planning** (year two - fall): students are exposed to landscape planning theory and develop an understanding of GIS decision making tools including ArcGIS Desktop. Students also learn how they can apply GIS for advanced site analysis and data collection.

**LAR 528 Landscape Planning Studio** (year two - spring): students engage in readings discussions and undertake a regional landscape scale, real-world projects where they develop an understanding of the landscape planning process, understand how the natural systems/forces characterize the community, city, and region, know where to retrieve land-use and other geospatial data and perform analysis, explore spatial analysis methods and techniques in landscape planning, and critically assess alternatives/examples in landscape planning

*Related Electives (optional)*

**PLG 572 Environmental Planning** (3 units): This course teaches students the process of environmental planning in U.S. cities through the development of environmental action plans. Students will choose cities of their choice and collect real-world data to establish

baseline conditions across several environmental dimensions. Small group discussions and activities will help student develop and refine urban planning strategies to better manage environmental resources in cities.

***PLG 597S Sustainable Urban Development and Design*** (3 units): Examines contemporary competition between environment, resources (water, energy), social equity, and economic viability in the community development and revitalization arena. Public policy, planning initiatives, design strategies and technical solutions that bridge the conflicting agendas are analyzed. Field investigation of contemporary cases. Appropriate for students specializing in planning, architecture and landscape architecture. Graduate-level requirements include a case study paper and formal class presentation. The study should include a literature review, and assessment methodology and critical comment.

## **6. Scholarship Sequence**

In accordance with the school mission, scholarship is a critical component of the MLA Program. Research methodologies are taught within the highly structured master's report/thesis development seminar courses that are required in the final three semesters of the degree.

Second year and third year students meet together in *LAR 596B/D Landscape Architecture Seminar II/IV*, and students in these courses regularly present their ongoing progress towards their master's report or thesis. This allows students to learn from, debate, and contribute to each other's work.

As part of *LAR 596D Landscape Architecture Seminar IV* all MLA students intending to graduate in the current year present at the MLA Conference, a spring event which simulates a professional conference. Guests are invited from the professional community and from across campus, and include alumni and subject matter experts. Following their presentation, students have the opportunity to incorporate feedback and refine their master's reports before final submission at the end of the semester.

***LAR 596B Landscape Architecture Seminar II*** (year two - spring): students study the various approaches used for completing a master's report or thesis in landscape architecture.

***LAR 596C Landscape Architecture Seminar III*** (year three - fall) incorporates strategies of the research process used by students in their final year of study, providing them with a foundation for organizing and completing their work for the MLA degree.

***LAR 596D Landscape Architecture Seminar IV*** (year three - spring) provides students with sufficient organization and discussion to encourage formulation of results for completion of their research at the end of the semester.

***LAR 909 Master's Report*** (spring semester year three) individual study related to master's report.

***LAR 910 Thesis*** (spring semester year three) individual study related to master's thesis.

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

The MLA curriculum actively integrates contemporary issues aligned with the core values, including environmental health, sustainability, resilience, and stewardship; diversity, equity,

and inclusion; human and community health and safety; professional ethics and responsibility; leadership and innovation; and application of the sciences to the design of natural and built landscapes.

Faculty regularly review and refine course content to embed emerging issues in studios and lectures. Annually, CAPLA offers Teaching Seed grants to support teaching innovation. Landscape Architecture faculty have received support to enhance learning with supplemental topics such as inclusive public space, environmental economics, and others. The school supports an annual lecture series with recent topics including indigenous landscapes and water rights, and adaptable infrastructure, which pique faculty and student curiosity, enriching classroom conversations and networks. Relevant research projects and partnerships have informed rotating studio projects with community partners. Students have competed in the EPA Rainworks Challenge, focused on stormwater management, extreme heat and resilience; participated in projects related to the National Park Service's Parks Rx for human and community health and biodiversity; and forged partnerships with indigenous and under-served communities, among other efforts.

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

Student success is reflected in both professional outcomes and recognition. The faculty believe that an ultimate measure of student preparedness is how successful graduates are in the profession. Graduates have generally experienced an employment rate of close to 100% and have been competitive for internship placement, often leading to full-time employment offers after graduation. Over the entire accreditation period, 87% (62) of our 71 graduates found employment in public, private, landscape horticulture/design build, teaching, or pursued advanced studies. It is believed that the data is an effective indicator that the program is meeting its educational objectives and producing highly professional and employable graduates. Recent graduates report that they are well-prepared for positions in landscape architecture firms due to the practical knowledge they receive in the program. See Addendum X.13 for the current place of employment of our MLA graduates. Further evidence of student competency is found in the number of student awards and recognition granted each year (see Addendum X.7 for a complete list). Each year students receive awards and recognition such as the MLA Olmsted Scholar and Fountain Scholar, MLA Design Excellence Award, ASLA Honor and Merit Awards, ASLA and AZASLA Individual and Collaborative Awards, article publications and induction to Sigma Lambda Alpha Honor Society. Together, these outcomes provide clear evidence that our curriculum equips undergraduates with the knowledge, skills, and values required by the profession.

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

The MLA program curriculum provides students with foundational skills and a progression toward more independent learning as the curriculum progresses, which enables them to pursue individualized academic interests while preparing for professional practice and licensure.

- **Report/Thesis Pathways:** Students develop specialized academic foci through the required master's report or thesis, supported by structured seminar sequences and faculty support.
- **Internships and Applied Work:** Students are prepared and encouraged to pursue

internships and professional employment that complement coursework and extend learning into practice. CAPLA holds an annual career fair and supports local and national networking through ASLA and other organizations.

- **Licensure Preparation:** Core courses align with content areas of the Landscape Architect Registration Examination (LARE), particularly design, site engineering, construction, ecology, and professional practice.

This structure ensures compliance with institutional requirements while preparing graduates for licensure and successful entry into the profession.

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

Research and scholarly methods are introduced and practiced in the following required classes (see Addendum C.2: MLA Curriculum Map): *Design Studios I, II, III, IV, and V; Contemporary Landscape Architecture; History and Theory of Landscape Architecture; Professional Practice; Landscape Architecture Seminars III and IV; Intro to GIS; and the Master's Report/Thesis.*

Each student is required to undertake either a master's report or thesis. Most students complete a master's report with a design emphasis. A wide variety of projects are carried out according to student interests. Master's reports are required to include literature and case reviews in addition to background materials such as client and user interviews or surveys. The master's report is intended to prepare students for professional practice and usually includes substantive graphic material to illustrate design concepts and recommendations. Students may also elect to undertake a thesis in accordance with the standards set by the Graduate College. Students have engaged in a wide range of studies and topics including urban park systems, cultural landscapes, urban infill, sustainable design solutions for urban microclimates, ecological restoration, adaptive redesign of urban places, solutions for retrofitting and reviving abandoned properties, children's gardens and educational centers, among many others. Students are encouraged to work with real clients such as the National Park Service, government agencies, neighborhood associations, non-profit organizations, or other entities to gain experience working within the conditions of real sites. For a complete listing of MLA master's reports/theses see Addendum X.14.

## **C. GENERAL STUDIES**

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

Students in the MLA program are enriched by courses and experiences outside the discipline including electives in architecture, urban planning, real estate, and geography. Interdisciplinary service-learning opportunities are central, with students engaging in national design competitions and community-based projects involving citizen groups, Native American tribes, NGOs, developers, and municipalities. Faculty research projects often employ students as GRAs, allowing them to engage in applied interdisciplinary scholarship with real clients and sites. The shared studio environment with architecture and urban planning students also fosters interdisciplinary collaboration.

## **D. DELIVERY OF AND AUGMENTATION TO CURRICULAR EXPERIENCE**

### **1. Demonstrate that the professional program meets all the requirements of the Accreditation Standards if offered in whole or in part through an online platform.**

The majority of MLA courses are delivered in person, although some core courses follow a hybrid or flipped classroom format. For instance, lectures in *LAR 555 Landscape Construction*, *LAR 554 Site Engineering*, and *LAR 523 Landscape Ecology* are delivered in an online, asynchronous format, allowing classroom time to focus on interactive skill-building and field work rather than content delivery. Students view lectures before class, and the in-person coursework reinforces the knowledge gained.

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

Students in the professional program participate in a wide range of service-learning and interdisciplinary projects that connect academic learning with real-world challenges. Through community-based studios, students collaborate with local municipalities, nonprofit organizations, and neighborhood groups to address environmental and social priorities.

Interdisciplinary collaboration is central to these experiences. Students often work alongside CAPLA peers in architecture, urban planning, and real estate, reinforcing the applied and collaborative nature of professional landscape architecture practice and preparing students for the complex contexts in which they will work.

For a full list of outreach/service-learning projects over the accreditation period see Addendum X.9. Select examples of service-learning projects include:

**Table 3M.2. Select MLA Service Learning Projects**

Spring 2021	
<b>Course</b>	<b>LAR 611, MLA Design Studio IV</b>
<b>Instructor</b>	Mueller, Travis
<b>Location/Community Partner</b>	Rillito Bend Neighborhood Association
<b>Project Title</b>	Grid Street Place (Realizing Rillito Bend)
<b>Funding</b>	\$1000 Student Design Award
<b>Description</b>	The 2nd year landscape architecture students worked with members of the Rillito Bend Neighborhood Association to create a vision for the neighborhood at multiple scales. They met with our partners at each phase of the project (site assessment, concept development, design development/master plan) to receive feedback and have discussions around needs for the neighborhood vision as set forth by the neighborhood association partners. This process culminated in the opportunity for a public presentation in which specific partners were then asked to choose a project as the winner of the design prize.
Fall 2021	
<b>Course</b>	<b>LAR 610 MLA Design Studio III</b>
<b>Instructor</b>	Yang, Bo
<b>Location/Community Partner</b>	Tucson Planning and Development Services Department, Tucson Department of Transportation and Mobility, University of Arizona Disability Resource Center
<b>Project Title</b>	Guidebook for the Implementation of Electric Vehicle Charging Stations

<b>Funding</b>	Salt River Project. \$85,250 (Phase I); Arizona Institute for Resilience (\$71,617)
<b>Description</b>	Working with project partners, students surveyed community members in Tucson regarding EV charging station design and user challenges and provided retrofit designs for 12 project sites (e.g., Tucson Desert Museum, Arizona Inn). The project also involved local groups that serve people with disabilities (e.g., Southern Arizona Adaptive Sports, Commission on Disability Issues) who are current and/or future EV users.
<b>Fall 2020</b>	
<b>Course</b>	<b>LAR 610 MLA Design Studio III</b>
<b>Instructor</b>	Yang, Bo
<b>Location/Community Partner</b>	City of Hermosillo, Mexico; Universidad Nacional Autónoma de México (UNAM); Watershed Management Group, Tucson; Udall Center for Studies in Public Policy
<b>Project Title</b>	Urban Park in Hermosillo, Mexico
<b>Funding</b>	Arizona Institute for Resilience. \$59,598
<b>Description</b>	Working with project partners in Sonora, Arizona, and Mexico, student teams gathered feedback from community members in the City of Hermosillo and provided a master plan for a greenway and a regional park design for the city. The project deliverables were used by the city for fundraising to facilitate project implementation in phases. The project team also published an article based on this service-learning project.
<b>Publication</b>	Zuniga-Teran, A. A., González-Méndez, B., Scarpitti, C., Yang, B., Murrieta Saldivar, J., Pineda, I., ... & Valencia-Sauceda, J. (2022). Green Belt Implementation in Arid Lands through Soil Reconditioning and Landscape Design: The Case of Hermosillo, Mexico. <i>Land</i> , 11(12), 2130.
<b>Fall 2019</b>	
<b>Course</b>	<b>LAR 526 Planting Design</b>
<b>Instructor</b>	Margaret Livingston
<b>Location/Community Partner</b>	UA Herbarium
<b>Project Title</b>	DELEP Botanical Park
<b>Description</b>	A collaboration among 2nd year graduate students and the UA Herbarium faculty that focused on development of a public park that highlights plants in the bean (Fabaceae) family. This project is intended to be an educational destination for UA students, staff, and faculty as well as the general public at the Campbell Avenue Farm in Tucson. The students focused on trails, seating areas, interpretive materials and enhanced planting designs within a 3-acre site. Their designs were used to help the Herbarium with future development of the area.

**3. 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.**

Each service-learning or interdisciplinary experience is guided by clear objectives that align with both program learning outcomes and community-defined needs. Faculty collaborate with community partners to establish project goals, scope, and deliverables that support mutual benefit and student learning.

Faculty maintain project records and collect community partner feedback to ensure projects meet both pedagogical and community objectives. Student participation in service-learning projects is celebrated through the CAPLA Connections, a monthly online newsletter run by our marketing and communications team. News stories are also posted on the CAPLA website, and “In the Studio,” another monthly online publication. For an excellent example of an interdisciplinary service-learning project, see: <https://capla.arizona.edu/studio/master-landscape-architecture-students-lead-sustainability-research>

- 4. 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.**

Students are encouraged by faculty to attend various external events, including the national ASLA Conference on Landscape Architecture and local AzASLA chapter luncheons. Students have presented at professional meetings including CELA, and have attended other related-field meetings such as the American Planning Association’s National Planning Conference. The students in the MLA program have a history of being proactive and involved in the landscape architectural and design community.

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 program provides multiple venues for students to share and reflect upon their service-learning experiences. At the end of each semester, students present their projects in public reviews attended by faculty, community partners, and student peers. Furthermore, the BLA and MLA students share a common studio space and learning environment, where they have ample opportunity to share their work and experiences with each other.

## **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.**

N/A

## **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.**

Please see B.5, page 60.

Each student is required to undertake either a master’s report or thesis. Most students complete a master’s report with a design emphasis. A wide variety of projects are carried out according to

student interests. Master’s reports are required to include literature and case reviews in addition to additional background materials such as client and user interviews or surveys. The master’s report is intended to prepare students for professional practice and usually includes substantive graphic material to illustrate design concepts and recommendations. Students may also elect to complete a master’s thesis in accordance with the standards set by the Graduate College. As demonstrated by our list of MLA reports/theses from the most recent two academic years (Table 3M.3), students have engaged in a wide range of studies and topics. For a complete listing of MLA master’s reports/theses see Addendum X.14.

**Table 3M.3. MLA Master’s Reports 2024 - 2025**

Year	Term	Student	Title
2025	Spring	Christian Aguilar Murrieta	Embracing Urban Nature: Connecting People and Landscapes in the Build Environment
2025	Spring	Olivia Gilliam	Shifting the Goal: A Place for Women & A Design for Nature
2025	Spring	Cynthia Ruelas Balderrama	Spirituality Through the Sonoran Desert
2025	Spring	Raul Berrellez	Ritual Landscapes: Aztec Design Principles for Urban Resilience
2025	Spring	Daniel Austin Schwab	Defensible Spaces: Firescaping in Chaparral Biomes
2025	Spring	James Hesla	Augury of an Abandoned Golf Course: A Framework for Urban Infill and Wash Preservation
2024	Spring	Waverly Bridget Brown	Terror & Pairing Earthworks and Artworks at Callaghan Vineyards
2024	Spring	Blake Caldarera	Valencia Wetlands Research Station: Enhanced Arid Wetland Agriculture Through Topographical Landscape Design
2024	Spring	Jessica Eppard	Growing Back to Our Roots: Sustainable Designs for the Microclimates of Tucson, AZ
2024	Spring	Will Glockner	Bellringer Ranch Renovation
2024	Spring	Cordell Lee	Reviving Abandonment
2024	Spring	Will Leipold	From Hot Dogs to Cool Communities: Sustainable Design Solutions for Socio-Ecological Revitalization of the Tucson Greyhound Park
2024	Spring	Oscar Rodriguez Ponce	The True Green: Shifting Toward a Resilient, Place-Based Landscape Identity for the UA Campus
2024	Spring	Nadia Sarneyzehdoost	Enhancing Exurban Park for Inclusive Learning and Development for Children: A Focus on Sensory Stimulation, Exploration, and Physical Activity
2024	Spring	Selenne Yescas	Embracing the Past, Present, and Future: A Learning Center at the Miguel Alemán Bosque

## G. SYLLABI

See Addendum F: Course Syllabi

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

All of our faculty are required by the university to include the following elements in a syllabus for a graduate level class:

- The name, title, availability, and contact information of the primary instructor(s) and other members of the instructional team.
- A description of the course content, goals, and objectives.
- A clear and precise description of the workload expectations and course requirements for the class.
- A description of the grading scale and how student work will be evaluated.
- A statement of any special policies for this specific class as determined by the instructor (e.g., attendance, participation, limitations on the use of electronic devices, details regarding academic integrity, etc.).
- A statement on reasonable accommodations provided by the Disability Resource Center, [drc.arizona.edu/instructors/syllabus-statement](http://drc.arizona.edu/instructors/syllabus-statement).
- A statement that the work and course requirements are subject to change at the discretion of the instructor with proper notice to the students.

For more information see <http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-graduate>.

**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.**

As previously stated, all syllabi contain learning objectives and grading policies. There are abbreviated course syllabi in Addendum F of this report.

**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.**

Required and optional course materials and equipment are listed in course syllabi as required by the university. Estimated costs are included on the college website: <https://capla.arizona.edu/admissions/cost-financial-aid>. Available shared resources or alternative access is provided in syllabi as applicable to specific classes and particularly in relation to required textbooks, often available digitally with no charge to students through the UA Library services.

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

Syllabi are complete, consistent, and readily accessible through the course management system (D2L) during the period of course delivery.

## H. CURRICULUM EVALUATION AND DEVELOPMENT

*See Addendum G: 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.**

Faculty regularly evaluate the curriculum and course sequencing to ensure that students will graduate confident in the skills, knowledge, and values needed for professional success. The assessment coordinator administers an annual Learning Outcomes Survey with the graduating class. In the survey, the students self-rate their skills and knowledge on the learning objectives identified by the program (see Addendum X.10: Learning Outcomes Survey and Standard 4

Student and Program Outcomes), as well as provide feedback on the overall curriculum. The assessment coordinator reports on these findings to the faculty.

Faculty evaluate students on various learning objectives in *LAR 612 Design Studio V* using a rubric scoring system (see Addendum X.15 MLA Rubric).

**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 faculty meets regularly to evaluate the program curriculum to ensure that it adequately addresses the academic goals and learning objectives identified in part C. In terms of program assessment, the students are evaluated each year in their final studio class, *LAR 612 Design Studio V* on a number of learning objectives.

Finally, the faculty reviews the long-range plan on an annual basis to evaluate progress toward meeting program goals.

**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.)**

The assessment coordinator prepares and distributes the results from the Learning Outcomes Survey. The school director and program chair meet regularly to discuss the results and share with the landscape architecture faculty. In addition to discussions at regular faculty meetings, end of semester faculty meetings review the curriculum comprehensively and the program chair prepares a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to continue the assessment cycle making adjustments to the curriculum for continual improvement and adaptation.

**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 adheres to the University requirements for curricular assessment, with annual reports prepared and submitted for compliance. This effort encourages regular reflection and improvements in line with the assessments. As referenced, faculty meet each semester to comprehensively review the curriculum with student work, Learning Outcomes Surveys and other tools and discuss Strengths, Weaknesses, Opportunities and Threats that are captured in SWOT analysis that is referenced regularly to give direction to curricular improvements.

**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 school director has direct responsibility to coordinate and monitor the curriculum. The director meets bi-weekly with the program chair to discuss curricular opportunities and challenges, including the assessment results provided by the assessment coordinator. Curricular matters are prioritized and as needed discussed at faculty meetings and/or via email exchange.

The curriculum is more comprehensively discussed at regular end-of-semester review meetings; any revisions to the curriculum are reviewed at the school and college levels. At the beginning of each year, a college-wide retreat occurs after which the landscape architecture faculty meets to discuss the coordination of courses and the appropriateness of the various offerings.

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

Graduating students complete a Learning Outcomes Survey in which they evaluate the program, courses, and curriculum. Faculty members receive prompt summaries and typed written student comments (to protect anonymity) early in the following semester (see Addendum X.16: MLA Learning Outcomes Survey Report).

Course reviews become part of a faculty member's annual performance review (APR) and are reviewed by the school director.

Additionally, the university administers Student Course Surveys (SCS) at the end of each semester to all students in all courses. These surveys allow students to provide regular feedback to instructors. Each SCS contains a standard set of multiple-choice questions answerable on a Likert scale from strongly disagree to strongly agree, as well as some open ended short-answer items. SCS results are stored centrally and are accessible to all faculty, administrators, and staff who possess the appropriate privileges. Tenure eligible and career track faculty are required to include SCS results in promotion and retention dossiers.

**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 program affirms academic integrity through secure NetID logins, online submission systems, and in-person reviews. Student identity is confirmed through participation in critiques, pin-ups, and juries, ensuring work submitted reflects individual knowledge and competence.

**J. DEGREE LENGTH (BACHELOR'S LEVEL)**

- 1. Demonstrate that the bachelor's-level professional program meets the degree length requirements included in this Standard.**

N/A

- 2. Demonstrate that there is a clearly articulated policy and criteria for advanced placement and demonstrate how the program determines whether the applicant meets the criteria.**

N/A

**K. DEGREE LENGTH (MASTER'S LEVEL)**

- 1. Demonstrate that the master's-level professional program meets the degree length requirements included in this Standard.**

The MLA requires 78-81 credit units, completed over three years for career-shift students. Refer to Addendum C2 for the recommended sequence of courses.

**2. Demonstrate that there is a clearly articulated policy and criteria for advanced placement and demonstrate how the program determines whether the applicant meets the criteria.**

Students with B.Arch degrees typically receive advanced standing and start the design sequence in the second year with *LAR 610 Design Studio III*. They are required to take the following courses (Table 3M.5):

**Table 3M.4. Advanced Standing Recommended Sequence of Courses**

Fall 1			Spring 1		
LAR 610	Design Studio III	6	LAR 611	Design Studio IV	6
LAR 520	Plant Materials	4	LAR 523	Landscape Ecology	3
LAR 540	Contemporary Landscape Architecture	3	LAR 554	Site Engineering	4
LAR 555	Landscape Construction - <i>optional</i>	4	LAR 541	History and Theory of Landscape Architecture	3
			LAR 596B	Landscape Architecture Seminar II	1
Fall 2			Spring 2		
LAR 526	Planting Design	4	LAR 528	Landscape Planning Studio	3
LAR 570	Intro to GIS for Planning and Landscape Architecture	4	LAR 560	Professional Practice - optional	2
LAR 596C	Landscape Architecture Seminar III	2	LAR 596D	Landscape Architecture Seminar IV	2
			LAR 909/910	Master's Report/Thesis*	6-9

Students with BLA/BSLA degrees are usually qualified for placement into *LAR 612 Design Studio V*, with plans of study crafted to match their individual needs.

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# 4 STUDENT OUTCOMES

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.

*FOR DUAL PROGRAM REVIEWS: Where there are different Student Outcomes and Experiences for the bachelor's and master's degree programs, those differences should be described.*

*See Addendum H: Student Information and Addendum I: Alumni Information*



## A STUDENT OUTCOMES

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

Our curriculum is designed to cover the knowledge, skills, and values of the profession as defined by LAAB (see addenda D.1 and D.2: Curriculum Maps). As students move through the program, student work is evaluated by faculty and external reviewers to ensure that basic competencies are being met. By the time the students reach their culminating capstone studio or begin their master's report or thesis, they are expected to demonstrate the ability to meet all the competencies required for entry-level positions.

The faculty believes that one ultimate measure of student preparedness is how successful graduates are in the profession. Our MLA graduates have generally experienced an employment rate close to 100%, and report that they are well-prepared for positions in landscape architecture firms due to the practical knowledge they receive in the program. Over the accreditation period (2019-2025), 89% (55) of our 62 MLA graduates found employment in public or private practice. The other seven students' status is unknown (note that five of the seven "unknowns" recently graduated in spring 2025) (see Addendum I). We believe that this data is an effective indicator that the program is meeting its educational objectives and producing highly professional and employable graduates.

Further evidence of student competency is found in the number of student awards granted each year (see Addendum X.7 for a complete list). Students receive awards such as the MLA Olmsted Scholar, ASLA Honor and Merit Awards (BLA and MLA), ASLA Student Collaborative Design Award (BLA and MLA), and Sigma Lambda Alpha Honor Society.

Several of our MLA students have been recognized through the Olmsted Scholars Program as outstanding students. Recognized scholars since 2019 include:

- Penelope Cottrell-Crawford
- Paige Anthony
- Kendra Potter
- Jianjie Ma
- Oscar Rodriguez Ponce

## **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 in the professional program demonstrate their achievement of learning outcomes through a comprehensive and integrated curriculum that emphasizes both theoretical knowledge and practical application (see Addenda D.1 and D.2: Curriculum Maps). Students' mastery of learning outcomes is assessed through a variety of activities, including studio project reviews by outside professionals, BLA capstone report reviews, and master's reports and theses reviews.

The school assessment coordinator conducts annual exit surveys of graduating students where they self-evaluate their confidence level in the program learning outcomes (please see Addenda X.12 and X.16 for the latest survey results). Furthermore, faculty and external reviewers complete a capstone scoring rubric on program learning outcomes in *LAR 498 Capstone Studio* and *LAR 612 Design Studio V* (see Addenda X.11 and X.15). These annual assessments of learning outcomes are required by the University of Arizona, and the assessment coordinator inputs the results into the UA's reporting system each October. The program regularly receives positive feedback from the University Center for Assessment, Teaching and Technology (UCATT) on our assessment practices (see Addendum X.17: UCATT Assessment Letter).

## **B STUDENT ADVISING**

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

The undergraduate students receive academic advising from Senior Academic Advisor Matt Emory. He is located on the first floor of CAPLA West in the Student and Alumni Center and is available to meet with students both in person and online.

The graduate students have three primary sources of advising:

- The Director of Graduate Studies (DGS) (Program Chair Kirk Dimond) whose duties include:
  - Graduate recruitment, especially regarding students underrepresented in the field
  - Pre-admission advising
  - Graduate admissions
  - Allocation of teaching assistantships, fellowships and other student support
  - Appeals, petitions and other degree certification processes
  - Compliance with Graduate College and University policies
  - Communication of Graduate College policies and procedures to students and faculty
  - Graduate curriculum, including proposals for dual degree, graduate certificates, and accelerated master's programs
- The Graduate Coordinator (Gretchen Luhr) who is the main contact for all routine graduate issues. This includes recruitment, admissions, compliance with policies and procedures, exams, and monitoring of student progress and paperwork.
- Faculty member (Margaret Livingston) who serves as an advisor to first-year students and master's report/thesis advisor for third-year students.

For more information on the roles and responsibilities of the DGS and the Graduate Coordinator, see: <https://grad.arizona.edu/about/roles-and-responsibilities#dgs>

## **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.**

All faculty, including the director, provide career advice to students on a regular basis. In *LAR 460/560 Professional Practice*, students learn standards of professionalism, professional registration, relationships and roles for various disciplines, and business organization and operations.

As stated in Standard 5, seven of our faculty are registered landscape architects, so they are well versed in the process and importance of licensure. In spring 2025, Program Chair Kirk Dimond held a special workshop for students on the process of taking the landscape architecture license exam.

Students learn about the importance of continuing education through AzASLA. Assistant Professor Kenneth Kokroko is the ASLA liaison. He attends monthly AzASLA chapter meetings and serves to connect our students with their networking and professional events.

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

The school program coordinator regularly distributes information through the student email listserv regarding ASLA events, workshops, lecture series, internship and job opportunities, external scholarships, etc. Students learn about licensure in *LAR 460/560 Professional Practice*, as well as from our seven licensed faculty members.

Several times during the academic year, formal presentations are conducted by local and out-of-state practitioners that provide information about the type of work they produce and information

about licensure.

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

Students provide feedback in several ways:

- The director and program chair meet with the student leadership team (made up of both BLA and MLA students) regularly to discuss the importance of joining ASLA and attending conferences, the students' academic experiences, any issues that arise, and ideas for student-led professional events.
- Each semester, the director and program chair hold town halls with the students to get their feedback on how the semester is going.
- Annually, the assessment coordinator conducts an exit survey with the graduating students to get their feedback on the program. The coordinator then reports those findings back to the faculty for discussion.
- Anecdotally, students report that they often turn to faculty to give feedback as well, and that faculty are responsive to that feedback.

## **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.**

As demonstrated in Standard 3, our program provides students with meaningful opportunities to engage in service-learning activities that emphasize community-based collaboration and foster cultural competence throughout their education. This commitment is clearly outlined in our Long-Range Plan (see Addendum A, Goal 1).

Students participate in a variety of outreach projects through key courses, particularly in advanced studio classes. For example, in *LAR 401* and *LAR 612 Design Studio V*, students collaborate with local organizations and community members on real-world projects. Faculty make a concerted effort to bring community members and professionals into the studio to give the students feedback and/or talk about elements on the site. These experiences are further incentivized through initiatives like the Elizabeth "Liba" Wheat Memorial Prize, which recognizes outstanding community-engaged work.

Notable examples of community-based projects include:

- In Fall 2022, MLA students in Mackenzie Waller's studio partnered with Tucson Audubon Society, Tucson Clean and Beautiful, and residents of Sierra Estates neighborhood to redesign a local neighborhood park, addressing both environmental and social needs.<sup>1</sup>
- In Fall 2021, Bo Yang's BLA studio collaborated with the Pascua Yaqui Tribe on the Mochik Ranch Development, a project that won the AIA Community Design Award.<sup>2</sup>
- Through a Center for University Education Scholarship Spanning Boundaries Challenge Grant, Kenneth Kokroko's *LAR 611 Design Studio IV* enabled cross-border collaboration with University of Sonora architecture students. Together, they developed green

<sup>1</sup> <https://capla.arizona.edu/studio/sonoran-birds-and-climate-change-studio>

<sup>2</sup> <https://capla.arizona.edu/studio/faculty-win-aia-arizona-2022-design-awards>

infrastructure plans for the city of Hermosillo, Sonora, Mexico, enhancing students' understanding of cross-cultural and international urban issues.<sup>3</sup>

These projects not only allow students to apply their academic knowledge in real-world settings but also build their capacity for culturally competent design and planning through direct interaction with diverse communities. See Standard 6: Outreach, and Appendix X.9 for a full list of community-based projects over the accreditation period.

## **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.**

All BLA and MLA classes are offered between 9 a.m. and 5 p.m. M-F, except for one GIS class offered in fall and spring that ends at 6:15 p.m. There are no classes in the evenings or weekends to promote study/work-life balance. Students meet with the director to explore solutions for personal struggles or educational barriers.

One of the priorities in the CAPLA strategic plan is “putting people first.” Support available at the college and university includes:

- Associate Dean for Academic Affairs - As an advocate for students, Laura Hollengreen is committed to establishing efficient and equitable processes and channels of communication that support student success.
- CAPLA Community Council - Formerly the Equity, Diversity and Inclusion Committee, the CAPLA Community Council is made up of faculty, students, and staff, and is currently working on initiatives with goals of making CAPLA a leader in inclusive excellence while supporting students.

During the COVID-19 pandemic, CAPLA launched numerous initiatives to support students including: a survey to students to determine their needs, enhanced IT support for remote learning, an open Zoom room during work days hosted by the IT team to handle immediate tech problems, a CAPLA Tech and Materials Initiative which raised \$15,000 to support technology and other student needs, remote computer lab access for all students, weekly all-college meetings and open forums with the dean, support/resource documents and frequently asked questions available to all students on Box, and weekly communications about resources available to all students experiencing difficulties.

Campus-wide student support is available through UA Campus Health, Counseling and Psychological Services, Campus Food Pantry, and UArizona Career Services. See: <https://deanofstudents.arizona.edu/student-assistance>.

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

Many of our students hold jobs or participate in internships with landscape architecture firms while in the program. For example, in our most recent exit survey, six out of seven MLA students had done so, and all 13 of the BLA students had either completed an internship or worked in a firm during their time in the program. In the past, students have had internships with regionally recognized firms including Norris Design, Wheat Design Group, and McGann & Associates; and internationally recognized firms including Ten Eyck Landscape Architects, SmithGroup, PWP

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<sup>3</sup> <https://capla.arizona.edu/studio/grant-unites-students-from-arizona-and-sonora>

Landscape Architecture, Martha Schwartz Partners, and Civitas.

Our students are also notably active in numerous extra-curricular activities each year. For example:

- Park(ing) Day : Every year, student ASLA participates in Park(ing) day, conducting design charrettes, coordinating with the City of Tucson to acquire a metered parking space for the event, soliciting donations from local landscape architecture firms and plant nurseries, and building and installing parklets. They interact with passersby to explain the event, their installation, and the profession of landscape architecture.<sup>4</sup>
- AzASLA Southern Chapter Luncheons: The student chapter continuously participates in the Southern Chapter Luncheons which provide educational lessons as well as opportunities for students to interact with professionals.
- ASLA National Conference: Every year, students attend the national conference and the program provides financial support for them to do so.
- AzASLA Awards Gala: Our students volunteer with the awards gala every year.
- Science Olympiad: The chapter volunteers for the Regional Science Olympiad every year along with a local landscape architect to help with the competition. This provides an opportunity for our students to introduce middle school students to landscape architecture.
- UA ASLA Shadow Day: Although suspended during COVID, the students and AzASLA are bringing back Shadow Day, an annual event where the students connect with firms in Phoenix and Tucson. Students choose a participating firm to visit for half of a day where they learn about the firm, are exposed to projects and sometimes project sites, and see the workflow of the firm. Students can get an idea of what is happening in the area and see firms that they might be interested working for.

CAPLA Career Fair: ASLA helps to advertise this event and make sure that there are opportunities for students to have a mock interview and portfolio review with landscape architecture professionals.

ASLA Student Chapter Meetings: The student chapter holds meetings and events roughly 2-3 times a month.



*Students visit the Desert X installation "To Breathe - Coachella Valley" by Kimsooja in Desert Hot Springs, California (left) and listen to a presentation from John Pearson, Studio Director of Landscape Design, RIOS, in Los Angeles during the annual California Trip in 2025.*

<sup>4</sup> <https://capla.arizona.edu/studio/capla-students-take-parking-day-2025>

The California Trip: The California Field Studies trip is a vital part of the graduate experience for the MLA students at CAPLA. This week long excursion occurs during the Spring semester with the goal of exposing students to regionally significant built works and introducing the graduate cohort to various offices and practices in southern California. With the majority of the students' time spent in the Sonoran Desert we find it an exciting and refreshing reprieve to visit the Mediterranean climate of the greater Los Angeles area, the largest city in the region, a metropolis ripe with art, culture, and design. A faculty facilitator coordinates the trip with input from the participating students. We visit landscape architecture firms, tour significant projects, visit cultural institutions, and experience the urban fabric of Los Angeles together as a group. The trip is a valuable team building experience and allows for an "out of the classroom" study of landscape architecture in situ. In 2025, facilitated by Lecturer Erik Schmahl, students toured the offices of Olin, TERREMOTO, RIOS, Design Workshop, Melendrez, and StudioMLA, as well as visiting Metabolic Studio, LACMA, MoCA, Desert X and other arts institutions. Students are exposed to the office culture of working professionals and begin networking with practitioners.

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

Students have the opportunity to provide input in the following ways:

- The Director and Program Chair hold Town Hall events each semester.
- The assessment coordinator collects feedback surveys annually.
- The Director has an open-door policy for all students who wish to meet with her to talk about the program.

In addition to ASLA, there are student clubs at CAPLA specifically focused on creating an inclusive community:

- CAPLA International Students Club
- The Tucson Chapter of the Indigenous Society of Architects, Planners and Designers (ISAPD)
- NOMAS: the National Organization of Minority Architecture Students
- Puente: CAPLA Hispanic Student Organization
- WIAS: Women in Architecture Society
- CAPLA First Generation Alliance

In fall 2025, the landscape architecture students are launching a UA chapter of the National Association of Minority Landscape Architects (NAMLA), which aims to increase minority representation at all levels of landscape architecture.

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# 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.

*See Addendum J: Faculty Information and Addendum K: 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.

Full-time faculty in the landscape architecture programs are diverse in their backgrounds, experience, and professional and scholarly interests. They provide a wide range of expertise in landscape architecture and allied fields (architecture, natural sciences), creating a learning environment in which students are exposed to a broad array of topics that prepare them for practice. Faculty hold degrees in landscape architecture, architecture, urban and regional sciences, geography, horticulture, plant sciences, and natural resources. Faculty engage in research and scholarship in fields that include water and natural resource management, landscape planning, landscape performance, environmental justice, arid lands ecology, cultural landscapes, artistic landscapes, landscape interpretation, and resilient design and development.

Experience in professional practice is well-represented among the faculty. Nine of our faculty have worked in landscape architecture firms with national reputations such as EDAA, Andropogon & Associates, TenEyck & Associates, SmithGroup, TERREMOTO, WERK, Arterra Landscape Architects, Norris Design, and BORDER-LA. Seven of our faculty are licensed landscape architects, four of our faculty have PhDs, and ten of our faculty hold professional degrees in landscape architecture.

Faculty also bring external professionals and reviewers into their classes, integrating diverse perspectives from the School of Architecture, the College of Science, College of Agriculture, Life, and Environmental Sciences, the School of Natural Resources and the Environment, internationally recognized firms such as Sasaki Associates, alumni, and professional organizations such as AzASLA, the Sonoran Institute, and Tucson Clean and Beautiful. This engagement strengthens course delivery and enhances student exposure to current practice.

Faculty incorporate their expertise into course content, studio instruction, and advising, ensuring

students are prepared with a balanced foundation in design processes and principles, theory, technical skills, applied knowledge, and design practice. This combination of academic and professional backgrounds supports the program’s mission and provides students with a robust, well-rounded education rooted in professional practice and scholarship.

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

Faculty assignments are based on their areas of expertise, professional practice, academic training, and research focus. Courses are aligned with individual faculty members’ competencies to ensure quality and consistency in instruction. Many faculty members have taught the same courses over multiple years, which supports curricular coherence and encourages pedagogical development.

Some faculty members successfully integrate research agendas with community-engaged service-learning studio projects. For example, Kenneth Kokroko led an interdisciplinary project involving students from the University of Arizona and Universidad de Sonora, focusing on green infrastructure and resilient design strategies in Hermosillo, Mexico. This resulted in an invited keynote virtual lecture entitled “Green Infrastructure as Equitable Development: Designing for Resilience in Underserved Communities” for the Universidad de Sonora School of Design and Architecture, and an International Seminar on Green Infrastructure in Hot Dry Climates: An Educational Endeavor in Urban Spaces Facing Vulnerability. He has made several other invited presentations on green infrastructure based on this effort with the University of Western Australia.

Bo Yang taught an advanced studio that was an important CAPLA initiative with Taliesin West. He coordinated with several other faculty, CAPLA administrators, the Frank Lloyd Wright Foundation, and Taliesin West Board to explore avenues of partnership. His students created masterplans and documented landscape features including drainage, viewsheds, topography, and built features within the context of climate change and this significant work by Frank Lloyd Wright. This work resulted in a presentation at the 2023 International Council on Monuments and Sites (ICOMOS) Symposium.

In another studio, Bo Yang’s students have worked with Native Nations in Arizona (Pascua Yaqui Tribe, Navajo Nation) on projects concerning environmental and cultural sustainability, with project findings highlighted in USDA outreach reports. For example, student teams have prepared a comprehensive stormwater management plan for a 20-acre ranch site of the Pascua Yaqui Tribe that can retain runoff from 100-year storms on-site, effectively protecting the equine facilities and reducing the maintenance cost.

Mackenzie Waller’s design studios have explored habitat creation, birds and bees and interpretative facilities for public awareness. This work led to her 2023 CELA presentation “Charismatic Wildlife & Story-Based Strategies: Communicating to the Public about Habitat Conservation.”

In recent curricular workshops it was determined that complex professional outreach projects are best utilized in year three of the MLA and year four of the BLA programs. Champions of the intersection between research and community outreach, Bo Yang, Kenneth Kokroko, and Mackenzie Waller are teaching studios at these advanced levels starting in fall 2025.

In summary, faculty assignments that are rooted in expertise, professional practice, and academic training, while also considering the program’s mission and emphasis on community engagement,

ensure that courses are delivered in a way that is both academically rigorous, practice-based, and critically relevant to the profession.

**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.**

Adjunct and part-time faculty play an important role in the professional program and are thoughtfully integrated into the curriculum. Currently, two part-time adjunct faculty members contribute to the program. They are regularly invited to participate in faculty meetings, curricular workshops, and college-wide events, ensuring their voices are included in program planning and assessment. These faculty are well-respected practitioners who bring valuable professional insight and industry relevance to our curriculum. For adjuncts teaching studio courses, a designated studio coordinator provides mentorship and support to promote instructional quality and alignment with program goals. This coordinated approach fosters collaboration and ensures that adjunct faculty are meaningfully engaged in the academic life of the program.

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

As part of the University of Arizona—a land-grant institution and a Carnegie R1 (Very High Research Activity) university—faculty benefit from the university's mission of integrating teaching, research, service, and community engagement. This status underscores the university's commitment to advancing knowledge through scholarly research while serving the needs of the state, nation, and world. Faculty research and scholarship address pressing issues in the field, including water scarcity and natural resource management, landscape planning, landscape performance, environmental and social justice, arid lands ecology, cultural landscapes, artistic landscapes, landscape interpretation, and sustainable design and development. These areas of expertise are highly relevant to the program's mission and equip graduates with the knowledge, skills, and values needed to enter the profession and contribute meaningfully to society regionally, nationally, and globally.

## **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.**

Career track faculty and tenure-line faculty, regardless of contract length or title, must complete an annual performance review (APR). Materials submitted by faculty, as part of their APR, include a current CV; a program-specific APR report; and Teacher/Course Evaluations. These reports include all activities (teaching, research, and service). The director provides a summary report on these accomplishments in accordance with school bylaws and the University Handbook for Appointed Personnel (UHAP). Faculty have opportunities to meet with the director on a regular basis to discuss goals, professional advancement, and performance.

Individual faculty regularly present their teaching, research, and service outcomes, both nationally and internationally through various venues including professional and academic conferences, peer-reviewed publications, and through design competitions. Our faculty have published in *Landscape Journal*, *Landscape and Urban Planning*, *Landscape Research Record*, and *CELA*

*Proceedings*, among others. Faculty are also recognized by receiving state and national design awards as well as invited talks.

The college's marketing team regularly communicates faculty accomplishments including publications, awards, and other recognitions through the CAPLA website, Facebook and Instagram accounts, and school, college, and university news communications. Faculty accomplishments in teaching, research, scholarly work and community engagement of local or regional significance are regularly disseminated through the University's UA News, UA media press releases, the local public news program, the UA student paper, and local newspapers.

**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 teaching and administrative assignments for full-time tenured and tenure-track faculty in the Landscape Architecture Program are structured to provide a balanced and sustainable workload that supports both faculty advancement and professional development. Typical assignments for full-time tenured or tenure-track faculty are: teaching (50-60%), research/scholarship/creative work (35-40%), and service/community engagement (5-15%). This is similar to other landscape architecture programs nationally and to CAPLA's Architecture Program.

Teaching includes formal course assignments, critique and support for BLA capstone projects and MLA reports/theses, advising and mentoring, independent studies, new course development, student recruitment and retention. Landscape architecture faculty often teach 9 units one semester and 6 units in the second semester for a teaching percentage of 50%. Typical assignments for career-track faculty are: teaching (75-100%), research/scholarship/creative work (0-5%), and service/community engagement (0-20%). Other notes:

- Program Chairs have 10% administrative duties.
- Faculty may have course releases (buy out) through research funds.
- Faculty may receive a course release for increased service.
- A tenured faculty member who has a research sabbatical will have 85-100% research, 0% teaching, and 0-15% service.
- Faculty can re-distribute their DOE to accommodate administrative duties, extra service, or higher teaching loads based on interests and approval by the director.
- Teaching can include an outreach component that is considered service learning.

Research and creative work are also integral to faculty advancement. With 35-40% of workload allocated to this area, faculty have significant opportunity to pursue scholarly and professional interests, contribute to the advancement of the discipline, and engage in innovative work that often intersects with community and environmental issues—key priorities for a land-grant institution. The integration of research with teaching and outreach supports a dynamic academic environment where scholarship informs practice.

Service and community engagement (5-15%) further reflect the land-grant mission by connecting faculty expertise to the needs of local and regional communities. Through service on university and professional committees, leadership in outreach initiatives, and collaboration with public and private sector partners, faculty contribute meaningfully to both institutional governance and societal impact. These responsibilities are recognized as vital components of professional

development and advancement.

Overall, the structure of teaching, research, and service in the Landscape Architecture Program ensures that faculty have the time, resources, and institutional support to grow as educators, scholars, and engaged professionals—fulfilling both individual career goals and the public service mission of the university.

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

Tenure track faculty hired from 2019-present received startup packages of \$35,000. The startup funding supports professional development: e.g., travel, conference costs, research assistants, and technology support. Once startup funds are spent, the program budget provides funding for research activities, although faculty are encouraged to seek external funding to support research costs. From 2019 to 2023, the college dispensed 8% of the Indirect Cost Distribution that is returned to the college back to Principal Investigators and co-Principal Investigators for further research support.

The program budget provides funding for all teaching faculty to support instructional needs. This includes funds for teaching assistants, field trips, classroom materials, teaching computers and software, and instructional training. Faculty are also encouraged to develop funded research programs and sponsored or service contracts that pay for Graduate Research Assistants, equipment, and travel costs. Faculty are urged to participate in design competitions that have monetary awards. In special cases, a faculty member's research work might require a reassignment of the individual's DOE. In these cases, the grant or project budget typically pays for the percentage of the faculty's time that is reassigned to the project.

This combination of strategic startup funding, ongoing institutional support, and a culture of sponsored research ensures that faculty are well-positioned to pursue meaningful professional development and make lasting contributions to their field.

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

CAPLA's mission includes the advancement of the college, university, community, and the profession through service and outreach. As such, each faculty member is expected to contribute significantly through leadership, professional skills, and experience to the appropriate school, college, university, professional, local, state, national, or international community. Faculty are expected to not only serve on committees, task forces, etc., but to assume leadership roles appropriate to faculty rank in important efforts as part of their service on such bodies.

All faculty participate in the university governance regularly, although the time devoted to this varies with individual assignments. Faculty serve on a variety of university committees such as the Council of Faculty Members (Kirk Dimond, Vice-Chair), the Constitution and By-Laws Committee (Mackenzie Waller), the Digital and Physical Resources Committee (Erik Schmahl), the Foundation Studio working group (Erik Schmahl, Mackenzie Waller), the Building Committee (Bo Yang), the International Students Club (Shujuan Li), and the College Community Council (Kenneth Kokroko). All tenured faculty serve on the Faculty Status Committee. University committees are important ways for faculty to make connections and advance professionally such as the Graduate

Curriculum Committee (Kenneth Kokroko), University Global Campus Alignment Advisory Committee (Shujuan Li), University Master Plan Committee (Lauri Macmillan Johnson), UA Committee on Promotion and Tenure (Margaret Livingston), and the International Programs Task Force (Bo Yang).

Faculty members are currently active on local, regional, and national committees of CELA, ASLA, Urban Land Institute, the Society for Ecological Research, Pima Parks Alliance, Arizona Native Plant Society, the Santa Cruz River Urban Wildlife Refuge Coalition, and the Tucson Botanical Gardens. All faculty members engage in service for local communities and non-profit organizations. See Addendum K for more information.

Faculty are expected to assist in advising students in partnership with the school's undergraduate and graduate advisors and the director. Faculty also are expected to engage students in professional scholarship. To this end, faculty mentor students in undergraduate capstones, graduate MLA Reports/Theses, funded research and outreach reports, independent studies, and studios. Recently, faculty mentored students in the following:

- Submissions to the national EPA Campus RainWorks Challenge Design Competition
- Submissions to the national ASLA Student Awards Program
- Submissions to the AZ ASLA Student Awards Program
- Submissions to the national CELA Student Awards Program
- Multiple interdisciplinary projects involving LA faculty and students, for example the Bank of America Affordable Housing Challenge

**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 are engaged in ongoing professional development. For example, over the last 5 years faculty have attended and presented at more than 70 professional conferences. Faculty actively participate in professional organizations such as: CELA, LAF, ASLA, AzASLA, and EDRA. Other examples include:

**Workshops and Trainings attended by landscape architecture faculty:**

- Workshop on cultural landscapes (Taliesin West) and studio project
- Training for LA junior faculty on research leadership
- CAPLA Grassroots Research Symposium
- CITI training for IRB (Native American Research Certification; Social & Behavioral Research Investigators Certification)
- LAF Webinars
- Writing workshops provided by the National Center for Faculty Development and Diversity (NCFDD)
- Preventing Harassment and Discrimination training
- Information Security Awareness training
- Conflict of interest training
- Research security training
- Child Abuse Prevention and Reporting Training
- Slate Training
- Club advisor training
- Participation and completion of the UArizona Research Leadership Institute (Kirk Dimond)

**Certifications and Licensure.** Faculty maintain professional registration through continuing education:

- Registered Landscape Architects: Nolan Bade, Kirk Dimond, Vera Gates, Kenneth Kokroko, Erik Schmahl, Mackenzie Waller, Bo Yang,
- American Institute of Certified Planners: Bo Yang
- LEED Accredited Professional: Kirk Dimond
- Google Data Analytics Certification, Computational GIS Certification: Garrett Smith
- Rainwater Harvesting Practitioner Certification: Erik Schmahl

#### **Peer observation**

- Teaching observation for Associate Professor Kirk Dimond
- Teaching observation for Assistant Professor Kenneth Kokroko
- Teaching observation for Professor Shujuan Li
- Teaching observation for Assistant Professor Mackenzie Waller
- Studio reviews for Assistant Professor Mackenzie Waller

#### **Participation in curriculum development initiatives**

- Initial conversations on digital tools for LA graphic sequence
- Initial conversations on AI for LA and AI Certificate

In 2023, Kenneth Kokroko and Mackenzie Waller served as early career fellows in the Built Environment Deans Equity and Inclusion Fellowship and traveled to Dumbarton Oaks in Washington, D.C. to take part in trainings. The mission of the initiative is as follows: “As a community of built environment school deans, we are working together to curate a community of early career faculty from a diversity of backgrounds and experiences, with attention to BIPOC and other under-represented faculty, in order to challenge, expand, and enrich the planning, design, construction, and stewardship of the built environment. We seek to address concerns that potential faculty may not know how to access successful paths into the academy. We will change that by offering an early career path into the academy and by providing senior faculty mentoring as well as a series of two summer institutes on best practices in teaching and research respectively.” (source: <https://bedeansadvancingchange.com/our-mission>)

Lauri Macmillan Johnson participated in six leadership training courses and workshops with Jacqueline Peters who specializes in coaching strategies for high performance teams and leaders. The first training began with a Strength Development Inventory resulting in a personalized report on individual team member’s motivational value systems. These evaluations were used to cultivate and foster strategies for working collaboratively and strengthening professional leadership skills. Topics included ways to inspire and motivate teams, how to develop resilience and camaraderie, how to communicate in the right style, and understanding how the right strengths can be used during conflict. (<https://inneractiveleadership.ca/>)

#### **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 like those provided to other programs and departments within the college. Faculty salaries, start-up funds, office spaces, computers, funding for conference travel, etc., are equitable across the two schools.

**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 University of Arizona's Office of Instruction and Assessment offers a guide for Peer Review of Teaching that can be used for annual reviews and promotion and tenure. Using the protocol, faculty members agree on which classroom observation tools will be used. Reviewers schedule a pre-observation meeting to determine the instructor's goals and learning outcomes for the course, and a post-observation meeting to discuss what aspects of the course are going well and where there is room for improvement. This leads to a report and dialogue between the instructor, reviewer, and director regarding teaching effectiveness. For more information on the Peer Review of Teaching Protocol, see <https://ucatt.arizona.edu/assessment/peer-observation>.

All full and part-time faculty (career track and tenure line faculty) are reviewed by the director once every 12 months through the Annual Performance Review (APR) process. Every annual review of teaching includes student input, including student evaluations of faculty classroom performance in all classes through the Student Course Survey (SCS) process. Each semester, students complete an online form for each course and answer a series of questions related to the course content and instruction.

As part of the annual performance evaluation process, typically conducted in the spring semester, faculty are required to complete a self-evaluation report that responds to the goals established in the Distribution of Effort Assignment (DOE). The purpose of the APR is as follows:

- to involve faculty members in the design and evaluation of objectives and goals of their academic programs and in the identification of the performance expectations central to their own personal and professional growth;
- to assess actual performance and accomplishments in the areas of teaching, research, and professional service through the use of peer review;
- to promote the effectiveness of faculty members through an articulation of the types of contributions they might make that enhance the University;
- to provide a written record of faculty performance to support personnel decisions;
- to recognize and maximize the special talents, capabilities, and achievements of faculty members;
- to correct unsatisfactory ratings in one or more areas of responsibility through specific improvement plans designed to correct the deficiencies in a timely manner;
- to fulfill ABOR-PM 6-201(H) post-tenure review for tenured faculty members; and
- to fulfill ABOR-PM 6-201(D)(4) and (D)(5) review for renewal requirements for career-track faculty members with multiple-year appointments (such as assistant, associate, or full clinical or research professors; assistant, associate, or full professors of practice; and other such titles approved by the Provost).

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

In the wake of George Floyd and the Black Lives Matter movement, the college formed a DEI Committee in 2020 that met once a month to determine the college's priorities related to diversity, equity and inclusion. Shortly thereafter, the COVID 19 pandemic required a focus on supporting students during that trying time. Now called the CAPLA Community Council, you

can see a report of the progress made and ongoing initiatives here: <https://capla.arizona.edu/College%20Community%20Council>. Given the current climate at the federal level, the Community Council is exploring a path forward to support our students, faculty, and staff while maintaining our commitment to an environment free of hatred and divisiveness.

## 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 are competitive with those for similar positions nationwide at public land grant universities. Salaries and benefits are also attractive relative to the cost of living in Pima County. Faculty startup packages are higher than the national average for landscape architecture programs. Faculty receive excellent medical, dental, vision, and life insurance coverage for themselves and their families at competitive rates. Required participation in a retirement plan gives faculty members a choice of options that can be tailored to fit the individual's needs.

The college administration recognizes high performance and professional success in a number of ways. Faculty who show strong performance are awarded merit raises that are determined according to performance. Additional support for success is shown by nominating faculty for awards or other types of national recognition.

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

Faculty composition has been stable for many years. Faculty losses and gains over the accreditation period include:

- Assistant Professor Kelly Cederberg left academia in 2019.
- As of 2024, Associate Professor Philip Stoker no longer teaches Introduction to GIS for Planning and Landscape Architecture. Dr. Stoker is now the Program Chair of our Sustainable Built Environments program and teaches classes in that program and in Urban Planning. He developed a new undergraduate course on Urban Ecology that will be in person and online. This course is open to BLA and SBE students.
- Assistant Professors Kenneth Kokroko and Mackenzie Waller were hired in Fall 2021 and Spring 2022, respectively.
- Erik Schmahl and Wendy Lotze were hired in Fall 2021 and Fall 2023, respectively.
- Vera Gates was hired in Fall 2023.
- Nolan Bade was hired in Fall 2025.

Over the accreditation period our faculty numbers increased from 9 to 13, and faculty FTE increased from 6.40 to 10.15 (see Addendum J).

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# 6 OUTREACH

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.**

Service-learning and community engagement projects are documented and publicly disseminated through multiple channels. The program maintains a digital archive of student work, and selected projects are featured in university communications. As indicated in Standards 3B and 3M, student and faculty projects are celebrated through CAPLA Connections, a monthly online newsletter run by our marketing and communications team. News stories are also posted on the CAPLA website, and “In the Studio,” another monthly online CAPLA publication.

Faculty also disseminate the results of these projects through professional presentations, conferences, and publications that highlight their educational and community outcomes. Over the course of the accreditation period, faculty presented at more than 35 conferences and were Principal Investigators or Co-Investigators on 60 grants advancing research and outreach projects. Please see Addenda X.5 and X.18 for a full list of faculty grants, publications, and professional conference proceedings.

- 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 program maintains active partnerships within the university and across the community to expand awareness and impact. Faculty regularly give guest lectures across campus (also bringing in guest lecturers to their own classes), collaborate with other units on grant proposals and publications, and serve on university-wide committees.

Our faculty have active on-campus partnerships with:

- School of Geography and Development
- Biosphere 2
- School of Natural Resources and the Environment
- The Honors College
- Arizona International
- Hydrology and Atmospheric Sciences
- Department of Civil and Architectural Engineering and Mechanics
- UA Agricultural Center

- Institute on Place, Wellbeing and Performance
- UA Institute for Resilience
- Udall Center for Studies in Public Policy
- Cooperative Extension
- Materials Science and Engineering
- Chemistry and Biochemistry
- Biosystems Engineering

Off-campus local partners include:

- Watershed Management Group
- Tucson Parks and Recreation
- Tucson Water
- Tucson Planning and Development Services
- Community Food Bank of Southern Arizona
- South Tucson Housing Authority
- Santa Cruz River Urban Wildlife Refuge Coalition
- Sonoran Institute
- Landscape Architecture Foundation
- Norris Design
- Wheat Design Group
- Tucson Audubon Society
- Pascua Yaqui Tribe
- Tucson Transportation and Mobility Department



*Students share project boards after a presentation on Tumamoc Hill.*

The University of Arizona’s location in Tucson (metro area population 1.2 million) provides abundant opportunities to serve our culturally rich and diverse communities. As demonstrated in Standards 3B and 3M, service-learning opportunities are abundant in our programs. Cultural competence is intentionally cultivated through community-engaged projects with local

governments, nonprofits, neighborhoods, and underrepresented populations.

These partnerships extend learning beyond the classroom, enhancing public understanding of landscape architecture and positioning the program as a regional resource for sustainable and equitable design. Through these sustained relationships, students and faculty strengthen their cultural competence and civic awareness while contributing meaningfully to the communities they serve.

## **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.**

To the best of our ability, the program maintains a current registry of alumni with their pertinent information, including current employment and professional registration. We send them the CAPLA Connections newsletter and other program information. The CAPLA marketing team uses the website and social media to share stories of alumni successes.

In 2024, CAPLA hired Emilio Romero as the Associate Director of Alumni Engagement and Donor Relations. Emilio and program staff keep our alumni list up to date.

### **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 program has historically maintained a strong relationship with alumni and practitioners, particularly those practicing in the Tucson and Phoenix areas. The professional community is regularly invited to school and college events such as guest lectures and exhibitions. The AzASLA Southern Section regularly hosts luncheons to which students and faculty, as well as public and private practitioners, are invited. Faculty members are occasionally invited to deliver presentations at these events.

Amy Peron, PLA (MLA 2018) is the current AzASLA President. In fall 2025 she met with the school director, landscape architecture program chair, and college's associate director of alumni engagement to discuss opportunities for alumni engagement with the program. As a result of this meeting, several initiatives were planned, including scheduling Sketch Crawl events, launching a "Friends of Landscape Architecture" advisory group, and hosting networking events such as an end-of-year ASLA celebration and a Sonoran Landscape Showcase.

The ASLA Student Chapter regularly interacts with practitioners during lunch-time brown bag lectures, studio and portfolio reviews, the annual CAPLA Job Interview Fair, Drachman Institute events, and professional mixers.

Students and faculty take regular field trips to offices, projects, and exhibits of work from related professionals. Each spring, first-year MLA students and one or two faculty members take a one-week study trip to Los Angeles, Orange County, and San Diego, California to visit important built works and professional offices. These experiences encourage discussion and strengthen relationships between students, faculty, and other professionals, and provide students with

valuable hands-on learning experiences outside of the classroom.

**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 reflect, support, and promote diversity, equity, and inclusion (DEI) through collaborative initiatives and community partnerships. Faculty members Kenneth Kokroko and Mackenzie Waller have been instrumental in advancing social justice efforts across Tucson, the broader Southwest, and into Mexico. Their leadership has fostered meaningful connections between alumni, practitioners, and students, creating opportunities for shared learning and advocacy around DEI principles.

These networks and outreach efforts support the recruitment of students from diverse backgrounds, highlighting the program's commitment to inclusive practices and culturally responsive design. Alumni and practitioners often participate in mentorship, guest lectures, and project reviews, reinforcing the value of diversity in professional practice and encouraging prospective students to see themselves represented in the field.

Community-engaged projects immerse students in real-world contexts with underrepresented populations and diverse communities, broadening their understanding of other cultures. These service-learning experiences—outlined in Appendix X.9—include collaborations with the Pascua Yaqui Tribe, Navajo Nation, the city of Nogales (Sonora, Mexico), the city of Hermosillo (Sonora, Mexico), and Tucson neighborhoods such as Barrio Kroeger Lane and Rillito Bend. By working alongside local governments, nonprofits, and community organizations, students gain firsthand experience addressing complex social, cultural, and environmental challenges, preparing them to interact effectively and empathetically with diverse populations in their future careers.

**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.**

Our programs demonstrate a strong commitment to community engagement, service-learning, scholarly development, and professional support through robust partnerships with alumni and practitioners. We foster these connections in the following ways:

**Community Engagement and Service-Learning for Students**

- **Arizona Garden Club Luncheon:** Each spring, students present their work to members of the Arizona Garden Club, who are also donors to the program. This event provides students with a platform to engage with the local community, share their design ideas, and receive feedback from community stakeholders.
- **Elizabeth “Liba” Wheat Memorial Prize Endowment:** Established by alumnus Eric M. Scharf, this fund annually recognizes student projects that exemplify community improvement, innovative design, and the transformation of public spaces.

**Scholarly Development for Faculty**

- Professional Network Engagement: Faculty and staff actively maintain relationships with a wide network of professional alumni, inviting them to guest lecture and as project reviewers.

#### Professional Guidance and Financial Support for the Program

- Arizona Chapter of ASLA: The chapter generously provides travel funding for students to attend key professional events such as the ASLA Annual Meeting and EXPO, LABash, and the AzASLA Awards Gala. These experiences are invaluable for student exposure to the profession and networking.
- CAPLA Job Interview Fair: This annual event connects students with professionals and alumni from across the country. Activities include mock interviews, portfolio reviews, and networking opportunities that often lead to internships and employment.
- Benzien Family Travel Scholarship Fund: Created by alumni August and Gina Benzien, this scholarship supports student travel, contributing to extracurricular professional development.

Alumni and practitioners play a pivotal role in enriching the educational experience, supporting faculty scholarship, and ensuring the professional readiness of students.

#### **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.**

Every year as a part of the university's homecoming weekend, CAPLA recognizes an Alumnus of the Year during an evening alumni reception held at the college. The ceremony affords CAPLA the opportunity to honor, highlight, and profile accomplished alumni during Homecoming weekend. The award increases alumni engagement, enhances outreach, and supports development. It is intended to recognize an alumnus/alumna who has achieved the following: a) bestowed honor or recognition on the college and/or b) made significant contributions of time or resources to further the college's mission.

Other ways of celebrating our alumni include profiles in CAPLA Connections newsletters and social media, and public recognition events such as annual scholarship and donor recognition events. These celebrations not only honor individual success but also reinforce the program's legacy and inspire current students by showcasing the diverse paths and contributions of its graduates.

The University of Arizona Alumni Association also regularly recognizes alumni and friends of the University of Arizona for professional achievements, humanitarian and public service, advocacy for education, distinguished volunteerism and service to students, the colleges and the University of Arizona.

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# 7 FACILITIES, EQUIPMENT & 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.



*CAPLA East and CAPLA West buildings as seen from the north side of Speedway Boulevard.*

The BLA and MLA programs are housed in two connected buildings: CAPLA West and CAPLA East. CAPLA West, constructed in 1965 and renovated in 1970, 1979, 2009, and 2022, is a three-story building that includes the Dean’s Administrative Suite, Robinette Conference Room, Drachman Institute, Student and Alumni Center, and a university-controlled 90-seat lecture hall equipped with audio/visual digital media capabilities. The west building faces the centrally located T.M. Sundt Design Gallery (Sundt Gallery), a 2,800 square-foot multi-functional atrium used for conferences, exhibitions, events, and studio presentations.

The \$9.9 million 2022 renovation of CAPLA West added new studios and classroom space, an upgraded computer lab, additional faculty offices and informal meeting spaces, a new HVAC system, restroom renovations, increased natural light, and automated windows for improved air quality and energy efficiency



*Sundt Gallery (left) and Classroom 235 (right), CAPLA West.*



*The Underwood Garden as seen from above (image credit Bill Timmerman).*

CAPLA East, completed in 2009 with a \$9.3 million investment, features a 9,000 square-foot materials fabrication lab on the ground floor, two floors of studio space, classrooms, and faculty offices, and a formal meeting space on the fourth floor. The building also houses the administrative offices for the School of Landscape Architecture and Planning

The Underwood Family Sonoran Landscape Laboratory connects the two buildings and functions as an outdoor learning space. Completed as part of the CAPLA East addition, this award-winning site showcases five distinct Sonoran Desert biomes and incorporates passive and active water harvesting systems that demonstrate principles of water reuse, microclimate mitigation, and runoff reduction. A sunken plaza serves as an outdoor classroom, presentation venue, and stormwater infiltration basin. The Underwood Family Sonoran Landscape Laboratory is a cornerstone of hands-on education in sustainable landscape architecture, offering students a direct and evolving connection to the principles they study and practice. Ongoing pro bono maintenance is provided by AAA Landscape.



*Students working in the Materials Lab.*



The Materials Lab in CAPLA East includes material testing, assembly, and digital fabrication equipment that supports design/build courses and material science research. Equipment includes

three Universal Laser Systems for etching and cutting thin materials, and professional-grade tools for working with woods, metals, concrete, ceramics, glass, plastics, and CNC and digital fabrication. The lab is open to all CAPLA students and faculty from 8 am to 10 pm, seven days a week during fall and spring semesters, and is staffed by a full-time shop manager, shop staff person, and 5-8 student monitors per semester.

See Addendum L for more facilities information.

## **A. FACILITIES**

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

All landscape architecture faculty offices are located in close proximity to studio spaces on the second or third floor in CAPLA East or West. Staff desks and computer stations are in the School of Landscape Architecture and Planning main office on the third floor, outside the director's office. All office spaces are equipped with contemporary desks, bookcases, chairs, file cabinets, and Ethernet/WiFi internet access.

Multiple group meeting spaces are available including the Robinette Conference Room, the Archon Conference Room, the second floor Green Room, three triangle breakout rooms on the third floor, and breakout spaces near faculty offices in CAPLA West. The proximity of faculty offices to studios facilitates student-faculty interaction and collaborative work, while the variety of meeting spaces accommodates different group sizes and meeting types.

### **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.**

First-year BLA students share the ground floor CAPLA West foundation studio with B.Arch students, using a hot-desk model with dedicated table space during studio time and lockers for secure storage. Second through fourth year BLA students and all MLA students receive permanent workstations with locked storage, electrical outlets, and wireless internet access.

The school director and building manager produce a studio layout before each semester and share it with faculty for fine-tuning. Studio spaces include individual desks, large tables, and flex space for independent or group work, with large movable monitors for displaying and reviewing work. Studio cohorts are arranged sequentially from west to east to encourage cross-cohort exchange, and MLA students are placed near urban planning and architecture graduate programs to foster cross-disciplinary interaction.

Faculty encourage studio work to promote collaborative learning where students can share ideas and learn from one another. Adjacent to the studios are three classrooms equipped with computers and large screen monitors for seminars, lectures, studio reviews, and presentations.

### **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.)**

In accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973,

Section 504, no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the university because of disability.

According to university policy, “all newly constructed university buildings, alterations to existing buildings and renovations, including improvements to the path of travel serving the renovated primary function area, will meet the ADA Accessibility Guidelines (ADAAG) to ensure that they are accessible to and usable by individuals with disabilities.” All our facilities are in compliance with ADA standards for accessible design. When needed, student workstations are equipped with the right height desks for students in wheelchairs. The studio space is in compliance with Fire Marshal requirements; adequate unobstructed access is provided throughout all locations.

For more on University of Arizona policies, see the disability resource center: <https://drc.arizona.edu/about/ada504-compliance>.

UA Facilities Management, including custodial services, maintains our buildings. The CAPLA East and West buildings have full-time custodians who provide housekeeping services throughout the day.

## **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 BLA and MLA students are required to purchase their own personal computers but also have 24/7 access to computers at CAPLA and the UA Library. The CAPLA East third-floor studio space includes laser printers, large format CMYK plotters, and dispersed lab computers appointed with up-to-date equipment and software. These computers are available for student use with a NetID login, and are powerful enough to process the large amounts of data necessary for running GIS, Geodesign, and advanced rendering programs. A 34-seat computer lab classroom in CAPLA East is open for student use whenever classes are not scheduled.

Students use the Adobe Creative Suites package (includes Photoshop, Illustrator, InDesign and Acrobat for their computers). Licensing is provided with annual renewal to students through their University of Arizona access credentials. In addition, students are able to download free student licenses for ArcGIS, AutoDesk software (including latest updates of AutoCAD), and Microsoft Office. Students also access Desire to Learn (D2L, online learning network) as the standard course management system providing access to course and library resources, including etextbooks often free or reduced in cost. See: <https://capla.arizona.edu/current-students/resources-information/software>.

CAPLA software available in labs includes:

- Adobe Creative Cloud (Illustrator, Indesign, Photoshop, Acrobat)
- ArcGIS Pro and ArcGIS Desktop
- Autodesk AutoCAD
- Autodesk 3ds Max
- Autodesk Civil3D
- Autodesk Fusion
- Autodesk Revit
- Circuitscape
- Climate Consultant

- Firefox
- Google Chrome
- Google Earth
- Lumion
- MeshCam (for CNC)
- Microsoft Office
- Monolith
- Processing (Java Program)
- Rhinoceros 3D
  - RhinoCAM
  - Grasshopper, Honeybee, Ladybug, Opaque, Climate Studio, Daysim, Daylight Visualizer, Eddy & BlueCFD, Karamba3D, OpenStudio (Radiance & EnergyPlus) UrbanOpt and many more plugins
- SketchUp
- TwinMotion
- VLC

Each faculty member is provided a desktop/laptop computer by the landscape architecture program and typically receive new computers every five years, or sooner as needed. Internet access is provided to all faculty offices via an Ethernet connection and across campus through UAWifi. Secure Virtual Private Network (VPN) connections are used for any work done off-campus.

Faculty receive specialized office furniture such as adjustable standing desks or lumbar support chairs upon request. During the COVID-19 pandemic, faculty were given additional resources to set up home offices. Other office equipment used by faculty and administrators is located in the main office and includes a copier/printer/scanner.

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

Hardware and software maintenance is provided by the college's IT team and University Information Technology Services (UITS). All lab computers are equipped with the full curriculum software package, and both hardware and software are upgraded as needed with funding from the school and college.

While the university follows a five-year upgrade cycle for staff computers, lab hardware is continuously updated to meet increasing software requirements. In 2019, CAPLA received a \$75,000 Provost Investment Fund Grant to update the main computer lab. During the COVID -19 shutdown, CAPLA made its labs remotely accessible for students and has maintained this access since.

In Spring 2025, using salary savings from faculty sabbaticals, we invested \$25,000 to refresh computer lab equipment, \$63,500 to enhance classrooms and studios with large mobile screens, computers, monitors, soundbars, a topo scanner, student laptops for checkout, and a color plotter, and \$8,400 for new staff computers, monitors, and office furniture.

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

Since 2023-24, a Digital Curriculum Task Force of landscape architecture faculty has met

regularly to assess digital curriculum needs, evaluate software requirements in the context of professional standards and trends, and map the progression of analog and digital skills throughout the comprehensive curriculum. One task force member has secured resources to develop expanded software tutorials, and in spring 2026 will oversee a newly created Digital Curriculum Teaching Assistant position. This hourly student position will develop and manage a digital resource library while providing technical assistance and tutoring for students across the BLA curriculum.

The college maintains equipment including a terrestrial scanner, surveying equipment, handheld weather meters, infrared cameras, environmental mapping supplies, VR and GPS equipment, photo labs, and modeling tools. Equipment purchases are based on faculty course needs, grants, and student requests.

Faculty and staff regularly seek internal and external funding for tools and technology, and when appropriate, transition resources purchased from research grants to classroom use. The Digital Curriculum Task Force coordinates these efforts and advocates for resources as needed.

## **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 UA Library system contains more than 7,000,000 items including books, periodicals, microforms, maps, government publications, manuscripts, and digital media. Basic holdings cover all fields of instruction, and there are especially strong collections in anthropology, geology, arid lands, Spanish and Latin American language and literature, American agriculture, Southwestern Americana, Arizoniana, 20th century photography, history of science, science fiction, and 18th and 19th century British and American literature.

The University of Arizona has four traditional campus libraries for student and faculty use, along with growing digital collections. Each library offers study spaces, research materials, and technology.

#### **Main UA Library**

The Main Library houses reference materials for business, fine arts, architecture, government documents, humanities, and social sciences. Students can conduct research on available computers, or, using a student ID, they can borrow laptops, tablets, cameras, scanners, and other audio/visual equipment. In-depth reference on most research projects can be obtained from a subject specialist by appointment. Faculty and teaching assistants can place class materials on reserve for students to check out. Recent renovations enhanced and expanded physical spaces and resources, including the CATalyst Studios at Main Library which is a maker space with 3D printing, laser cutting and CNC milling resources among others with tutorials and staff to serve all University students.

#### **Science-Engineering Library**

The Landscape Architecture programs have a large collection of books that are held at the Science- Engineering Library on campus . The Science-Engineering Library houses all materials on science and technology with more than 500,000 volumes, 1,500,000 microforms, and displays current issues of its 4,000-plus periodicals. Students are encouraged to visit the library and are allowed to check out books for use, though an

increasing number of resources have been digitized for instant access from our studio.

### **Health Sciences Library**

The Health Sciences Library offers the latest research on health and quality of life with locations in both Tucson and Phoenix. Requests for physical materials from any of the libraries can be delivered to any library location most convenient for students and faculty to pick up.

### **Special Collections**

Special Collections is located in the Main Library and houses the Library's collections of Arizona and Southwestern Americana, special subject collections, rare books, fine printing, manuscripts, and The University of Arizona archives.

Students also have access to the Center for Creative Photography, a world-class archive and research center devoted to photography as an art form. The research center features nearly 150 photographer's archives; for example, Ansel Adam's collection, including personal papers, negatives, contact sheets, and artifacts, which are available to researchers by appointment. In addition to 20,000 books, the Library has more than 80 current periodicals and 500 videotapes. The Library also has a rare book room that has monographs that are of interest across disciplines.

In Spring 2024, an architecture faculty member assembled a mini book exhibition, *Books That Matter*, housed in the Student and Alumni Center adjacent to the Sundt Gallery. Along with faculty, CAPLA's Library Liaison helped coordinate the exhibition which includes books on design, the built environment, and DEI. All titles are now available through the UA Library.

In addition to traditional resources, the University library system also offers a complete digital library. Students have access to online journals articles, ebooks, maps, and much more, including the Avery Index to Architectural Periodicals among many others.

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

All program courses rely upon and utilize library resources on a continuing basis. Students use the UA Library system to explore and execute specific design, planning, and research projects. Their investigations take many forms and include background research for studio projects, critical writing assignments for lecture courses, and individualized research for independent study, research assistantships, and theses and master's reports. The library offers instructional support with teams of librarians dedicated to specific disciplines. Librarians have visited early graduate studios, such as *LAR 511 Design Studio II*, to introduce various library resources tailored to the specific needs of our students. Whenever possible, the library is also integrated into specific landscape architecture D2L courses with free text book and reading resources. Students also have access to the director's personal library.

## **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 system has 24/7 accessibility for online resources. The Main Library has hours from 7am to 6pm during the summer and weekends, 7am to midnight regular hours during the Fall and Spring semesters, and 24/7 access during the end of the semester and finals week. The Main Library and Science-Engineering Library are located in the core of campus on the main campus mall, a 10-minute walk from our building. The libraries are integrated into the newly renovated Student Success District that centralizes other university-wide student support services and programs.