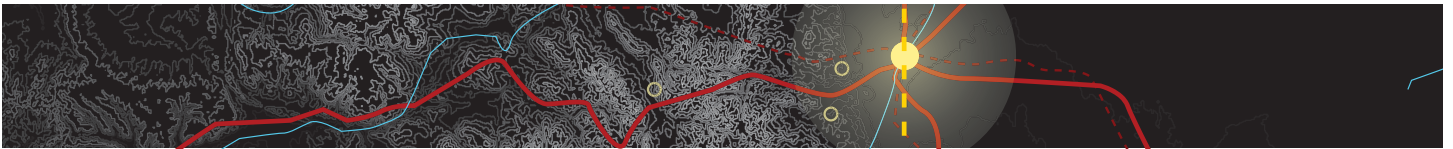# APPENDICES

Appendices

A. PERTINENT WEBSITES

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H. COLLEGE OF ARCHITECTURE AND PLANNING BYLAWS

I. REQUIREMENTS FOR M ARCH AND M URP DUAL DEGREES, AND GIS CERTIFICATE

A. PERTINENT WEBSITES

Homepages

University of Colorado Denver
http://www.ucdenver.edu/Pages/UCDWelcomePage.aspx

College of Architecture and Planning
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Pages/default.aspx

Department of Landscape Architecture
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MLA/Pages/MLA.aspx

Centers

Learning Landscapes Initiative (LLI)
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MLA/LearningLandscapes/Pages/LearningLandscapes.aspx

Children, Youth, and Environments Center for Research and Design (CYE)
http://www.colorado.edu/cye/programs/children-youth-environments-cye-program

Center of Preservation Research (CoPR)
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/AboutCAP/ResearchCenters/CenterPreservationResearch/Pages/index.aspx

Colorado Center for Community Development (CCCD)
http://www.ucdenver.edu/academics/colleges/architectureplanning/aboutcap/researchcenters/cccd/Pages/default.aspx

Center for Sustainable Urbanism
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/AboutCAP/ResearchCenters/CCSU/Pages/CCSU.aspx

Policies

College of Architecture and Planning Resource Guide for Faculty and Staff
This document provides information about college and university policies and practices.
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Pages/default.aspx

University of Colorado Faculty Handbook
This site contains the official handbook for faculty and it contains links to current Regent policy.
https://www.cu.edu/office-academic-affairs/faculty-handbook

Policies of the Regents
http://www.cu.edu/regents/regent-policy-0

Laws of the Regents
http://www.cu.edu/regents/regent-laws

Downtown Denver Campus Policies
http://www.ucdenver.edu/faculty_staff/employees/policies/Pages/default.aspx

Miscellaneous

Center for Faculty Development
http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Pages/default.aspx

Strategies for Success
This document describes professional development tasks for tenure preparation.
http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/Documents/SFS_Website_8-6-13.pdf

Compensation\Benefits for Faculty
http://www.ucdenver.edu/about/departments/HR/HRPolicesGuidlines/Documents/Faculty%20Compensation%20-%20Downtown%20Campus%20updated%202-18-10.pdf

Compensation\Benefits for Staff
http://www.ucdenver.edu/about/departments/HR/HRPolicesGuidlines/Documents/CompensationforClassifiedStaff.pdf

Compensation\Benefits for Exempt Professionals
http://www.ucdenver.edu/about/departments/HR/HRPolicesGuidlines/Documents/CompensationforOEP.pdf

University of Colorado Denver Office of Institutional Research and Effectiveness
http://www.ucdenver.edu/about/departments/InstitutionalResearch/Pages/default.aspx

Auraria Campus Library
http://library.auraria.edu/

University Catalog
http://catalog.ucdenver.edu/index.php

Faculty and Student Research and Creative Work

R O O T
http://root-land.org/
Inaugural Issue: http://www.root-land.org/jeter

Writing Center
http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx

Green Roof Initiative
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/projects/studentprojects/StudentGallery/archive/GreenRoof/Mission/Pages/Mission.aspx

B. DESCRIPTION OF REQUIRED COURSES

REQUIRED COURSES
- LDAR 5500 - Intro Landscape Architecture Design Studio   Semester Hours: 3
- LDAR 5502 - Landscape Architecture Design Studio 2   Semester Hours: 6
- LDAR 5503 - Landscape Architecture Design Studio 3   Semester Hours: 6
- LDAR 5510 - Graphic Media in Landscape Architecture   Semester Hours: 3
- LDAR 5521 - History of Landscape Architecture   Semester Hours: 3
- LDAR 5532 - Landform Manipulation   Semester Hours: 3
- LDAR 5540 - Introduction to GIS   Semester Hours: 3
- LDAR 5572 - Landscape Ecology   Semester Hours: 3
- LDAR 6604 - Landscape Architecture Design Studio 4   Semester Hours: 3
- LDAR 6605 - Landscape Architecture Design Studio 5   Semester Hours: 3
- LDAR 6606 - Landscape Architecture Design Studio 6   Semester Hours: 6
- LDAR 6607 - Landscape Architecture Design Studio 7   Semester Hours: 3
- LDAR 6608 - Landscape Architecture Design Studio 8   Semester Hours: 3
- LDAR 6620 - Landscape Architecture Theory and Criticism   Semester Hours: 3
- LDAR 6630 - Site, Society, and Environment   Semester Hours: 3
- LDAR 6631 - Landscape Construction Materials and Methods   Semester Hours: 3
- LDAR 6641 - Computer Applications in Landscape Architecture   Semester Hours: 3
- LDAR 6949 - Research Tools, Strategies and Methods
- LDAR 6670 - Plants in Design   Semester Hours: 3
- LDAR 6750 - Professional Practice   Semester Hours: 3

PROGRAM ELECTIVES
- LDAR 5573 - Advanced Landscape Ecology
- LDAR 6520 - Landscape Architecture in Other Cultures
- LDAR 6624 - The Built Environment in Other Cultures I: Research Design
- LDAR 6625 - Landscape Architecture Field Studies
- LDAR 6632 - Site Planning
- LDAR 6642 - Landscape Architecture Digital Design Workshop
- LDAR 6671 - Plant Material Identification
- LDAR 6686 - Special Topics in Landscape Architecture
- LDAR 6710 - Landscape Representation
- LDAR 6711 - Advanced Landscape Architectural Graphics Workshop
- LDAR 6712 - Green Roofs/Living Systems
- LDAR 6720 - Finding Common Ground
- LDAR 6722 - Contested Terrains
- LDAR 6723 - Cinema and the Landscape
- LDAR 6724 - American Landscape Architecture
- LDAR 6725 - Design Communications
- LDAR 6730 - International Studies Preparation
- LDAR 6735 - The Landscape of Food
- LDAR 6840 - Independent Study*
- LDAR 6910 - Teaching Assistantship *+
- LDAR 6930 - Landscape Architecture Internship
- LDAR 6950 - Thesis Research +
- LDAR 6951 - Landscape Architecture Thesis+

* requires Instructor permission
+ requires Chair permission

LANDSCAPE ARCHITECTURE COURSE CATALOG LISTINGS

LDAR 5500 – Introductory Landscape Architecture Design Studio
Introduction to basic strategies, methods and techniques of landscape architectural design and representational techniques. Explores fundamental issues of spatial form and landscape experience and meaning. Coreq: LDAR 5510. Semester Hours: 3.

LDAR 5501 - Landscape Architecture Design Studio 1
Introduction to basic strategies, methods and techniques of landscape architectural design and representational techniques. Explores fundamental issues of spatial form and landscape experience and meaning. Semester Hours: 6.

LDAR 5502 - Landscape Architecture Design Studio 2
Problem-based studio course covers strategies, methods and techniques of landscape architectural design with emphasis in more complex social and urban issues, design processes and development and the application of theory and research. Prereq: LDAR 5501 or permission of department chair. Semester Hours: 6.

LDAR 5503 - Landscape Architecture Design Studio 3
Problem-based studio covering the approaches, techniques and means for planning and designing sites to accommodate development program on a particular site within an identifiable context. Covers issues definition, site analysis, programming, development of design strategies, evaluation site planning, and communication. Prereq: LDAR 5501 and LDAR 5502 or permission of department chair. Semester Hours: 6.

LDAR 5510 - Graphic Media in Landscape Architecture
Introduces basic principles and methods associated with analog and digital drawing-plan, sections, perspectives, color, shading, composition and projection. Semester Hours: 3.

LDAR 5521 - History of Landscape Architecture
Intro survey course fosters workable understanding of landscape architecture design history and theory and offers a base for understanding trends and ideas influencing contemporary practice. Emphasizes Western Europe and the United States from Egyptian antiquity to early twentieth century. Semester Hours: 3.

LDAR 5532 - Landform Manipulation
Focuses on the fundamental technical aspects of landscape architectural design and site engineering of related topography, grading, drainage design, landform manipulation, earthwork calculations, and road alignment. Semester Hours: 3.

LDAR 5540 – Introduction to GIS
An introduction to GIS as a set of strategies, methods and techniques used to facilitate the inventory and analysis of complex systems. Semester Hours: 3.

LDAR 5572 - Landscape Ecology
Course emphasizes continuity and change in an ecology of the natural and man-made landscape. Focuses on biological, geophysical, cultural, and perceptual factors involved in landscape, spatial organization, and urban and regional structure. Introduces field ecology for landscape architecture. Semester Hours: 3.

LDAR 5573 - Advanced Landscape Ecology
Critically investigates the performance of complex landscape systems on multiple spatial and temporal scales, with emphasis on the interaction of human and non-human systems. May address issues of sustainability, disaster recovery, mitigation, etc. Prereq: LDAR 5572 or URPL 6500. Semester Hours: 3.

LDAR 6520 - Landscape Architecture in Other Cultures
Study Abroad. Various studies of landscape architecture, architecture, urbanism, and design in foreign countries. Semester Hours: 1 to 9.

LDAR 6604 - Landscape Architecture Design Studio 4
Intermediate landscape design studios engage design projects and topics that cover diverse design approaches, contexts, and landscape processes at various scales and complexities. Design projects will vary. Students are expected to expand their graphic, oral communication, and design skills. Prereq: LDAR 5501, 5502, 5503 or permission of department chair. Semester Hours: 3.

LDAR 6605 - Landscape Architecture Design Studio 5
Intermediate landscape design studios engage design projects and topics that cover diverse design approaches, contexts, and landscape processes at various scales and complexities. Design projects will vary. Students are expected to expand their graphic, oral communication, and design skills. Prereq: LDAR 5501, 5502, 5503, 6604 or permission of department chair. Semester Hours: 3.

LDAR 6606 - Landscape Architecture Design Studio 6
Advanced landscape architecture design studio covering situations of urbanization and change at various scales and complexities. Prereq: LDAR 5501, 5502, 5503, 6604, 6605 or permission of department chair. Semester Hours: 6.

LDAR 6607 - Landscape Architecture Design Studio 7
Advanced landscape design studios engage design projects and topics that cover diverse design approaches, contexts, and landscape processes at various scales and complexities. Design projects will vary. Students are expected to demonstrate mastery of graphic, oral communication, and design skills. Prereq: LDAR 5501, 5502, 5503, 6604, 6605, 6606 or permission of department chair. Semester Hours: 3.

LDAR 6608 - Landscape Architecture Design Studio 8
Advanced landscape design studios engage design projects and topics that cover diverse design approaches, contexts, and landscape processes at various scales and complexities. Design projects will vary. Students are expected to demonstrate mastery of graphic, oral communication, and design skills. Prereq: LDAR 5501, 5502, 5503, 6604, 6605, 6606, 6607 or permission of department chair. Semester Hours: 3.

LDAR 6620 - Landscape Architecture Theory and Criticism
Explores and assesses theory in landscape architecture and the concepts, ideas and discourses underlying contemporary design approaches. Emphasizes developing critical understanding of the roles and agency of theoretical inquires in landscape architecture in relation to aligned disciplines. Semester Hours: 3.

LDAR 6624 - The Built Environment in Other Cultures I: Research Design
Intends to broaden students' perspectives by asking them to examine design within another culture. Students prepare a proposal of study including a statement of the problem to be addressed, the type of field research to be undertaken, and the nature of the report to be produced. Cross-listed with ARCH 6715. Semester Hours: 3.

LDAR 6625 - Landscape Architecture Field Studies
Critical field evaluation of built works of landscape architecture using methodological approaches like field measurement, mapping, sketches, photography, written evaluations and applied research. It may also assess the performative aspects of designed landscapes. Semester Hours: 3.

LDAR 6630 – Site, Society, and Environment
Sites are defined by relationships within environmental and social settings. Therefore site design should be primarily ethical and secondarily technical. This course examines the implications of this idea through site methodologies, conceptual construction of site, site analysis and site typologies. Semester Hours: 3.

LDAR 6631 - Landscape Construction Materials and Methods
Develops understanding of detailed design processes, construction materials and selection of construction methods and documents. Typically taken with LDAR 6605 and 6606 (LDAR Design Studios 5 and 6). Semester Hours: 3.

LDAR 6632 - Site Planning
Focuses on site planning processes, criteria and decision-making. Includes research, site analysis, and data synthesis as they relate to site context and design concepts. Also addresses site work (grading and drainage, utilities), cost computation, and creating site and building program. Semester Hours: 3.

LDAR 6641 - Computer Applications in Landscape Architecture
Introduces digital technologies and methods commonly used in Landscape Architecture including primarily CADD, visualization, simulation, graphic design, and other emerging applications. Includes hands-on exercises. Semester Hours: 3.

LDAR 6642 - Landscape Architecture Digital Design Workshop
Provides hands-on experiences in the principles, software, and theories for emergent 3-D and 4-D design in landscape architectural practice and research. Prereq: LDAR 6641. Semester Hours: 3.

LDAR 6670 - Plants in Design
Explores the challenges, opportunities and responsibilities of designing with living, growing, and ever-changing organisms. Students learn to identify plants that are commonly used in the Colorado region and the principles, theories, methods, and techniques for planting design. Semester Hours: 3.

LDAR 6671 - Plant Material Identification
Students learn the names, characteristics and site requirements of plants including trees, shrubs, ground covers and perennials commonly used in built works in the Colorado region. Methods are transferable to other regions. Semester Hours: 3.

LDAR 6686 - Special Topics in Landscape Architecture
Various topical concerns are offered in landscape architecture history, theory, elements, concepts, methods, implementation strategies, and other related areas. Semester Hours: 3.

LDAR 6710 - Landscape Representation
Focuses on developing critical understanding of various advanced manual and digital representation and visualization techniques in landscape analysis and design. Provides frameworks to identify the most appropriate techniques depending on content, context and audience. Prereq: LDAR 5510. Semester Hours: 3.

LDAR 6711 - Advanced Graphics Landscape Architecture
Focuses on developing practical and applied expertise in various manual and digital visualization and representation techniques and media used for enhanced effectiveness in visual communication. Semester Hours: 3.

LDAR 6712 - Green Roofs/Living Systems
The primary objective for this seminar is to give students a general understanding of green roof systems, vegetated roofs above underground architecture and vertical vegetated systems. The seminar will engage in critiques and discussions using international, national and local case studies, covering history, typologies, function, design, master planning and costs. Semester Hours: 3.

LDAR 6720 - Finding Common Ground
Focuses on principles and societal variables that influence the structure of urban neighborhood space through research application. Semester Hours: 3.

LDAR 6722 - Contested Terrains
Explores the different processes, factors and forces and determines and influences occupation, land use and built form through the phenomena of conflict and contestation. Design is inherently located within the disputes and discourses involving landscape as location and resource. Semester Hours: 3.

LDAR 6723 - Cinema and the Landscape
Explores the relationships between landscape and film through theoretical and practical investigations. Explores film's roles in understanding and investigating landscapes, their dynamic qualities and processes, and issues related to film's capacity to construct spatial meaning. Semester Hours: 3.

LDAR 6724 - American Landscapes
Historical, theoretical and critical evaluation of the development of American landscapes. May cover the economic, philosophical and social trends behind changes in the landscape as well as the intellectual and contextual changes to the theory and practice of landscape architecture. Prereq: LDAR 5521 Semester Hours: 3.

LDAR 6725 – Design Communications
In this seminar students will learn research and writing skills to produce articles in clear, readable, and substantial prose, from academic criticism to general interest reviews; writing forms and styles, including essays, reports, award applications and writing for oral presentation; and editing basics. Prereq: History and/or theory of landscape architecture or architecture. Semester Hours: 3.

LDAR 6730 – International Studies Preparation
The course will prepare students to go to China, for 10-day International Summer School, 5-week China Summer Urban Design Joint Studio, 9-month Gensler Internship, and 1-year LA Dual Degree program. Topics include historic, geographic and cultural issues, and language lessons. Cross-listed with ARCH 6730, URBN 6730, and URPL 6730. Semester Hours: 1 to 3.

LDAR 6735 – The Landscape of Food
An examination of the reciprocal relationships between landscapes and patters of food production, distribution, and consumption. Semester Hours: 3.

LDAR 6750 - Professional Practice
Explores the essential elements of professional practice and equips students with the fundamental knowledge and skills requisite to understand and participate in this practice. Covers office organization, project management, contracts, professional ethics and non-traditional careers. Semester Hours: 3.

LDAR 6840 - Independent Study
Studies initiated by students or faculty and sponsored by a faculty member to investigate a special topic or problem related to landscape architecture or urban design. Semester Hours: 1 to 3. Prerequisite: Permission of instructor.

LDAR 6910 - Teaching Assistantship
Work with a faculty member in a course to assist with course preparation and delivery and learn teaching practices. Semester Hours: 3. Prerequisite: Permission of program chair and instructor.

LDAR 6930 - Landscape Architecture Internship
This experiential learning course provides students the opportunity to participate in and reflect on the practice of landscape architecture by working in a design office. Students will reflect on and critically analyze issues such as leadership, management and collaboration. Prerequisite: This course may only be taken once during a student's academic career and is to be taken after the first year of graduate study. Semester Hours: 3.

LDAR 6949 - Research Tools, Strategies and Methods
Introduces students to research in landscape architecture and related fields and disciplines. Provides students with research practices, methods, and methodologies and a critical framework to identify suitable approaches based on diverse projects and contexts. Supports studio, independent study and thesis. Cross-listed with ARCH 6473. Semester Hours: 3.

LDAR 6950 - Thesis Research
Student works closely with a landscape architecture faculty advisor and thesis committee to develop the thesis through focused research. Research might entail both written and graphic inquiry leading to specific products with conclusive ideas setting the stage for final thesis. Prereq: LDAR 6949 and permission of department chair. Semester Hours: 3.

LDAR 6951 - Landscape Architecture Thesis
The Landscape Architecture thesis is expected to advance the field of landscape architecture by offering new insights into aspects of design, technology, history or professional principles. In this course, the student continues to work independently, but closely with a landscape architecture faculty advisor and thesis committee to complete the thesis. The thesis might take on different final forms (written volume, drawings, maps, digital images), depending on the subject inquiry. For further information on the Landscape Architecture Thesis Track consult the Landscape Architecture Thesis Guidelines. Prereq: LDAR 6949 and 6950. Semester Hours: 6.

THESIS GUIDELINES
The following section contains:
- Thesis Process Guide

- Evaluative Checklist for Thesis Proposals

- Guidelines on the Process of a Graduate Thesis

Department of Landscape Architecture   Thesis Process Guide   2015   page 1

University of Colorado Denver
Department of Landscape Architecture

Thesis Process Guide

This document provides step-by-step guidance through the required processes and timeline for the completion of a thesis in the Masters of Landscape Architecture program. The Department of Landscape Architecture works in collaboration with the University to archive students theses in the University Library, which requires that submit thesis documents follows University processes. While the following guide makes every effort to list the process steps out in the most current known chronological order, the University updates their processes frequently, and may not communicate directly changes that will impact student graduation status. In order to ensure that students are compliant with the most current University thesis process, it is to the student's responsibility to read this document carefully, in addition to reviewing the Graduate School's website for any changes that might have occurred most recently. It is also of great importance that thesis students communicate early with both the thesis chair and the Department's thesis track director in order to be able to meet any time-dependent changes.

1. Complete LDAR 6940 "Research Tools and Methods".

2. Submit Thesis proposal as a PDF-file by APRIL 20 of each academic year to the Department Thesis Track Director (email pdf to Joern.langhorst@ucdenver.edu). Follow the format and requirements outlined in the Department of Landscape Architecture Thesis Guidelines (2011 version, available at *smb://capstone.ucdenver.pvt/cap-dept$/LDAR/Faculty Share/Thesis/guidelines*)

3. Department Thesis Track Director reports results of Faculty[1] decision on the proposal to students before the last day of the same semester. Subsequent steps after this are dependent on one of four outcomes:.
- acceptance of proposal,
- acceptance with minor revisions (revised proposal is submitted to thesis advisor who accepts revised proposal
- resubmission with major revisions (the revised proposal is resubmitted to the thesis selection committee who then decides again based on revisions).
- rejection of proposal

4. In the case of acceptance:

4.1 Enroll in:
- 3 credits LDAR 6950 "Independent Thesis Research"

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[1] Thesis selection committee is appointed from the MLA faculty and chaired by the Department Thesis Track Director.

- 6 credits LDAR 6951 "Landscape Architecture Thesis"
These credits are taken with the student's thesis chair (aka advisor). For requirements on Thesis Advisors see Department of Landscape Architecture Thesis Guidelines (2011 version, available at *smb://capstone.ucdenver.pvt/cap-dept$/LDAR/Faculty Share/Thesis/guidelines*)
Note: In the case that work for these classes cannot be clearly separated or completed within the assigned semester, the Thesis Advisor assigns an incomplete grade specific to thesis work (iP). Upon completion of the thesis, the thesis chair assigns a final grade for the thesis – this grade is also assigned as the grade for both courses.

4.2 Proceed with thesis work, presenting progress to the department at least once per semester. This is a public presentation, usually occurring during finals week. The Department thesis track director will coordinate with the students' thesis chairs to determine the date.

4.3 The student's thesis chair schedules regular meetings with the student. These meetings ascertain that the student is making appropriate progress and is on track to complete a thesis. Based on the student's progress the thesis chair decides if and when a student is ready to defend and complete the thesis.. If there is insufficient progress, the thesis chair can terminate a thesis and assign failing grade for LDAR 6950 and LDAR 6951.

5. The successful completion of the thesis depends on the timely submission of paperwork to the Graduate School and the Department. Note: Several of the deadlines are months before the anticipated defense date. These dates should be obtained from the student's thesis chair and the Department Thesis Track Chair. As this process largely follows the deadlines and rules of the graduate school deadlines, can also be obtained from its website: http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/GSOCTFORMS/Deadlines%202014-2015.pdf

5.1 Submit the Application for Graduation to notify the Office of the Registrar of your intent to graduate this term. This can be found in your UCDAccess student portal.

5.2 Submit a draft of your thesis/dissertation to Graduate School (LSC-1251) for format review no later than the deadline specified at http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/GSOCTFORMS/Deadlines%202014-2015.pdf
IMPORTANT: **This deadline is usually at least 8 weeks before the end of the semester.** Your thesis/dissertation must comply with the Graduate School's "Style and Policy Manual for Theses and Dissertations" upon submission. This is found at http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/GSOCTFORMS/Thesis%20Specs.pdf .
Submitted drafts, should contain examples of all the parts of the thesis (e.g. table of contents, sample pages with and without graphics, bibliography etc.), regardless of the current page length of material.

5.3 Submit "Request for Examination" to Department of Landscape Architecture via the student's thesis chair for thesis or dissertation defense no later than **two weeks prior** to defense.

6. Schedule defense:
The defense date is scheduled by the student's thesis chair in consultation with the Department thesis track director. The last day for a thesis defense is determined by the graduate school and can be found on their website
http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/GSOCTFORMS/Deadlines%202014-2015.pdf
IMPORTANT: **The last day to defend is usually 5 weeks before the end of the semester.**

7. Submit a 90% complete draft of thesis document and defense date to the thesis chair. The draft thesis must be reviewed and approved as "defensible" by the student's thesis chair before the defense date can be scheduled. Once approved, the thesis chair is responsible for the distribution of the approved draft to thesis committee members **no later than two weeks before the defense**.

8. Defense:
Present: candidate, student's thesis chair and thesis committee members, department chair, department thesis track director, department faculty, whoever the student wants to invite. The thesis defense is public – MLA and CAP students and faculty are encouraged to attend.
The candidate is responsible to arrange for videotaping her/his presentation and the following Q&A and comments. A file of the video is to be given to the candidate's thesis chair.
Format:
a) Opening remarks by committee chair, explaining process and format of defense
b) Student presentation (about 20-30 minutes)
c) Q&A for students and discussion (thesis committee members only: 30-40 minutes)
d) public comments (10 minutes)
e) Thesis committee withdraws and discusses defense and thesis document (10-15 minutes).
3 possible results:
- pass (without revisions –rare, or with minor revisions) – student submits a revised thesis document to his/her thesis committee chair who approves the changes, and assigns a grade;
- significant revisions (significant revisions to thesis document, defense needs to be repeated);
fail (student will either need to develop a new thesis proposal, or take a studio in lieu of thesis)
f) Student is called into the room, thesis committee advises of pass or fail, and required revisions.
g) In case of pass (without or with minor revisions), thesis signature page and the graduate school's "Statement of Approval form" (available at
http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/GSOCTFORMS/Statement%20of%20Approval.pdf) might be signed by thesis committee, and the student and thesis committee announces the result to audience.

9. Complete required revisions – the final version of the thesis needs to be approved by the thesis chair prior to the student submitting final thesis to the Graduate School and the Department before the given deadlines.

10. Student submits final thesis document electronically to ProQuest at
http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/denver-submit.aspx
"Statement of Approval form" (see 8 g above) with signatures needs to be completed and
submitted to the Graduate School before submission. Students whose theses/dissertations are
received after the deadline will graduate the following semester. Deadlines are published by the
Graduate School at http://www.ucdenver.edu/academics/colleges/Graduate-
School/Documents/GSOCTFORMS/Deadlines%202014-2015.pdf

11. Student submits a digital file of the final thesis document to her/his thesis chair. Thesis chair
uploads the file to the department server at smb://capstone.ucdenver.pvt/cap-
dept$/LDAR/Faculty Share/Thesis/student thesis

12. Student submits a minimum of 1 printed copy of thesis for binding to department chair for
the department. Printed copy is required to be on archival paper.
- Additional copies may be required by student's thesis chair. Student will be informed of
  this at the time of defense,
- It is strongly recommended the student obtain two bound copies for her/himself.
Cost of binding is $40 per copy, payable by check to department chair at the time of submission.

13. Thesis committee chair assigns the final thesis grade for LDAR 6950 and LDAR 6951, and
any needed required grade change forms.

14. Department chair will informs student when binding is completed and additional copies can
be picked up.

DONE! CONGRATULAATIONS!

Evaluative Checklist for Thesis Proposals

1. All required materials submitted by deadline, proposal signed by student and proposed Thesis Chair.

2. Topic shows relevance to field, discipline and/or profession.

3. Clearly stated actionable research question.

4. Clear, appropriate methodology, evidence of understanding and being able to apply selected research methods.

5. Selection of Thesis Chair and committee members appropriate to topic, research question and methodology.

6. Preliminary literature review evidences sufficient understanding of research areas pertinent to thesis topic.

7. Writing is clear, language used appropriate to area and fields / disciplines, technical terms are defined and used appropriately.

8. Evidence of potential for completion. Manageable scope of project and appropriate allocation of time and other resources

9. Access to relevant sources of information secured and understood (e.g. access to sites, archives, data etc)

10. Expected quality of Thesis sufficient to warrant nomination for Brandes and other scholarships.

11. Anticipated results of research warrant publication or dissemination (e.g. appropriate academic / professional journals, conference papers)

COLLEGE OF ARCHITECTURE AND PLANNING
UNIVERSITY OF COLORADO DENVER
DEPARTMENT OF LANDSCAPE ARCHITECTURE

Guidelines on the Preparation of a Graduate Thesis

Introduction

The graduate thesis in landscape architecture provides an opportunity for students to conduct independent research and design investigations that demonstrate their capacity for rigorous critical thinking. Choosing to pursue a thesis project constitutes a significant commitment to the endeavor; the topic must be chosen with care and thoughtfully and reflectively developed. Topics can reinterpret existing material in a new light, explore material that has been previously unstudied, or engage research and design practices in ways that strengthen and define the final project. For all theses, the research and products must meet the highest standards of academic excellence and contribute knowledge to the discipline and/or profession.

For work to be accepted it must meet the standards established by the University of Colorado Denver for graduate thesis projects. (see attached "Guidelines For Preparing Masters Theses And Doctoral Dissertations" or go to: http://www.ucdenver.edu/academics/colleges/Graduate-School/student-services/academic-resources/Pages/Masters.aspx)

Eligibility

The minimum qualifications for a student to be eligible to present a thesis project for the review of the faculty are the completion of a particular amount of credits. Eligibility for all students wishing to pursue a thesis is a grade point average of not less than **3.4**. The GPA must be maintained during the semesters in which work is undertaken on the thesis.

Thesis project credits and sequence

Pursuing a thesis requires the student to enroll in a three-course sequence for a maximum total of 12 credits, beginning with LDAR 6949 "Research Tools and Methods" (3 credits). This is followed by LDAR 6950 "Independent Thesis Research" (3 credits). The sequence terminates with LDAR 6951 "Landscape Architecture Thesis" (6 credits), taken in lieu of a final design studio.

To proceed through the sequence, the student must have completed and passed the Research Tools and Methods class [LDAR 6949], and have secured Departmental approval of their Thesis proposal. Approval is contingent upon having secured a Thesis Committee consisting of a Thesis Chair and a minimum of two potential advisors or other committee members for the project.

The Thesis Chair must sign an affidavit indicating their commitment to the thesis. The

Thesis Chair must be a regular faculty member[1] in the student's degree program. The thesis committee shall consist of a minimum of two additional members. The first committee member needs to be faculty in the student's degree program, holding at least the rank of senior Instructor. The second and other additional members can be recruited from outside the department, college or university.[2] It is understood that the faculty at large can serve as advisors.

The faculty of the Department of Landscape Architecture in the College of Architecture and Planning, represented by the Thesis Selection Committee ultimately approves and accepts the thesis proposal. The Thesis Selection Committee may refer controversial Thesis proposals to the full faculty for approval. If there are serious concerns about the student's ability to complete the proposed research in a satisfactory manner, the Thesis Chair in consultation with the Department faculty can terminate the Thesis at the end of the Independent Study.

The completion of the thesis is dependent on the Thesis Chair and Committee, who tender final University approval.

The student must work with the Thesis Chair and the UCD Graduate School to meet deadlines for submitting all signatures and approvals, and for the final printing and submission to the Graduate School.

Thesis proposal requirements

Students intending to complete their Masters degree by producing a graduate thesis project in the Department of Landscape Architecture are required to submit a research proposal.. The **purpose of the proposal** is to show the direction the argument or questioning will take, and to convey a reasonably precise sense of the research context, focus, methods and issues. Any student who cannot demonstrate sufficient preliminary reading in the research area chosen and sufficient thought about the issues at hand is likely

a) to be unable to define the direction of the proposed thesis clearly, and

b) to take an inordinate amount of time to complete the necessary research.

For these reasons, a concise and well-developed proposal is a prerequisite for admission to the Thesis track.

It is advisable that topic development begins in the semester preceding LDAR 6949 "Research Tools and Methods". Think about topics that you are interested in and that might be thesis-worthy. We encourage you contact faculty that might be helpful in the development of your topic as early as possible.

The proposal provides more than a broad description of the topic to be investigated; it is considered to be a blueprint from which there will be little significant departure.

Thesis proposals should respond to and include the following topics in the order indicated below:

---

[1] Regular faculty members are persons who hold tenured or tenure-track appointments, or ranked senior instructors with an appointment greater than 50% and approved by the Department.

[2] Thesis committee members can be faculty from other institutions, practioners or other persons with knowledge or experience pertaining to the thesis topic.

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1. <u>Thesis Approval Form</u>. This is the front page of your proposal packet. Follow sample attached (Appendix A)

which includes

- Student name and contact information

- Thesis title

- Abstract / project summary

- Keywords

- Committee: name, title, contact information (Thesis Chair. Advisor + min. 2 others

- Signatures from the Thesis Chair (mandatory) and committee member(s) if known,

- Student signature of the student, dated.

NOTE: The synopsis or abstract of the proposal should be prepared according to the guidelines. It should state the principal aims of the proposed study in no more than 150 words. This will likely change as the project evolves.

2. <u>Thesis description.</u> The body of text should be brief, precise, and describe the topic adequately. Avoid redundancies and repetition. Information presented in the text should include the following:

a. *Statement of the specific research question* to be tested, investigated, or explored and the particular problems or themes to be examined, and goals of the research. Describe these.

b. *Thesis "product"* (is it a written thesis, design thesis, a set of guidelines, maps and drawings, a manual, an installation or design, etc.). State what the product(s) or "deliverable" will be.

c. *Aim and rationale of the research*, and its significance or relevance for the field / discipline / profession. This should include reference(s) to pertinent literature in order both to demarcate the field of research and to show the thesis' significance.

d. *Methodology*. The procedure or investigative approach. The methods to be used in gathering and analyzing information should be described, as well as the evaluative or interpretive methods to be used. Where applicable, provide details of the main source materials to be used (not only secondary sources such as books, but collections of papers and records, sources of statistical information, graphic materials if significant, descriptions of subject to be interviewed, etc.). If human subjects are involved, include how you will address IRB review procedures.

e. *Preparation / research qualifications*. Briefly describe your qualifications for the thesis research, and address how you will acquire necessary skills, resources and support.

f. If applicable, a list of *key contact or reference persons* outside the University, with their areas of expertise and contact information.

3. <u>Literature Review.</u> A literature review to include pertinent aspects of earlier work of relevance to the topic being considered. The goal of the literature review is to critically evaluate and synthesize relevant texts and interpret their relevance for the research to be undertaken. It serves to locate the Thesis question within the discipline(s).

4. <u>Annotated Bibliography</u> with annotations for key references. Minimally includes refer-

ences used in the text of the proposal. The purpose of the annotations is to indicate content, the author's position, argument and methodology and the value of the work to the topic.

5. <u>Proposed schedule or timetable</u> for pursuit and completion of the thesis. It should identify the necessary tasks and steps to be undertaken in their logical order. Public presentations and juried reviews are required and must be indicated.

Thesis formats:

1. <u>Research thesis</u>

A research thesis is based in the critical and systematic collection, analysis and interpretation of different sources and types of information, using appropriate methodologies and methods (e.g. qualitative, quantitative, mixed methods, case study, visual methods, etc). It should demonstrate the student's ability to analyze information and data critically and to synthesize related facts into a comprehensive overview that locates the research within the field, discipline and practice of Landscape Architecture. The product is usually a written thesis, which contains appropriate graphic materials (e.g. maps, charts, diagrams, photos, drawings etc.).

2. <u>Design Thesis</u>

A design thesis is built around a *project-based inquiry* and is based in *'design' as the main method of critical inquiry*. This approach uses a *design proposal* to address research questions. This is analogous to the use of experiments in other disciplines and fields. A Design Thesis requires a rigorously developed hypothesis that is being tested through the proposed design. The value of this approach lies in the merging of critical thinking within a design exploration. While the design project is the dominant outcome, students pursuing a design thesis must still provide a written document that locates their design project within a critical and theoretical context, with a clear demonstration of how these contexts and approaches are reflectively engaged. It should address paradigms and parameters within the discipline and its practices.

If a student intends to pursue a design thesis, in addition to the proposal requirements cited above, their proposal must also include visual documentation and / or other representations of the proposed site(s), as well as additional relevant information supporting the validity of the inquiry, including a set of components necessary for the development and pursuit of a rigorous design project; such as:

• Site boundaries or parameters
• Mapping
• Site analysis
• Conceptual foundations
• Design alternatives
• Design development and resolution

PROPOSAL PROCESS

Early in the project development the student should enlist a faculty member willing to act as Chair of their Thesis committee. The faculty member will commit to advise the student for both the Independent Study (LDAR 6950 and Thesis production (LDAR 6951), totaling 9 credits. A **minimum** of two other faculty member with at least the rank of Assistant Professor (or other faculty as approved by the Department) must agree to serve on this committee. Where warranted, the student can engage faculty from outside of the College of Architecture and Planning, and may even find it appropriate to include members from the community who are valued for their expertise on the topic (see "Thesis Credits and Sequence").

a). Any student wanting to prepare a proposal must register for LA 6949 "Research Tools" and complete it successfully.

b). The completed proposal must be submitted to the Chair of the Departmental Thesis Selection Committee. The submission deadline will be set and announced by the Department. Typically it occurs during the last weeks of the spring semester.

c). Proposals are reviewed and approved by the Departmental Thesis Selection Committee. Students are notified of their status within one month of the proposal submission: pass, contingent pass (requires revision), or deny.

d). Upon approval, the student registers with their Thesis Chair for three hours of elective credits Independent Study LDAR 6950) for the next semester, followed by six hours of Thesis (LDAR 6951) the following semester.

e). If the student's proposal is approved subject to revisions, a revised proposal can be submitted to the Departmental Thesis Selection Committee no later than two weeks before the beginning of the next (Fall) semester. Steps c and d are then repeated. A failure to submit a revised proposal by the due date will automatically terminate the thesis process. Students with proposals that are not approved at the beginning of Fall semester are advised to register for other courses to meet graduation requirements.

COLLEGE OF ARCHITECTURE AND PLANNING
UNIVERSITY OF COLORADO DENVER
DEPARTMENT OF LANDSCAPE ARCHITECTURE

Thesis Approval Form (to be submitted with the proposal document)

Student: _____

Committee Chair: _____

Advisor: _____

Advisor: _____

Thesis Title: _____

Abstract: (May be attached separately as the next page of this document)
_____
_____
_____
_____
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_____
_____
_____
_____

Keywords:

Student signature_____Date_____

Thesis Chair signature _____Date_____

C. PROGRAM ANNUAL ASSESSMENT REPORTS AND FEEDBACK

Annual Program Assessment Results Report 2012-2013

Name of Program: Department of Landscape Architecture
Program Director: Ann Komara
Email Address of Program Director: ann.komara@ucdenver.edu
Person Completing Assessment Plan: Lori Catalano
Email address of Person Completing Plan: lori.catalano@ucdenver.edu
Date Submitted: July 15, 2013

Report Overview

During the 2012 - 2013 academic year the Department of Landscape Architecture accomplished and advanced many of the goals identified in last year's action plan resulting in curricular improvements related to the assessment of student performance. Below are descriptions of the advancements made on the goals identified in last year's action plan.

Goal 1   *Completion of measurable learning outcomes for the core design studios 1, 2, 3, and 6, and the aligned supporting courses.*

Much of the year was spent on curriculum revisions that were based on the program's assessment data, and student, faculty and practitioner feedback. The revisions to the curriculum focused on changes to the sequence of courses and developing course objectives and general outcomes that are threaded together and sequential. These discussions resulted in the following progress:

- Research Methods was redesigned as a required core class for all Master of Landscape Architecture (MLA) students.

- Site Planning was adapted to address the new MLA curriculum. A traditional Site Planning class is still being offered for Master of Architecture students.

- Introduction to Geographic Information Systems (GIS) replaced Graphic Media in the first semester. The content of Graphic Media will be incorporated into Studio 1.

- General outcomes were developed for the core design studios 1, 2, 3, and 6, and the aligned supporting courses. More detailed and measurable learning outcomes will be completed during the upcoming year.

Goal 2   *Development and implementation of more comprehensive and consistent assessment methods both during and at the completion of the core studio sequence. (Studios 1, 2, and 3 in particular)*

The formative and summative assessments are still considered desirable. Little progress was made on this component because revisions to the sequence of courses and the development of the general learning outcomes for the revised courses were the priority.

Refer to Goal 2 in Section 3 - Action Plan for the Upcoming Year.

Goal 3   *Development of a series of resources to enhance the learning experience for international students during their first semester.*

- Thesis guidelines were updated to include the international dual degree with Tongji University.

- Insights related to helping international students assimilate more quickly were identified, as were practices and tactics to help with this effort. As part of the Landscape Architecture history class the teaching assistant ran weekly discussion sessions. He became a resource and mentor for the

international students addressing questions related to the course as well as issues outside of the class. This collegiality resulted in better comprehension within the classroom and well as friendships outside the classroom.

Additional accomplishments related to student assessment and curricular improvements.

- The Department encouraged and supported students to submit work for external validation of accomplishment. During the past year students submitted their work to local, national and international competitions such as:
  - American Society of Landscape Architects (ASLA) National Student Awards – a student team was awarded 2013 Honor Award for Community Service.
  - Colorado Chapter of ASLA – Kelly Halpin was awarded 2012 Merit Award for Research and Communication: Five Uniquely Colorado Historic Landscapes.
  - Jane Silverstein Reis Scholarship –Xinyu Li was awarded this year's scholarship.
  - Association of Collegiate Schools of Architecture (ACSA) Preservation as Provocation Competition – submitted but winners have not yet been announced.
  - Haskell Prize for Student Journals – submitted ROOTv4: Invention.

- Students arranged and faculty participated in a portfolio review night with professionals in both the fall and spring semesters. In preparation they held several work sessions to help students record and document their work.

1. **Program Goals**

The Landscape Architecture program has five broad program goals: Design, Research, Ethics, Communication and Representation, and Content Knowledge. The detailed and measurable student learning outcomes supporting each of the five broad categories are listed in the program matrix attached to the end of this document.

Students are expected to be proficient or above in each of these areas by the time they graduate from this program.

- *Design* - Students will be able to formulate questions and arguments about landscape and landscape's role as a significant cultural medium; determine processes and practices that lead to conceptual, analytical and formative actions that transform existing situations into preferred alternatives based on ethical, communicative and content knowledge criteria.

- *Research* – Students will be able to understand and apply appropriate research methods for design and scholarship in landscape architecture.

- *Ethics* – Students will be able to critically evaluate local and global ramifications of social issues, diverse cultures, economic systems, ecological systems and professional practice as guiding principles for design thinking and implementation.

- *Communication and Representation* – Students will be able to speak, write, create and employ appropriate representational media to effectively convey ideas on subject matter contained in the professional curriculum to a variety of audiences.

- *Content Knowledge* – Students will be able to develop a critical understanding and application of the histories, theories, ethics and practices of landscape architecture and its role in reflecting and shaping culture and environments.

2

2. Program-Level Assessments

As in previous years, methods of direct assessments focused on collecting data and compiling faculty suggestions for improvements to individual courses documented in the *Design Studio Audits and Faculty Course Evaluations.*

Design Studio Audits and Faculty Course Evaluations
The design studio audit is the primary assessment tool because it best reflects overall student performance and student progress in the majority of student learning outcomes. The design studio is the integrative centerpiece of the curriculum and is intentionally linked with courses taken concurrently. At the end of the semester during the student project presentations, many department faculty and external reviewers use rubrics to critically discuss and assess the quality of each project from the views of their respective objectives, requirements, methods and student performance.

Rubrics are the primary form of assessment used to evaluate students' performance on their final projects in design studios. To date, individual faculty have been responsible for developing rubrics that directly measure the learning objectives defined by the department. The faculty document the results in the faculty course evaluations.

The department continues to expand data collection. This year faculty are required to submit a Faculty Course Evaluation for all required and elective classes but not all the data is recorded in this document. This document focuses on the core classes. The data collected for the following courses is included in this document.

Design Studio Audits
- LDAR 5501 Studio 1 - first semester *(Began data collection in 2006-07)*
- LDAR 5503 Studio 3 - third semester *(Began data collection in 2006-07)*
- LDAR 6606 Studio 6 – fifth semester *(Began data collection in 2009-10)*
- LDAR 6604/5 and 7/8 Studio 4/5 and 7/8 – sixth/final semester *(Began data collection in 2007-08)*

Content Knowledge Courses
- LA History – first semester *(Began data collection in 2006-07)*
- Landform Manipulation – second semester *(Began data collection in 2008-09)*
- Materials and Methods – third semester *(Began data collection in 2008-09)*
- Plants in Design – third semester *(Began data collection in 2008-09)*
- Professional Practice – sixth/final semester *(Began data collection in 2008-09)*

The following tables summarize the data collected for students' final projects in LDAR Studio 1, LDAR Studio 3, LDAR Studio 6, LDAR Studio 4/5 and 7/8 and courses focused on content knowledge.
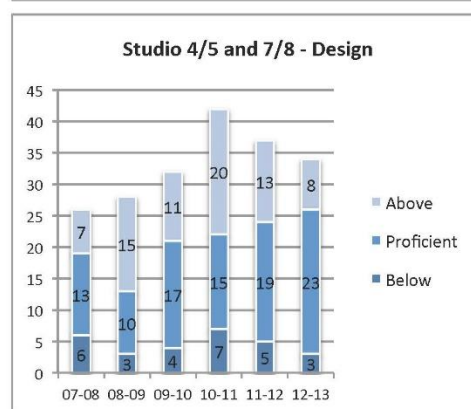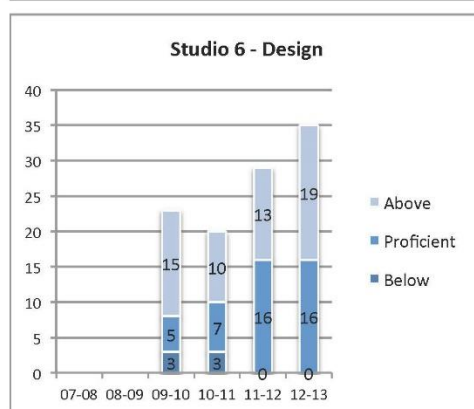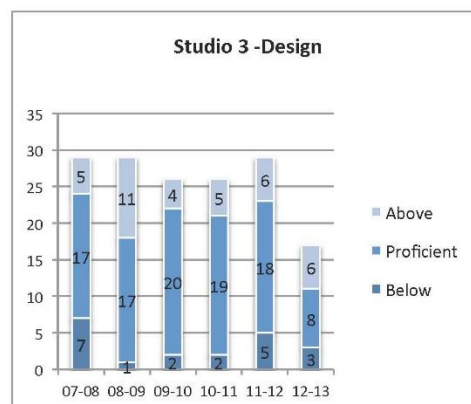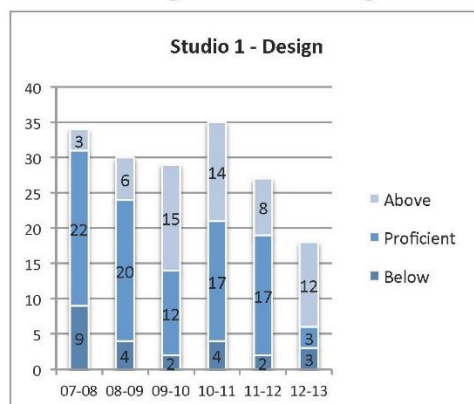
3

Student Learning Outcome #1 – Design

Studio 1 - Design

Studio 3 - Design

Studio 6 - Design

Studio 4/5 and 7/8 - Design

Studio 6 – Data collection began in 2009-10.
Studio 4/5 and 7/8 results for 2012-13 reflect students' performance during Studios 5/8 so students are not counted twice.
LA students working on a thesis or enrolled in the Urban Design studio are not included.

Results: Design
LDAR Studio 1 – The learning outcomes attached to the various exercises could be clearer. It would be desirable to create a sequence of smaller assignments choreographed with and in preparation for Studio 2.

LDAR Studio 3 – The course still tries to cover too much. Selecting a smaller site and providing a site program could potentially allow students additional time in exploring more detailed design and spatial resolution. Students also need more practice at giving form in classes prior to this course.

LDAR Studio 6 – Proficient students had basic competency in assessing constraints and opportunities, situating their design problem in context, setting-up and testing strategies, and evaluating and reconsidering outcomes. Above proficient students were reflective, demonstrated an understanding of situatedness of design, explored alternatives, assessed different scenarios, and reformulated preferred alternatives.

LDAR Studio 4/5 and 7/8 – Last year students and faculty were still questioning the validity of the eight-week studio format. This year informal feedback from faculty and students supported continuation of the eight-week studios. The reasons in support of continuing this format included students have more variety of studio choices, the pace of the studio is quicker and it creates more opportunities for professionals from the local offices to lead a studio.

4

Student Learning Outcome #2 – Communication and Representation

Studio 1 - Graphic and Verbal Communication

Studio 3 - Graphic and Verbal Communication

Studio 6 - Graphic and Verbal Communication

Studio 4/5 and 7/8 - Graphic and Verbal Communication

Studio 6 – Data collection began in 2009-10.
Studio 4/5 and 7/8 results for 2012-13 reflect students' performance during Studios 5/8 so students are not counted twice.
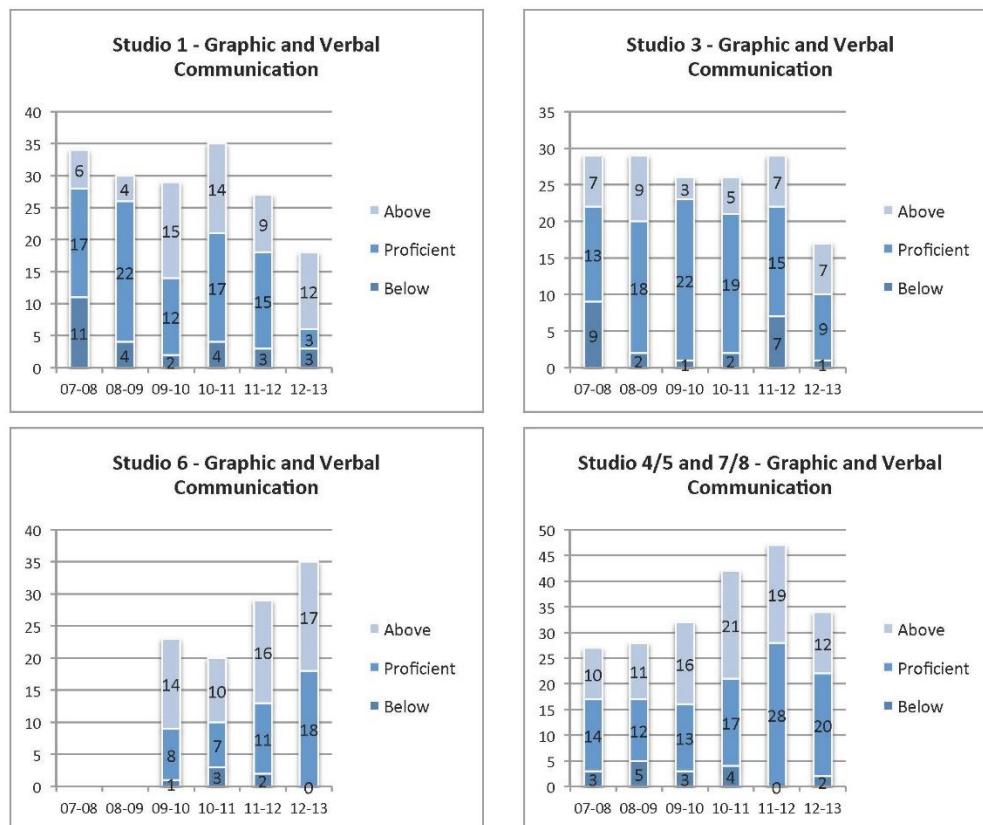*LA students working on a thesis or enrolled in the Urban Design studio are not included*

Results: Graphic Communication
LDAR Studio 1 – There is the potential to integrate the Introduction to Drawing course with Studio 1. This creates the opportunity to combine practical drawing skills with more critical types of thinking and making.

LDAR Studio 3 – Student communication skills were much stronger this year. It's probably a combination of previous studios and a proportionately larger number of students who had a background that included drawing. Also having a smaller class allowed instructors to spend more time with each student.

LDAR Studio 6 – Proficient students had a reasonable command of representational conventions and media but lacked critical insight in the medium-content relations. Above proficient students demonstrated clear evidence of critical and reflective understanding of media and successfully used them in design processes.

LDAR Studio 4/5 and 7/8 – Students' verbal presentations are in general very good because they have been sufficiently prepared through previous coursework. The studios that are based on competitions require students to communicate the content of their ideas in an evocative and efficient format. Studios that are community-based also require students to consider their audience and select appropriate presentation techniques.

5

Student Learning Outcome #2 – Communication and Representation *(continued)*

LA History - Written Communication

Year	Below	Proficient	Above
07-08	1	15	17
08-09	1	13	18
09-10	2	13	14
10-11	3	18	13
11-12	4	11	14
12-13	1	11	8
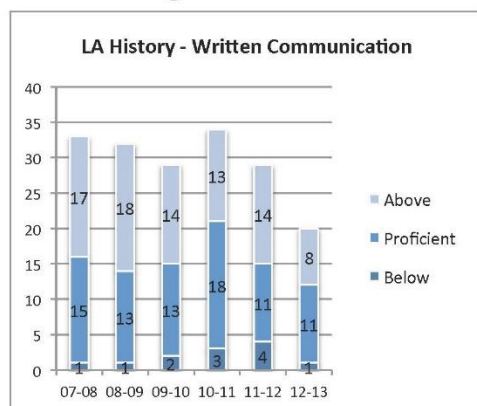
Results: Written Communication

LA History – It is a difficult class for international students, particularly those with less experience using English in academic settings. It is also not a class that appeals to everyone, and while the instructor strives to make it interesting, there will always be students who just don't like history and/or struggle with the class. For the papers, students have chances to revise drafts; for exams, they can create and bring in a "cheat sheet" for the final exam, which also has a take home essay portion that gives ESL students a leg up. One student failed the written assignment for plagiarism, which had been explained in class. The instructor attributed this to international differences or personal choice.

There were a number of students in this class who wrote quite well and who enjoyed research and critical thinking. There were several students who had some background in history or art history and other liberal arts training which prepared them well for this course.

Student Learning Outcome #3 – Ethics

Professional Practice - Ethics

Year	Below	Proficient	Above
07-08	*		
08-09	0	9	6
09-10	0	21	0
10-11	0	21	6
11-12	0	17	15
12-13	0	18	0

Data collection began in 2008-09.

Results: Ethics

Professional Practice – A new instructor taught this course and the program did not provide adequate assistance to help him succeed at assessing of the outcome of ethics for this course. Next year the program must be more proactive in addressing this recurring challenge when local professionals are hired to teach required classes.
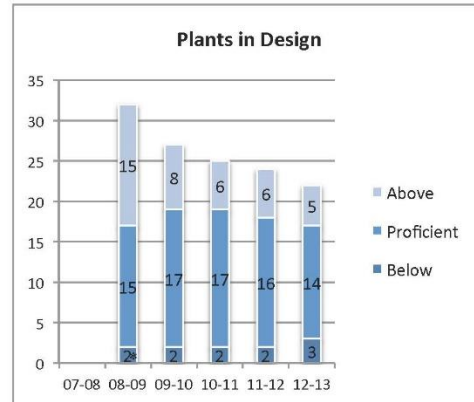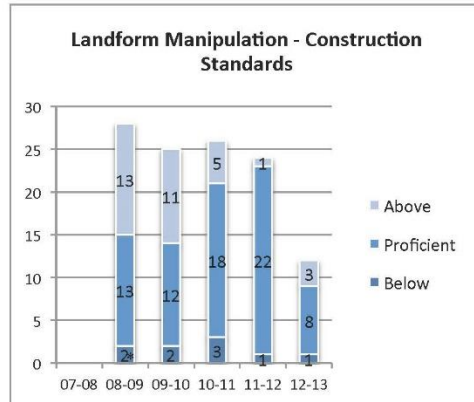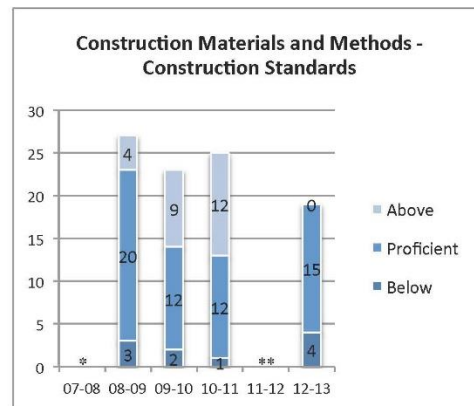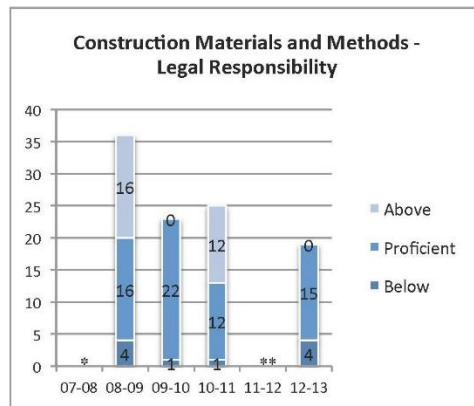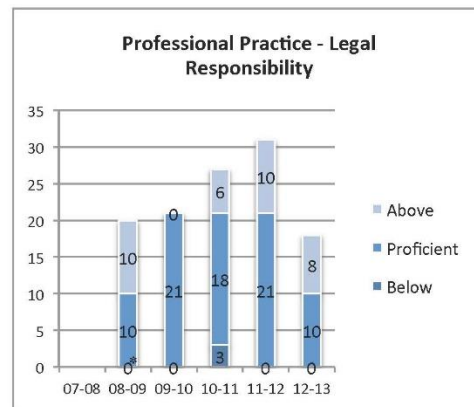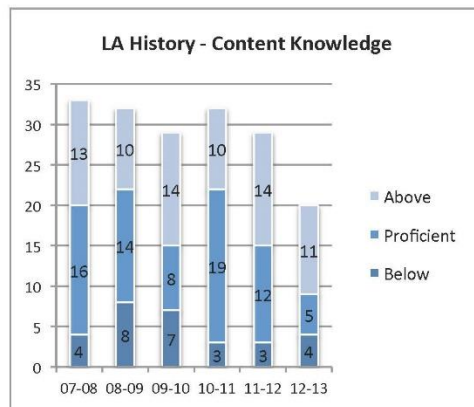
6

Student Learning Outcome #4 – Content Knowledge

*Data collection began in 2008-09. ** Data unavailable.*

Student Learning Outcome #4 – Content Knowledge (*continued*)

<u>Results: Content Knowledge</u>
LA History – This was the second year the students did a 5-minute visual (ppt) presentation for the class. Unlike last year where students presented their research topic (the site, designer, analysis and so on) in a long series of presentation days at the end of the term, this year it was a research topic relevant to the content of that day's lecture. Everyone seemed to find these interesting and they nicely supplemented the base of content knowledge offered in the lectures and course materials. The handouts are good – vocabulary, lecture outlines, images for class exercises, etc.

The teaching assistant this year was excellent. He ran weekly review sessions for the international students in particular but open to the whole class. This was a huge support network for these students, and endeared him to them as a mentor and friend.

Professional Practice – The successful aspects of this course included a balanced discussion of technical knowledge, real world engagement, and personal expectation in the students' projected paths, as well as a supportive environment engaging questions about professional practice.

Thinking clearly and understanding 'why' something is to be done is of the utmost importance to the landscape profession. Good decisions need to take into account professional and personal points of view. The incoming focus of students the past few years has been mis-aligned in producing balanced practitioners. Student knowledge has been focused on idealistic skills instead of a balanced understanding of how to practice and what practice is. Productive professionals execute ideas through the capacity to process information and organize their thoughts. This execution only comes with a fresh mind. Improving this course will occur by better student understanding of:
- How the body functions such as dealing with stress, controlling emotions, psychological connection, etc.
- Personal organization – Task focused as well as team focused.
- Understanding generational communication.

Construction Materials and Methods – Learning about materials and the construction process are better learned through 'doing'. Students would benefit from being at a construction site where they wear work boots and actually construct something such as a habitat for humanity site or other similar experience to understand staging, materiality and the act of construction.

Landform Manipulation – This course should be reinvented next spring to better reflect the new national licensing exam and to more closely follow the textbook *Site Engineering for Landscape Architects*. Quizzes and a final exam should be developed to better reflect the new format of the national licensing exam. There should be more field trips to help students better understand grading as it relates to stormwater management and the user's spatial experience.

Plants in Design – Students report the field trips and journaling assignments are the most effective and enjoyable aspects of the course. The nursery field trip is also of interest to students. The addition of Piet Oudolf's book *Planting Design: Gardens in Time and Space* was helpful to students. This book could be incorporated more effectively in the journaling assignments.

The course would benefit from additional content and philosophical discussion related to water conservation and the aesthetics of planting design in an arid climate. Also inviting guest lecturers to cover the topics of irrigation, trees in urban environments and using vegetation to cleanse storm water (ecological plantings) would increase students' content knowledge and introduce students to experts in this area.

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3. Action Plan for the Coming Year

The department's plan of action for the 2013 -14 academic year is based on faculty discussions during departmental curriculum workshops, the annual outcomes assessment meeting and the results documented in the faculty course evaluations. This year's action plan focuses on four goals:

Goal 1   Launch a fully revised sequence of courses. Based on the general outcomes developed during the previous year complete the documentation of measurable learning outcomes for the core design studios 1, 2, 3, and 6, and the related courses.

Goal 2   Develop measurable outcomes for the core courses, and continue to explore the development of formative and summative assessments as the primary forms of program-level assessment. There are several questions that need to be answered regarding the creation of these assessment methods:

- Should assignments be developed within current courses to help students create portfolios for assessment or should a series of short seminars be developed outside of class?

- How does the program manage the additional faculty service-load required for this type of time intensive assessment?

- Should the portfolios be submitted as a printed document or as an e-portfolio? If e-portfolios are preferred how will the expense of hosting a site be covered?

Goal 3   The importance of teaching students to work in teams continues to grow. This has always been important to the program and practitioners of landscape architecture are confirming it. The program will address this issue by providing faculty support that specifically addresses the topics of teaching and assessing teamwork.

Begin the semester with two workshops led by Dr. Kenneth Wolf. The first workshop will focus on how to structure teams, assignments, and class time so that the teamwork experience is optimized and the most learning that is possible occurs. The second will focus on how to assess students' performances.

Goal 4   Continue to develop resources for the international students that help them assimilate more quickly. This includes strategically using teaching assistants within courses to act as mentors helping students with course work as well as fostering collegiality outside the classroom, as well as identifying and working with key staff and faculty to facilitate the learning experience through advising and other support.

9

July 17, 2013
To: Lori Catalano, Ann Komara
From: Kenneth Wolf, Outcomes Assessment Committee
Re: Feedback on the 2012-2013 Assessment Results Report for Landscape Architecture

Kudos AGAIN this year to the Landscape Architecture program. The LA program exemplifies the best in outcomes assessment, thoughtfully using the process to engage in continuous improvement in learning and teaching and overall program design.

The program has an excellent outcomes assessment system in place. The program has identified key learning outcomes and measured student learning through a variety of rubric-guided measures. The assessment results are then used to inform program improvement decisions.

The longitudinal data collection from 2007-2013 is impressive (as are the tables displaying the results!) as is the thoughtful analysis of the results for each studio for each of the program learning outcomes.

Impressive!

Annual Program Assessment Results Report 2013-2014

Name of Program:	**Department of Landscape Architecture**
Program Director:	**Ann Komara**
Email Address of Program Director:	**ann.komara@ucdenver.edu**
Person Completing Assessment Plan:	**Lori Catalano**
Email address of Person Completing Plan:	**lori.catalano@ucdenver.edu**
Date Submitted:	**revised June 4, 2014**

Report Overview

The Department of Landscape Architecture continues to advance many of the goals resulting in curricular improvements related to the assessment of student performance identified in last year's action plan. Below are descriptions of the advancements made on those goals during the 2013-2014 academic year.

Goal 1 *Launch a fully revised sequence of courses. Based on the general outcomes developed during the previous year complete the documentation of measurable learning outcomes for the core design studios 1, 2, 3, and 6, and the related courses.*

The revised sequence of courses was partially launched with the incoming students during the fall semester, and appropriate catalogue revisions were submitted. The faculty continue to collect learning outcomes for the core design studios. The conversations about the studio course sequence continue among the faculty and there is work that remains to be done. (Refer to Section 3. Action Plan for Upcoming Year – Goal 1.) Some of the questions raised are a result of the addition of the new Geospatial Information Science (GIS) course and how the studio outcomes might be changed to reinforce and apply skills and abilities learned in the GIS class.

Also for the first time the beginning graphics class was folded into Studio 1 instead of remaining a separate course. The benefit of this change is that students are introduced to GIS in the first semester. The result is that students had less time to practice their drawing skills and consequently their studio work suffered somewhat.

Goal 2 *Develop measurable outcomes for the core courses, and continue to explore the development of formative and summative assessments as the primary forms of program-level assessment.*

Measurable outcomes within individual courses were refined but little progress was made at the program-level. The department continues to explore measures such as a portfolio review but several questions need to be answered regarding the creation of these methods. (Refer to Section 3. Action Plan for Upcoming Year – Goal 2.)

Goal 3 *The importance of teaching students to work in teams continues to grow. This has always been important to the program and practitioners of landscape architecture are confirming it. The program will address this issue by providing faculty support that specifically addresses the topics of teaching and assessing teamwork.*

Dr. Donna Sobel with the Center for Faculty Development led two workshops for the faculty regarding teaching and assessing teamwork in the classroom. The first workshop focused on how to structure teams, assignments, and class time so that the teamwork experience is optimized and effective learning occurs. The second focused on how to assess student performance. Based on the discussion and articles provided by Dr. Sobel, the department developed a set of guidelines for collaborative and cooperative work.

Goal 4 *Continue to develop resources for the international students that help them assimilate more quickly. This includes strategically using teaching assistants within courses to act as mentors helping*

students with course work and fostering collegiality outside the classroom, as well as identifying and working with key staff and faculty to facilitate the learning experience through advising and other support.

The strategic hiring of teaching assistants continues to provide benefits for international students. In addition the department hired an international student to foster collegiality in and outside the classroom. This student developed a vocabulary list for international students specific to the design disciplines.

Additional accomplishments related to student assessment and curricular improvements.

- Research was implemented as the fifth program-level outcome last year. Therefore, students' performances were assessed for the first time in the newly required course titled Research Tools and Strategies.

- For several years data regarding students' written communication skills has been collected in the Landscape History course which students take in their first semester. This year students' writing performances were also assessed in the second semester course titled Landscape Theory and Criticism.

- The department encouraged and supported students to submit work for external validation of accomplishment. During the past year students submitted their work to local, national and international competitions such as:
  - American Society of Landscape Architects (ASLA) National Student Awards – Jun Zhou from Design Workshop was invited to encourage and discuss strategies with students interested in submitting for this award. Three student teams prepared submissions but the announcement of the winners has not yet been made.
  - Jane Silverstein Reis Scholarship – Several students have applied for this year's scholarship but the announcement of the winners has not yet been made.
  - The department supported a student to present his research project at the World Green Roof Congress in Nantes, France.

- Students arranged and faculty participated in a portfolio review during the spring semester. In preparation students held several work sessions to help students record and document their work.

1. Program Goals

The Landscape Architecture program has five broad program goals: Design, Research, Ethics, Communication and Representation, and Content Knowledge.

Students are expected to be proficient or above in each of these areas by the time they graduate from this program.

- *Design* - Students will be able to formulate questions and arguments about landscape and landscape's role as a significant cultural medium; determine processes and practices that lead to conceptual, analytical and formative actions that transform existing situations into preferred alternatives based on ethical, communicative and content knowledge criteria.

- *Research* – Students will be able to understand and apply appropriate research methods for design and scholarship in landscape architecture.

- *Ethics* – Students will be able to critically evaluate local and global ramifications of social issues, diverse cultures, economic systems, ecological systems and professional practice as guiding principles for design thinking and implementation.

2

- *Communication and Representation* – Students will be able to speak, write, create and employ appropriate representational media to effectively convey ideas on subject matter contained in the professional curriculum to a variety of audiences.

- *Content Knowledge* – Students will be able to develop a critical understanding and application of the histories, theories, ethics and practices of landscape architecture and its role in reflecting and shaping culture and environments.

2. Program-Level Assessments

As in previous years, methods of direct assessments focused on collecting data and compiling faculty suggestions for improvements to individual courses documented in the *Design Studio Audits and Faculty Course Evaluations.*

Design Studio Audits and Faculty Course Evaluations
The design studio audit is the primary assessment tool because it best reflects overall student performance and student progress in the majority of student learning outcomes. The design studio is the integrative centerpiece of the curriculum and is intentionally linked with courses taken concurrently. At the end of the semester during the student project presentations, many department faculty and external reviewers use rubrics to critically discuss and assess the quality of each project from the views of their respective objectives, requirements, methods and student performance.

Rubrics are the primary form of assessment used to evaluate students' performance on their final projects in design studios. To date, individual faculty have been responsible for developing rubrics that directly measure the learning objectives defined by the department. The faculty document the results in the faculty course evaluations.

The department continues to expand data collection. This year faculty are required to submit a Faculty Course Evaluation for all required and elective classes but not all the data is recorded in this document. This document focuses on the core classes. The data collected for the following courses is included in this document.

Core Design Studio Audits
- LDAR 5501 Studio 1 - first semester *(Began data collection in 2006-07)*
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- LDAR 6606 Studio 6 – fifth semester *(Began data collection in 2009-10)*
- LDAR 6604/5 and 7/8 Studio 4/5 and 7/8 – sixth/final semester *(Began data collection in 2007-08)*

Core Lecture and Seminar Courses
- LA History – *(Began data collection in 2006-07)*
- Landform Manipulation – *(Began data collection in 2008-09)*
- Materials and Methods – *(Began data collection in 2008-09)*
- Plants in Design – *(Began data collection in 2008-09)*
- Professional Practice – *(Began data collection in 2008-09)*
- Research Tools and Strategies – *(Began data collection in 2013-14)*
- Landscape Theory and Criticism - *(Began data collection in 2013-14)*

The following tables summarize the data collected for students' performances.

3

Student Learning Outcome #1 – Design

Studio 1 - Design
Data: 07-08: Below 9, Proficient 22, Above 3; 08-09: Below 4, Proficient 20, Above 6; 09-10: Below 2, Proficient 12, Above 15; 10-11: Below 4, Proficient 17, Above 14; 11-12: Below 2, Proficient 17, Above 8; 12-13: Below 3, Proficient 3, Above 12; 13-14: Below 3, Proficient 5, Above 9.

Studio 3 -Design
Data: 07-08: Below 7, Proficient 17, Above 5; 08-09: Below 1, Proficient 17, Above 11; 09-10: Below 2, Proficient 20, Above 4; 10-11: Below 2, Proficient 19, Above 5; 11-12: Below 5, Proficient 18, Above 6; 12-13: Below 3, Proficient 8, Above 6; 13-14: Below 2, Proficient 6, Above 6.

Studio 6 - Design
Data: 09-10: Below 3, Proficient 5, Above 15; 10-11: Below 3, Proficient 7, Above 10; 11-12: Below 0, Proficient 16, Above 13; 12-13: Below 0, Proficient 16, Above 19; 13-14: Below 1, Proficient 4, Above 4.

Studio 4/5 and 7/8 - Design
Data: 07-08: Below 6, Proficient 13, Above 7; 08-09: Below 3, Proficient 10, Above 15; 09-10: Below 4, Proficient 17, Above 11; 10-11: Below 7, Proficient 15, Above 20; 11-12: Below 5, Proficient 19, Above 13; 12-13: Below 3, Proficient 23, Above 8; 13-14: Below 3, Proficient 10, Above 16.

Studio 6 – Data collection began in 2009-10.
Studio 4/5 and 7/8 results for 2012-13 and 2013-14 reflect students' performance during Studios 5/8 so students are not counted twice. LA students working on a thesis or enrolled in the Urban Design studio are not included.

Results: Design
LDAR Studio 1 – The very thoughtful and successful student projects begin to point towards an effective studio method and sequence. The course could be improved by creating clarity in the desired learning outcomes attached to the various studio exercises and better integration of representational skills.

LDAR Studio 3 – This course was successful in helping students develop an iterative design process grounded on 'making' as a source of discovery and creativity. Next year the project could be simplified by using a local instead of an international site.

LDAR Studio 6 – This course succeeding in giving the students the flexibility and freedom to define a problem, which interested them so that they were more invested in the project. The first exercise in which they had to analyze the connections between political and spatial form of several utopian proposals, then generate their interpretation of the proposal and apply it to a site, could be simplified.

LDAR Studio 4/5 and 7/8 – The intent of these studios is to offer the students a variety of project types, content and subject. The faculty need to be attentive in managing the transitions between the first and second eight-week sections.

4

Student Learning Outcome #2 – Communication and Representation

Studio 1 - Graphic and Verbal Communication

Studio 3 - Graphic and Verbal Communication

Studio 6 - Graphic and Verbal Communication

Studio 4/5 and 7/8 - Graphic and Verbal Communication

Studio 6 – Data collection began in 2009-10.
Studio 4/5 and 7/8 results for 2012-13 and 2013-14 reflect students' performance during Studios 5/8 so students are not counted twice.
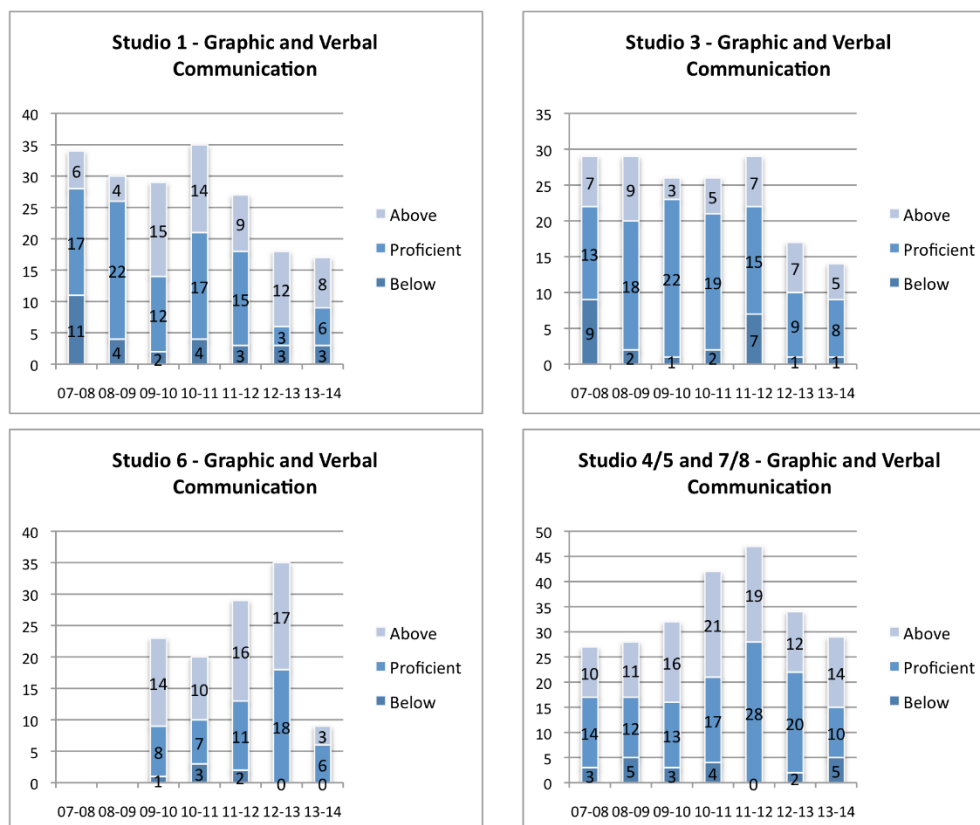*LA students working on a thesis or enrolled in the Urban Design studio are not included*

Results: Graphic Communication

LDAR Studio 1 – This was the first semester where Studio 1 and the graphics course were joined, which proved challenging at times even for a 6-credit course. For the coming fall of 2014 a one-week graphic workshop before the semester begins should be considered.

LDAR Studio 3 – Students' abilities to draw or model influence their process and ability to grow a successful design proposal. Next year the studio should attempt to integrate digital 3D modeling and digital representation with drawing and physical models.

LDAR Studio 6 – Most of the students fall in the proficient category. There are three excellent students from China who are excellent designers but still working on their English.

LDAR Studio 4/5 and 7/8 – Most students have a reasonable command of representational conventions and media, but lack of critical insight in medium-content relations. The studio focused on an international competition required students to communicate complex content in an efficient format. Students' verbal presentations are in general very good because they have been sufficiently prepared through previous coursework.

5

Student Learning Outcome #2 – Communication and Representation *(continued)*

LA History - Written Communication

Year	Below	Proficient	Above
07-08	1	15	17
08-09	1	13	18
09-10	2	13	14
10-11	3	18	13
11-12	4	11	14
12-13	1	11	8
13-14	1	7	12

LA Theory - Written Communication

Year	Below	Proficient	Above
13-14	0	15	9
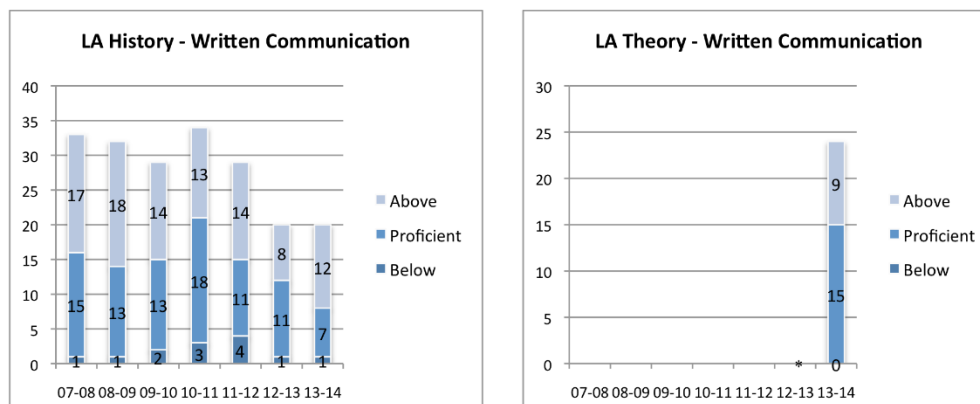
*Data collection began in 2013-14.

Results: Written Communication

LA History – The proficient students had a strong base of skills in writing, study habits and attention to detail. The students that performed above proficient had strong time management practices, and had more well-developed writing skills coming in the door. They knew how to take useful notes, and had good work ethics. And maybe they just like the content.

To improve the course I would like to re-institute the library research visit, but perhaps structured differently from previous years. I would also invite the Writing Center to come give an introduction of their services.

Landscape Theory and Criticism - Most students have very little skills in textual analysis or argumentative logic coming into this class. Consequentially, class time was spent on remedial teaching, and expectations and assessment criteria for the class had to be adjusted. Most of the international students struggled to write clear papers using appropriate language. This needs to be addressed outside of this class.

The introduction of different "lenses" and associated values as organizing framework for class was successful along with the introduction of classic and contemporary readings and texts. Assigning five projects to apply and test theoretical frameworks and the smaller reading groups (3-4 people maximum) were also successful.

The class size of 24 is on the upper end of what works for the required theory class in a graduate program. If the size is greater than 25 two sections should be created.

There are several other courses within the curriculum that have written components. This year several faculty effectively introduced students to the Writing Center for help in developing better writing skills.

6

Student Learning Outcome #3 – Research

Research Tools & Strategies - Research

[Bar chart showing values for years 07-08 through 13-14. Y-axis from 0 to 14. Legend: Above, Proficient, Below. The 12-13 year marked with *. The 13-14 year shows values: 7 (Above), 5 (Proficient), 0 (Below), totaling 12.]

Data collection began in 2013-
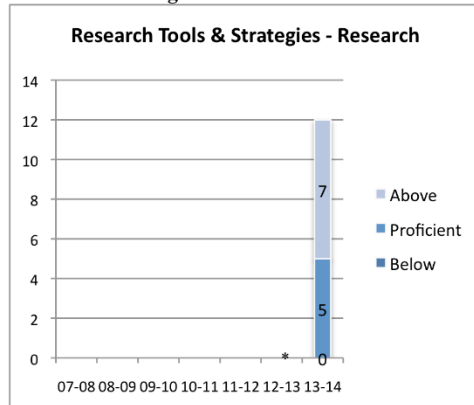
Results: Research

Research Tools and Strategies – The double role of the class (thesis proposal development and research methods overview) leads to inherent conflicts. A separate required 3-credit research tools and methods class required for all students and a facultative (only required for thesis students) 1-credit thesis proposal development workshop is likely a much better setup. The student background is too diverse to manage both proposal development and content/critical application knowledge of research methods.

International students required an unusual level of inside and outside of class assistance. Many of them did not have sufficient language skills. Remedial exercises and lectures disrupted the flow of the class.

Student Learning Outcome #4 – Ethics

Professional Practice - Ethics

[Bar chart showing values for years 07-08 through 13-14. Y-axis from 0 to 35. Legend: Above, Proficient, Below. Values shown: 07-08 marked with *, 0. 08-09: 6 (Above), 9 (Proficient), 0 (Below). 09-10: 0 (Above), 21 (Proficient), 0 (Below). 10-11: 6 (Above), 21 (Proficient), 0 (Below). 11-12: 15 (Above), 17 (Proficient), 0 (Below). 12-13: 0 (Above), 18 (Proficient), 0 (Below). 13-14: 15 (Above), 5 (Proficient), 0 (Below).]

Data collection began in 2008-

Results: Ethics

Professional Practice – This course remains a critical component in teaching students about ethics and professional practice. Three different people have taught it in the last three years, which is the most likely reason for the inconsistent results of student performance. A more consistent form of assessment should be developed for this outcome.
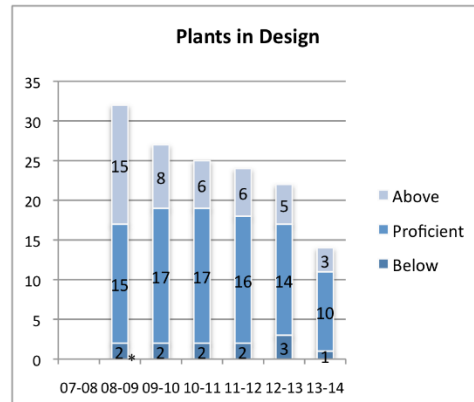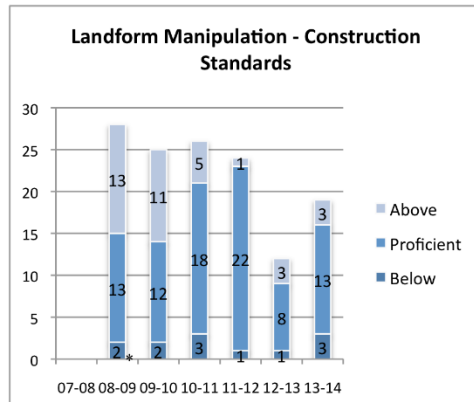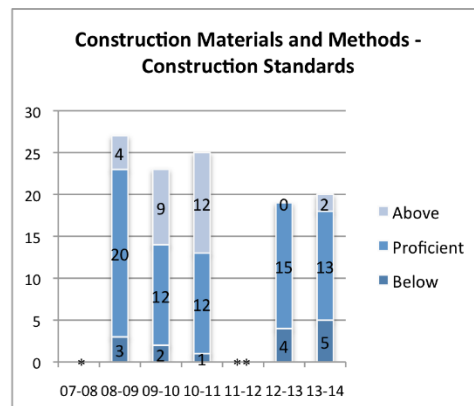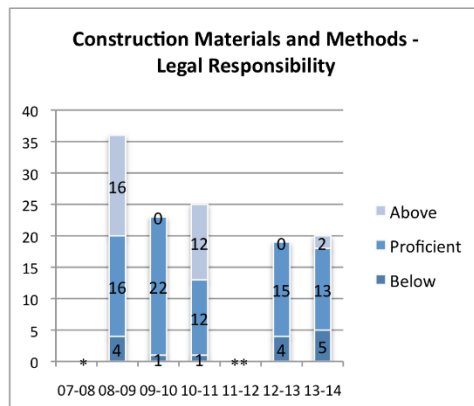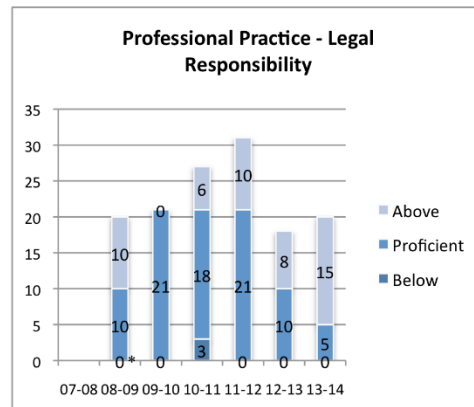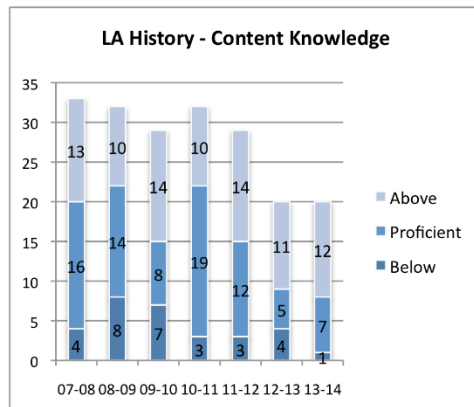
7

Student Learning Outcome #5 – Content Knowledge

LA History - Content Knowledge

Professional Practice - Legal Responsibility

Construction Materials and Methods - Legal Responsibility

Construction Materials and Methods - Construction Standards

Landform Manipulation - Construction Standards

Plants in Design

*Data collection began in 2008-09. ** Data unavailable.

Student Learning Outcome #5 – Content Knowledge (*continued)*

Results: Content Knowledge
LA History – The PowerPoint lectures continue to get better every year as the content is updated, images refined, labels and outlines are added. The interactive work on content still resonates with the students: mapping archaeology in Pompeii, trading papers for editing, Buttes Chaumont day with primary courses, reading critiques. Also successful are the vocabulary handouts and supplements of images used but not in the textbook.

Professional Practice – The series of lectures by professionals was by far the most important aspect of the class. Students were introduced to a range of local professionals (landscape architects, planners, architects, civil engineers, etc.) An unforeseen benefit of these lectures was that the students were exposed to potential future employers and collaborators. Each lecture focused on a different aspect of practice, such as how to give an effective presentation, how to respond to a request for proposal, how to work as a sub consultant versus a lead consultant. This course should be developed as a counterpart or bookend to the theory course.

Construction Materials and Methods – The course could introduce more sustainable materials and better incorporate the poetics of detailing by using Niall Kirkwood's book *The Art of the Detail* and also the new manuscript about documentation by Chuck Ware and Paul Squadrito. These books could be helpful in adding clarity to the process of design and documentation for students. Canvas and videos from the Internet should also be used to supplement the books. This course should continue to meet two days a week. But the second day could be more of a field trip or working lab and shorter.

Students that drew their design using AutoCAD earlier in the semester were more successful in moving their projects forward. The precision helps them understand scale and requires them commit to their idea and not be constantly restarting.

Landform Manipulation – This course continues to be refined as a hybrid course using Canvas. Field trips and guest lectures should be used to help students better understand grading as it relates to stormwater management and the user's spatial experience, the ecological aspects of grading.

As this hybrid course develops quizzes and a final exam should be implemented to better reflect the new format of the national licensing exam.

The final review of the students' case studies was extremely successful in teaching students about communication on their boards and how to critique others' work.

Plants in Design – The field trips remain the strongest part of this course. Students comment that they enjoy getting into the field versus having a lecture. Many students also appreciated the time that is devoted to keeping a sketchbook.   Guest lecturers should be invited to cover the topics of irrigation, trees in urban environments, and using vegetation to cleanse storm water (ecological plantings). The guests increase students' content knowledge and introduce students to local experts in these areas.

This course was moved in the schedule between two other courses so the field trips had to be shortened. The scheduling of courses before and after this course needs to be considered next fall. The ecology field trip occurred in a different sequence so the purpose was not as clear as in previous years. It should be moved back to the second week of the semester.

Creating flashcards in Canvas so students can more easily study plant names would be helpful. Students need more opportunities to design using plants. So the timing of the final assignment needs to be adjusted.

9

3. Action Plan for the Coming Year

The department's plan of action for the 2014 -15 academic year is based on faculty discussions during the annual departmental outcomes assessment meeting and the results documented in the faculty course evaluations. This year's action plan focuses on five goals:

Goal 1   Identify and implement curricular improvements specific to the department's refined mission statement, especially in the core courses. Update the map identifying key assessments in the core courses to reflect the changes.

Goal 2   Continue with the development of measurable outcomes for the core courses, and continue to explore the development of formative and summative assessments as the primary forms of program-level assessment. Research and answer the following questions regarding the creation of these assessment methods:

- Should assignments be developed within current courses to help students create portfolios for assessment or should a series of short seminars be developed outside of class?

- How does the program manage the additional faculty service-load required for this type of time intensive assessment?

- Should portfolios be submitted as a printed document or as an e-portfolio? If e-portfolios are preferred how will the expense of hosting a site be covered?

Goal 3   As a way of encouraging and evolving assessment tools and methods, invite someone from the Center of Faculty Development to lead two workshops for the faculty. The first workshop will focus on teaching and assessing written communication. The second workshop will be devoted to the development of rubrics for design studio projects.

Goal 4   Continue to assist international students in assimilating more quickly by hiring a teaching assistant in the landscape architecture history course to act as a mentor helping students with course work as well as fostering collegiality outside the classroom.

Goal 5   Develop a more clear and consistent way of assessing students' understanding of ethics in the professional practice course.

10

July 8, 2014
To: Lori Catalano, Ann Komara
From: Kenneth Wolf, Outcomes Assessment Committee
Re: Feedback on the 2013-2014 Assessment Results Report for Landscape Architecture

Kudos once again this year to the Landscape Architecture program. The LA program exemplifies the best in outcomes assessment, thoughtfully using the process to engage in continuous improvement in learning and teaching and overall program design.

The program has an excellent outcomes assessment system in place. The program has identified key learning outcomes and measured student learning through a variety of rubric-guided measures. The assessment results are then used to inform program improvement decisions. As well, students appear to be performing at high levels both within the program and outside of it (e.g., numerous student applications for external awards and scholarships).

The program is ambitious in its vision and has used the assessment process to improve its effectiveness. Examples include the program's careful analysis of assessment results (e.g., "Most students have a reasonable commend of representational conventions and media, but lack critical insight in medium-content relations."). As well, the program has many plans for future improvements. Examples include possibly hiring a teaching assistant to help international students in assimilating more quickly into the program, developing methods for assessing students' understanding of ethics related to the field of landscape architecture, and arranging for workshops on rubric development and written communication.

Impressive!

Annual Program Assessment Results Report 2014-2015

Name of Program:	**Department of Landscape Architecture**
Program Director:	**Ann Komara**
Email Address of Program Director:	**ann.komara@ucdenver.edu**
Person Completing Assessment Plan:	**Lori Catalano**
Email address of Person Completing Plan:	**lori.catalano@ucdenver.edu**
Date Submitted:	**June 1, 2015**

Report Overview

The Department of Landscape Architecture continues to advance many of the goals resulting in curricular improvements related to the assessment of student performance identified in last year's action plan. Below are descriptions of the advancements made on those goals during the 2014-2015 academic year.

Goal 1   *Identify and implement curricular improvements specific to the department's refined mission statement, especially in the core courses. Update the map identifying key assessments in the core courses to reflect the changes.*

During the department retreat held May 14, 2015 the faculty made significant progress on the refinement of objectives and outcomes for all studio courses. The development of assessment tools is the next step. (Refer to Section. 3 Action Plan for Upcoming Year – Goal 3.)

Goal 2   *Continue with the development of measurable outcomes for the core courses, and continue to explore the development of formative and summative assessments as the primary forms of program-level assessment.*

As a part of the refinement of studio objectives and outcomes the department is moving towards implementing a formative evaluation in the form of a portfolio and reflective statement at the end of the third semester (half-way through the 90 credit program). Starting this fall with the incoming cohort, Studio 1 will guide and require students to document their project(s) in a portfolio at the end of the semester. Portfolio development will continue each semester in the studio courses so that by the end of the third semester each student will have a portfolio and reflective statement that the faculty can assess. The first review of student portfolios will take place in December 2016. (Refer to Section. 3 Action Plan for Upcoming Year – Goal 4.)

For current students this translates to the department making a conscious effort to assist the students in developing portfolios and to increase students' awareness of core competencies for the profession.

Goal 3   *As a way of encouraging and evolving assessment tools and methods, invite someone from the Center of Faculty Development to lead two workshops for the faculty. The first workshop will focus on teaching and assessing written communication. The second workshop will be devoted to the development of rubrics for design studio projects.*

This year the department focused on re-establishing communication with alumni, implementation of a large alumni gathering, input sessions with local professionals and preparing for the program's accreditation. The department will reinstate guest speakers focused on faculty development related to encouraging and evolving assessment methods and tools during Fall 2015. (Refer to Section. 3 Action Plan for Upcoming Year – Goal 3.)

Goal 4   *Continue to assist international students in assimilating more quickly by hiring a teaching assistant in the landscape architecture history course to act as a mentor helping students with course work as well as fostering collegiality outside the classroom.*

This goal was successfully completed and continues. Our recent accomplishment has been the creation of a departmental "Translation of key landscape terms and phrases" for Chinese language students.

Goal 5   *Develop a more clear and consistent way of assessing students' understanding of ethics in the professional practice course.*

Some progress was made on this goal but refinement is still needed. Additional improvements for the professional practice course are identified in the final section of this report. (Refer to Section. 3 Action Plan for Upcoming Year – Goal 6.)

Additional accomplishments related to student assessment and curricular improvements.

- The department held three input sessions with local professional landscape architects, faculty and students to get feedback regarding our mission, trends in the profession, program strengths and weaknesses, and professional relations. These work sessions affirmed the program's mission and resulted in several recommendations, one example being the establishment of an *externship*. The *externship* would be an opportunity for students to be engaged in a professional office for a duration of 1-2 weeks. Students would then reflect on this experience in the professional practice course. We anticipate requiring the *externships* starting in the academic year 2015-16.

  A follow-up survey was sent to the professionals who participated in the input session to get additional feedback. The results of the professional survey were reviewed and discussed by faculty at the department retreat. This input was incorporated into the discussion regarding program improvement, specifically the refinement of studio objectives and outcomes.

- Two student surveys were implemented this year. One was student led with faculty guidance to get the pulse of student interests and concerns. The other survey was developed by the department and administered by the CU Denver Office of Institutional Research to address questions related to the upcoming accreditation and students' perceptions of their performance related to the program level student learning outcomes.

  - The student-run survey revealed various student observations, including what they liked and what changes they would recommend for the program.

    1. Generally, students were pleased with the social equity and landscape theory aspects of the program.

    2. Generally, students expressed a desire for stronger graphic skills and a better understanding of the technical and ecological aspects of landscape architecture.

    Based on feedback from students and faculty reflection, the graphic media class is being reinstituted for students in their first semester and a new drawing skills workshop is being developed this summer and will be required for incoming students the week before classes begin. (Refer to Section. 3 Action Plan for Upcoming Year – Goal 2.)

  - The department's survey of students gathered information required by the professional accrediting body. This survey also asked students to rate their level of confidence for all of the program level learning outcomes (except research). The Landscape Architecture program has five broad program goals: Design, Ethics, Communication and Representation, Content Knowledge and Research. (Refer to the Section 1. Program Goals for a general description of each goal.) Each goal includes several measurable learning outcomes and students were surveyed about each outcome.

2

The survey was sent to all MLA students (60 total) and 34 responses were received for a 57% response rate. Below is a brief summary of the survey results. The complete results of this survey are included at the end of this report.

1. Design – Students reported that they were least confident in their ability to "Implement and demonstrate the strategies through physical application." Faculty concurred with the students' perception. Faculty concluded that more emphasis should be placed on basic concepts of spatial composition in the first-year studios (1 and 2) as a basis for future studios in which students could have increased confidence in their ability to develop forms for their ideas.

2. Ethics – The survey results indicate that students are confident in the area of ethics. The faculty continue to refine and develop assessment methods and tools to better assess students performance in this area.

3. Communication and Representation – Of all the objectives students are most confident in their ability to communicate. The efforts of the faculty to emphasize the development of logical, compelling and defensible arguments through writing as well as design projects is evident in the students' responses.

4. Content Knowledge – Student responses indicate that they are least confident in the two outcomes related to understanding legal responsibilities, conventions, and standards for design, construction and practice. These results may be slightly distorted because these subjects occur later in the curriculum and some students may not have been introduced to these topics when the survey was taken. The faculty intend to look more closely at three courses: landform manipulation, construction materials and methods, and professional practice to strengthen student confidence in these areas.

5. Research (not included in this survey).

- The department actively participated in the College of Architecture and Planning (CAP) Academic Program Review.

- Students were guided through the development of their portfolio in preparation for the first annual CAP Career Fair. The Career Fair was a big success and allowed students to engage professionals about potential employment, practice interviewing skills and get feedback on their portfolios.

- Job placement is up and indicative of student preparedness to enter the work force and begin their professional careers.

1. **Program Goals**

Students are expected to be proficient or above in each of these areas by the time they graduate from this program.

- *Design* - Students will be able to formulate questions and arguments about landscape and landscape's role as a significant cultural medium; determine processes and practices that lead to conceptual, analytical and formative actions that transform existing situations into preferred alternatives based on ethical, communicative and content knowledge criteria.

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Core Lecture and Seminar Courses
- LA History – *(Began data collection in 2006-07)*
- Landform Manipulation – *(Began data collection in 2008-09)*
- Materials and Methods – *(Began data collection in 2008-09)*
- Plants in Design – *(Began data collection in 2008-09)*
- Professional Practice – *(Began data collection in 2008-09)*
- Research Tools and Strategies – *(Began data collection in 2013-14)*
- Landscape Theory and Criticism - *(Began data collection in 2013-14)*

The following tables summarize the data collected for students' performances.

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Student Learning Outcome #1 – Design

Studio 1 - Design

Above, Proficient, Below

40, 35, 30, 25, 20, 15, 10, 5, 0

07-08: 3, 22, 9
08-09: 6, 20, 4
09-10: 15, 12, 2
10-11: 14, 17, 4
11-12: 8, 17, 2
12-13: 12, 3, 3
13-14: 9, 5, 3
14-15: 12, 10, 4

Studio 3 -Design

Above, Proficient, Below

35, 30, 25, 20, 15, 10, 5, 0

07-08: 5, 17, 7
08-09: 11, 17, 1
09-10: 4, 20, 2
10-11: 19, 2
11-12: 6, 18, 5
12-13: 6, 8, 3
13-14: 6, 6, 2
14-15: 7, 7, 0

Studio 6 - Design

Above, Proficient, Below

40, 35, 30, 25, 20, 15, 10, 5, 0

09-10: 15, 5, 3
10-11: 10, 7, 3
11-12: 13, 16, 0
12-13: 19, 16, 0
13-14: 4, 4, 1
14-15: 1, 8, 2

Studio 4/5 and 7/8 - Design

Above, Proficient, Below

45, 40, 35, 30, 25, 20, 15, 10, 5, 0

07-08: 7, 13, 6
08-09: 15, 10, 3
09-10: 11, 17, 4
10-11: 20, 15, 7
11-12: 13, 19, 5
12-13: 8, 23, 3
13-14: 16, 10, 3
14-15: 5, 14, 4

Studio 6 – Data collection began in 2009-10.
Studio 4/5 and 7/8 results for 2012-13 and 2013-14 reflect students' performance during Studios 5/8 so students are not counted twice.
LA students working on a thesis or enrolled in the Urban Design studio are not included.

Results: Design *(The following results for each outcome are taken from the department faculty course evaluations.)*
LDAR Studio 1 – Working with Rocky Mountain Arsenal National Wildlife Refuge (RMANWR) gave students an excellent opportunity to engage in a real project. A lot of student were excited, inspired, motivated – and at times a little stressed out…but in a good way. Especially at the end when presenting, the students really appreciated the way we had set up their participation and how the RMANWR responded so positively to all of the different ideas.

LDAR Studio 3 – As their third semester, most students were able to address some complex issues, and be able to start assembling design propositions on how to reflect on these complex or abstract issues. All students showed the ability to move forward, to address scale, to expand their theoretical definition of "site", learn through making, and learn how to work in an iterative way.

The course was successful in helping students learn about materials through modeling practice, and how materials affect the development of forms and ideas. Integrating 1 or 2 field trips to observe and discuss "place" in landscape would strengthen the course.

LDAR Studio 6 – The students were able to choose a program that engaged them and purse their interests. Students were given a two-week break from the utopian proposal topic of the studio to design and install an

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exhibit on beauty on the 2nd floor. The students thought this was particularly effective and a good way to make the studio a broader experience, even if it did put pressure on the final project.

Giving the students the freedom to choose their own utopian proposal and requiring them to design it both philosophically and physically is much appreciated by them and in the end a valuable experience in the sense that it makes them thoroughly address and really engage all of the design learning outcomes for Studio 6. However, there is always a period in the middle of the project that students come to a grinding halt brought on by the number of decisions they have to make and the breadth of the proposal. They work through it, and they tell me in conversation that they understand the position even if they are frustrated with it, and their projects move on. I am still trying to think through ways to make that decision/scoping process more efficient so they could get further along in their final project. The students also thought that an intermediate review with outside input would be useful, that will be incorporated in the future.

LDAR Studio 4/5 and 7/8

Studio 4/5 (Section led by Didier)
The most exciting aspect of the course was the collaboration with the Denver Botanic Garden and the opportunity to working on a real project. A master plan had already been developed which allowed the students to inscribe their own projects within a vision. This was particularly helpful in order to complete their projects within the very tight schedule. The other successful aspect was the opportunity to respond to a fairly steep topography that challenged the students to engage with the site's conditions, and think creatively to advance engaging design propositions. The third successful aspect was to challenge the students to condense their work to a bold "design parti" and to complete the project through the creation of inviting presentation boards as a mean of conveying their story. As such, they all actively collaborated in creating 3D models and digital renderings for each of the places: graphics that were engaging and inspiring.

This was a unique opportunity for collaboration with a well-respected institution. However, the project was located far abroad – in India. It is unclear whether that location was inspiring to the students, or if they would rather benefit from being exposed to a more local site with more present sets of issues.

Studio 4/5 (Section led by Tolderlund) *Faculty course evaluation comments not submitted.*

Studio 7/8 (Section led by Didier)
The entire class was invested in the notion of "therapeutic gardens". One of the key successful aspects of the course was to engage directly with the Anschutz Campus planning staff, as well as with one of the most prominent professors specializing in neuroscience. Students were able to reflect on the history of healing gardens, while incorporating some of the more recent science and developing ideas on how to develop a meaningful therapeutic garden in our Colorado climate, and directly associated with our university.

Planning the course was extremely difficult due to the lack of response form the Anschutz Medical Campus. In many ways, this studio was the groundwork to what could become a very interesting subject of research and cross collaboration between various departments of our University.

Studio 7/8 (Section led by Wenk)
The course was successful in that the students were dedicated to the 'real world' nature of the course. Good attention to detail of best management practices for facilities; formation of the idea of managing stormwater and water quality.

To improve the course students should be encouraged to further explore ideas and schematic design. We heard from the students that they would like more experience with grading. Potentially allow group work during the research and analysis stage of the studio followed by individual work during design development. Tie graphics and representation to the final deliverable earlier on in the term. Allow more creativity within deliverables—leave the assignment sheets a little more open-ended for students to interpret as needed and as appropriate. Have fewer deliverables required from the students overall.

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Student Learning Outcome #2 – Communication and Representation

Studio 1 - Graphic and Verbal Communication

Categories: Above, Proficient, Below. Years 07-08 through 14-15.
- 07-08: Below 11, Proficient 17, Above 6
- 08-09: Below 4, Proficient 22, Above 4
- 09-10: Below 2, Proficient 12, Above 15
- 10-11: Below 4, Proficient 17, Above 14
- 11-12: Below 3, Proficient 15, Above 9
- 12-13: Below 3, Proficient 12, Above 3
- 13-14: Below 3, Proficient 6, Above 8
- 14-15: Below 4, Proficient 10, Above 12

Studio 3 - Graphic and Verbal Communication

- 07-08: Below 9, Proficient 13, Above 7
- 08-09: Below 2, Proficient 18, Above 9
- 09-10: Below 1, Proficient 22, Above 3
- 10-11: Below 2, Proficient 19, Above 5
- 11-12: Below 7, Proficient 15, Above 7
- 12-13: Below 1, Proficient 9, Above 7
- 13-14: Below 1, Proficient 8, Above 5
- 14-15: Below 0, Proficient 7, Above 7

Studio 6 - Graphic and Verbal Communication

- 07-08: (none)
- 08-09: (none)
- 09-10: Below 1, Proficient 8, Above 14
- 10-11: Below 3, Proficient 7, Above 10
- 11-12: Below 2, Proficient 11, Above 16
- 12-13: Below 0, Proficient 18, Above 17
- 13-14: Below 0, Proficient 6, Above 3
- 14-15: Below 0, Proficient 10, Above 1

Studio 4/5 and 7/8 - Graphic and Verbal Communication

- 07-08: Below 3, Proficient 14, Above 10
- 08-09: Below 5, Proficient 12, Above 11
- 09-10: Below 3, Proficient 13, Above 16
- 10-11: Below 4, Proficient 17, Above 21
- 11-12: Below 0, Proficient 28, Above 19
- 12-13: Below 2, Proficient 20, Above 12
- 13-14: Below 5, Proficient 10, Above 14
- 14-15: Below 1, Proficient 9, Above 13

Studio 6 – Data collection began in 2009-10.
Studio 4/5 and 7/8 results for 2012-13 and 2013-14 reflect students' performance during Studios 5/8 so students are not counted twice.
LA students working on a thesis or enrolled in the Urban Design studio are not included

Results: Graphic Communication
LDAR Studio 1 – This fall was the second time attempting to integrate the 3-credit Graphics class into the 6-credit Studio 1. This is not recommended as it takes too much effort, time and focus away from the actual studio experience. It hinders the ability to meet the learning and outcome goals for Studio 1. It is recommended to offer classes that ensure all students have some graphic skill and graphic language to support them in developing and conveying design ideas, prior to the beginning of Studio 1.

LDAR Studio 3 – None of the students are truly below proficient. However as already reported and discussed during our last faculty meeting some students have a lack of confidence in their graphic skills, and therefore lack ability to advance their design ideas.

LDAR Studio 6 – Most students were proficient in both design and communication. This group was particularly good at reworking their designs to match the criteria that they were using to base their decisions on.

LDAR Studio 4/5 and 7/8 – Their work was satisfactory, their ideas were compelling, but due to their lack of thinking abstractly and ability to draw or model, their ideas are not "growing" or maturing as rapidly.

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Student Learning Outcome #2 – Communication and Representation *(continued)*

LA History - Written Communication

LA Theory - Written Communication
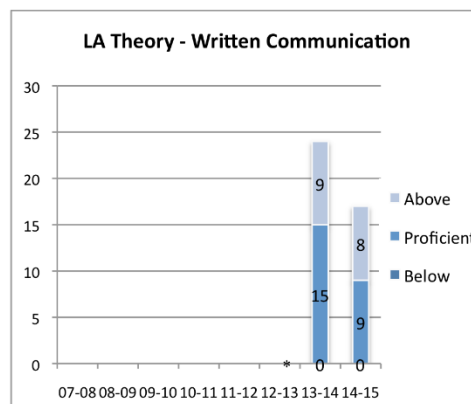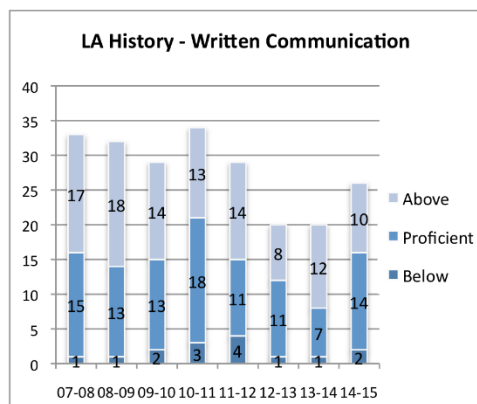
*Data collection began in 2013-

Results: Written Communication

LA History – Most students mastered the material and content, wrote good investigative papers and developed scholarly skills for research and written expression. With the papers and exams, the largest dilemma for students remains the language proficiency. The international students who attended Spring International or who had high TOEFL scores showed evidence of their proficiency and overall less "failing/faltering" than international students previously showed.

Landscape Theory and Criticism – The course was successful in integrating reading groups, and student involvement in class presentations. Reducing the size of the reading groups to 3-4 people worked better. The introduction of "group retreats", which were 20 minute round table discussions in reading groups with consecutive presentation of findings, was very successful! Planning to expand this next year.

Course improvements will include enforcing that critical writing and thinking are key intellectual operations and the idea of theory and practice as discursive operations. Some assignment rubrics can also be improved.

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Student Learning Outcome #3 – Research

Research Tools & Strategies - Research

*Data collection began in 2013-
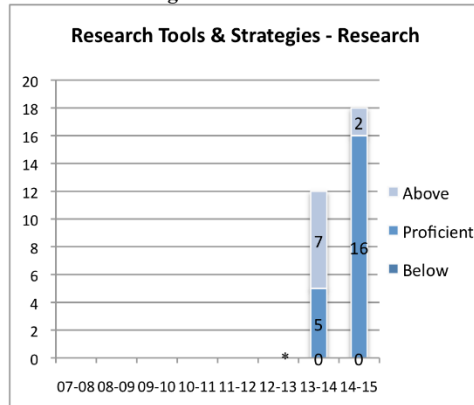
Results: Research

Research Tools and Strategies – Most students demonstrated a basic understanding of research as argumentative and analytical practice, and had the ability to identify underlying values. They were able to identify, deconstruct and analyze arguments in texts and projects. They also had the basic ability to argue hypotheses and apply a range of different theoretical positions and frameworks.

The double role of the class (thesis proposal development and research methods overview) leads to inherent conflicts. I don't think it is possible to do both well enough. As said before, a separate required 3-credit research tools and methods class and a facultative (only required for thesis students) 1-credit thesis proposal development workshop is likely a much better setup.

Student Learning Outcome #4 – Ethics

Professional Practice - Ethics

*Data collection began in 2008-

Results: Ethics

Professional Practice – In general students in this course understand making ethical decisions related to the practice of landscape architecture but the assessment of this outcome continues to need improvement. As one of the program's 5 major outcomes, it would be desirable to introduce students to personal ethics in another course earlier in the curriculum.
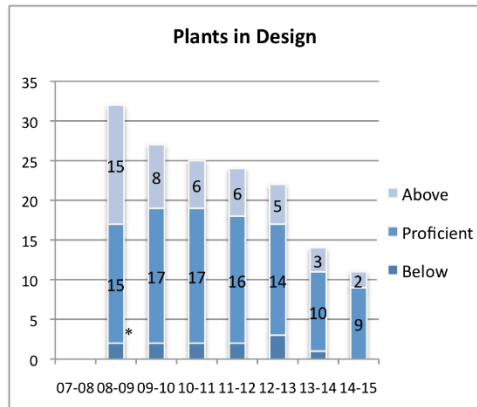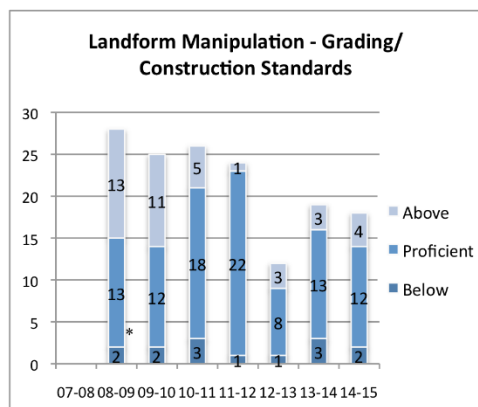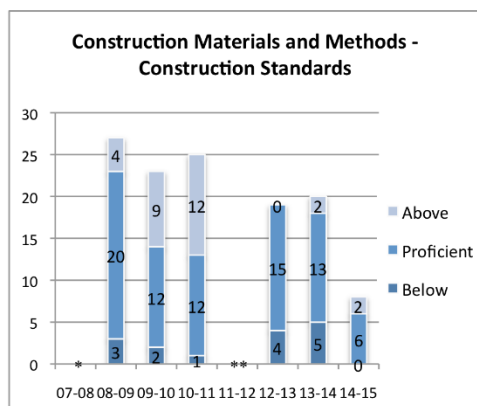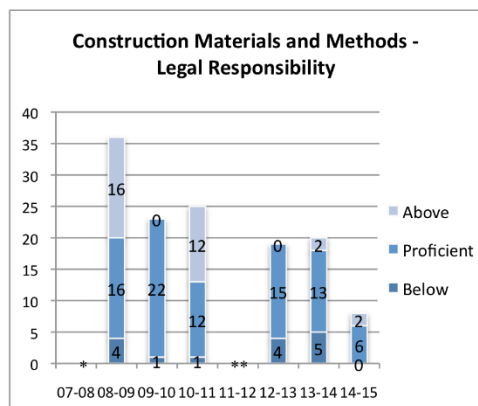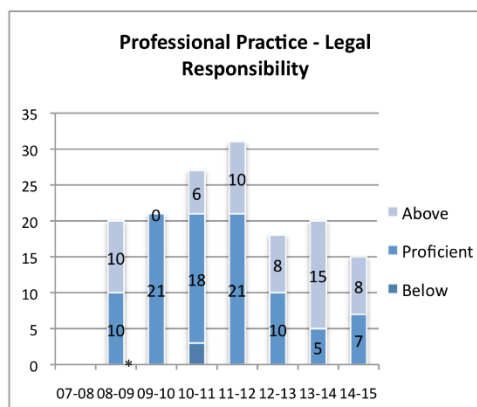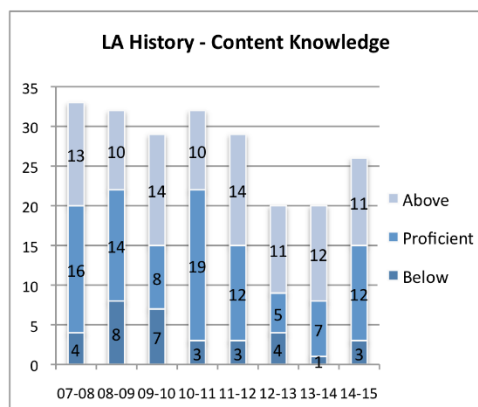
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Student Learning Outcome #5 – Content Knowledge

LA History - Content Knowledge

Professional Practice - Legal Responsibility

Construction Materials and Methods - Legal Responsibility

Construction Materials and Methods - Construction Standards

Landform Manipulation - Grading/Construction Standards

*Data collection began in 2008-09. ** Data unavailable.

Plants in Design

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Student Learning Outcome #5 – Content Knowledge (*continued*)

Results: Content Knowledge
LA History – The reorganization of and additions to Canvas improved the course materials. The revisions to the papers and assignments were successful. As always, the sessions that had hands-on experiences in the classroom were much better than the "talking head" lectures. To improve the class it is important to reinstate having the students present work on key topics and to create a few more "active classroom" sessions later in the semester – meaning, hands-on exercises that allow the students to interact with each other and the material in a dynamic and engaged manner.

Professional Practice – This course included mainly guest lecturers and students found them very interesting and engaging. The class followed a current Request for Proposal (RFP) from the City and County of Denver with many of the lectures engaged in this proposal. When the topics the guest lectures were asked to discuss and the assignments were directly related, students expressed a better understanding of the purpose and content of the assignment.

Construction Materials and Methods – Proficient students demonstrated an understanding how construction documents go together but I am concerned that they lack knowledge on how to lay out elements in a plan and how different materials are joined. The students that were above proficient had stronger design skills, which allowed them more time to think through the construction details. They also demonstrated a better understanding of how elements are joined.

The introduction of Sketchup to help students understand their design was a good addition and should have more emphasis next year. Getting students to commit to their design early (using Sketchup) is critical in making sure the students don't fall behind in future assignments. Having an assistant give a review of AutoCAD was also helpful so less class time was spent with the basics of the program. Include more field trips so students can see the various materials in three dimensions and the materials' characteristics are no longer abstract.

Landform Manipulation – This cohort in general was more interested in technical content. Student grades were generally higher and the two students that struggled did so because of personal circumstances, not because they struggled with math or the course content. Emphasis was successfully given to storm water issues at the end of the semester.

Course improvements will include assigning the final case study earlier in the semester and visiting each of the sites as examples of design can be used to create sophisticated landscapes that integrate people, big ideas and technical challenges.

Plants in Design – The plant identification field trips remain the strongest part of this course. Students comment that they enjoy getting into the field versus having a lecture. Creating flashcards in Canvas so students can more easily study plant names would be helpful. Many students also appreciated the time that is devoted to keeping a sketchbook. The semester is very full but it would be ideal if more time could be devoted to students designing with plants. This may need to be addressed by having a follow-up class or studio.

This year's final project for the community of Lyons had some benefits in that students had a real project site and client. Because of this project, it was the first time the topic of weed management was discussed in depth. Unfortunately, this project came about too late and some content including a lecture on irrigation and a nursery visit were eliminated from the course.

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3. Action Plan for the Coming Year

The department's plan of action for the 2015 -16 academic year is based on discussions during the departmental faculty retreat held May 14, 2015. At that meeting faculty discussed program improvements based on the results from the input sessions with local professionals, student and professional surveys, and faculty's reflections on student performance this year, which are documented in the faculty course evaluations. This year's action plan focuses on six goals:

Goal 1   Prepare for and implement a successful accreditation visit in Fall 2015.

Goal 2   Develop and require a drawing skills workshop the week before classes begin for incoming students who do not have drawing experience, and reinstitute the graphic media class for students in their first semester.

Goal 3   During the faculty retreat in May significant progress was made on the development of measurable outcomes for core studios 1, 2, 3 and 6. The next step is to develop and implement assessment tools and methods for each of these studio courses. In early Fall 2015 faculty meeting(s) will be devoted to the development of these assessment tools to be implemented for the fall studios 1, 3 and 6. To assist in this task, the department will invite someone from the Center of Faculty Development to lead workshops devoted to the development of rubrics and other assessment tools for design studio projects.

Goal 4   Integrate the development of student portfolios into current studio courses, so by the end of a student's third semester they have a portfolio to begin searching for internships and part-time jobs, and the department can use these portfolios to provide feedback to students and as a formative assessment for program improvements.

Goal 5   As a department reflect on how to increase the variety of elective courses and the breadth of exposure related to our mission the program is able to offer students.

Goal 6   Implement *externships* prior to the professional practice course in Spring 2016 so students can reflect on and discuss what they observed and learned during the *externship.* Also continue to refine a more clear and consistent way of assessing students' understanding of ethics in the professional practice course.

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June 3, 2015
To: Lori Catalano, Ann Komara
From: Kenneth Wolf, Outcomes Assessment Committee
Re: Feedback on the 2014-2015 Assessment Results Report for Landscape Architecture

Kudos once again this year to the Landscape Architecture program. The LA program exemplifies the best in outcomes assessment, thoughtfully using the process to engage in continuous improvement in learning and teaching and overall program design.

The program has an excellent outcomes assessment system in place. The program has identified key learning outcomes and measured student learning through a variety of rubric-guided measures. The assessment results are then used to inform program improvement decisions. As well, students appear to be performing at high levels.

The program is ambitious in its vision and has used the assessment process to improve its effectiveness. Examples include the program's careful analysis of assessment results (e.g., "The department's survey of students gathered information required by the professional accrediting body. This survey also asked students to rate their level of confidence for all of the program level learning outcomes (except research)."). As well, the program has many plans for future improvements. Examples include "Develop and require a drawing skills workshop the week before classes begin for incoming students who do not have drawing experience, and reinstitute the graphic media class for students in their first semester."

Simply superb!

PS: I think this report could be turned into a publishable manuscript in a generic teaching journal (e.g., Journal of Effective Teaching) or, if LA has a journal or conference that focuses on teaching (and curriculum and assessment) that could be an outlet as well.

PPS: Note that portfolios are one of Dr. Kenneth Wolf's scholarly areas, and though it is in the context of student and teacher assessment in K-12 schools, the general principles apply across different contexts. He would be glad to assist in the portfolio conceptualization and implementation process.

D. STUDENT SURVEYS

This section contains two surveys:

1) **MLA Student Survey conducted by the department (Spring 2015)**

   This survey was conducted to gather information from the current students enrolled in the Masters Landscape Architecture program. The information collected as a result will be used to make informed decisions concerning the program and its effectiveness.

2) **2014 Student Survey conducted by the students (Fall 2014)**

   In the fall of 2014 students came to the faculty expressing discontent with some aspects of program. The faculty was aware of these issues but the issues were affecting students more then initially thought. This survey was intended to gather information about the educational experience of current students as well as to open a formal dialogue between the student body and faculty. The survey questions were written by two students: ASLA Student Chapter President Dan Wheeler (3rd year) and Urban Horticulture Club Treasurer Kelly Finkowski (2nd year). Associate Professor and Chair Ann Komara and Senior Instructor and Associate Chair Lori Catalano helped them revise the survey for more clarity prior to distribution.

MLA Student Survey Analysis (2015)

College of Architecture and Planning
UNIVERSITY OF COLORADO DENVER

MLA Student Survey Analysis (2015)

Contents

Introduction

Purpose of the Survey

This survey was conducted to gather information from the current students enrolled in the Masters Landscape Architecture program. The information collected as a result will be used to make informed decisions concerning the program and its effectiveness.

Methodology

The MLA student survey was sent to all currently enrolled Landscape Architecture students. The survey was created in SurveyMonkey and was sent to the current MLA student population as a link. Reminders were sent several times to ensure higher response rates. A link was created and was sent within an email invitation to all MLA alumni. The survey had a total of 15 questions.

Response Rates

A total of 60 email invitations were sent to the current MLA student population. 34 students completed the survey. **The overall response rate for the student survey was 56.7%.**

Response Rates		
Surveys Sent	**Completed Surveys**	**Response rate (%)**
60	34	56.7%

Results

Professional Curriculum

Level of opportunity provided by MLA
Students were asked to indicate the level of opportunity they felt the LA department provided for the following categories:
   1) Internships
   2) Practicum experiences
   3) Research assistantships
   4) Off-campus
   5) Teaching assistantships
   6) Civic engagement

44% of respondents felt that there were no opportunities for practicum experiences. Additionally, 15% felt there were no opportunities available for research assistantships. The students reported that there were more opportunities in teaching assistantships than any other category. Weighted averages were calculated for each of the opportunity types. Each of the category options (e.g. No opportunity) were assigned a numeric weight. Where no opportunity = 1, slight opportunity = 2... excellent opportunity = 5. The distribution for the weighted averages for each category are listed below.

Opportunity Type	Weighted Average
Teaching assistantships	3.56
Off-campus studies (e.g. study abroad)	3.44
Civic engagement	3.26
Internships	2.97
Research assistantships	2.88
Practicum experiences (e.g. design build)	1.91

Level of Opportunity
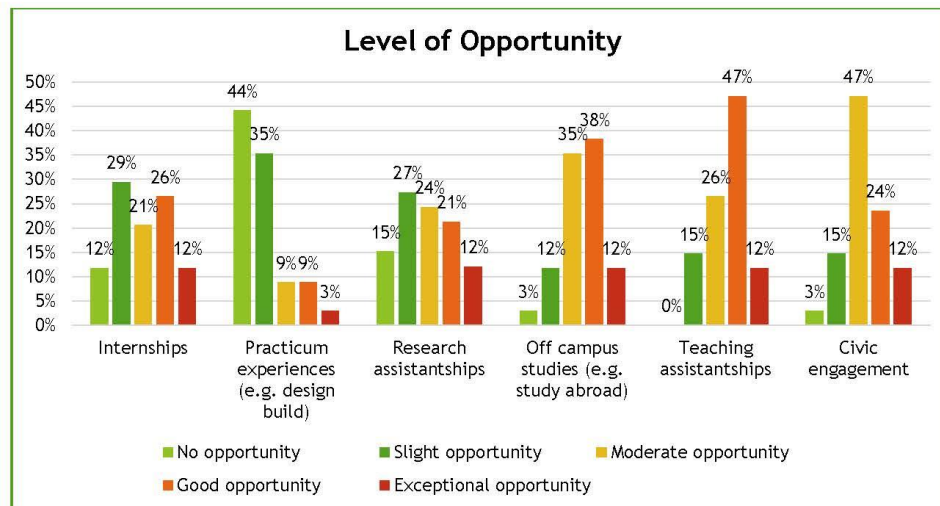
Program Effectiveness

Advising

Students were asked to rate the Landscape Architectures program's ability to advise and mentor in the following areas:

1) Course Advising
2) Career Advising

Students were given an N/A option if they had not utilized either. There were 0 responses for N/A which indicates that all of the 34 students that completed the survey have utilized both of these resources.

Course Advising

Career Advising
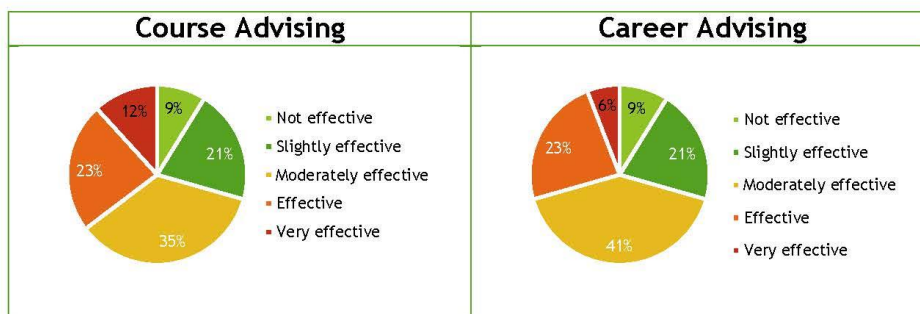
Information Dissemination Effectiveness

Students were asked to rate the Landscape Architecture department's ability to inform students of the following opportunities:

1) Professional opportunities (e.g. employment and internships)
2) Professional engagement
3) Licensure
4) Advanced educational opportunities/Continuing education

Weighted averages were calculated for each of the opportunity types. Each of the category options (e.g. No opportunity) were assigned a numeric weight. Where no opportunity = 1, slight opportunity = 2... excellent opportunity = 5. The distribution for the weighted averages for each category are listed below.

Opportunity Type	Weighted Average
Professional opportunities (e.g. employment and internships)	3.29
Professional engagement	3.18
Licensure	2.82
Advanced educational opportunities/Continuing education	2.53

Overall, students felt the MLA department was most effective of informing them of professional opportunities and least effective of informing them of advanced educational/Continuing education opportunities.

Information Dissemination Effectiveness

Legend: Not effective, Somewhat effective, Moderately effective, Effective, Very effective, N/A
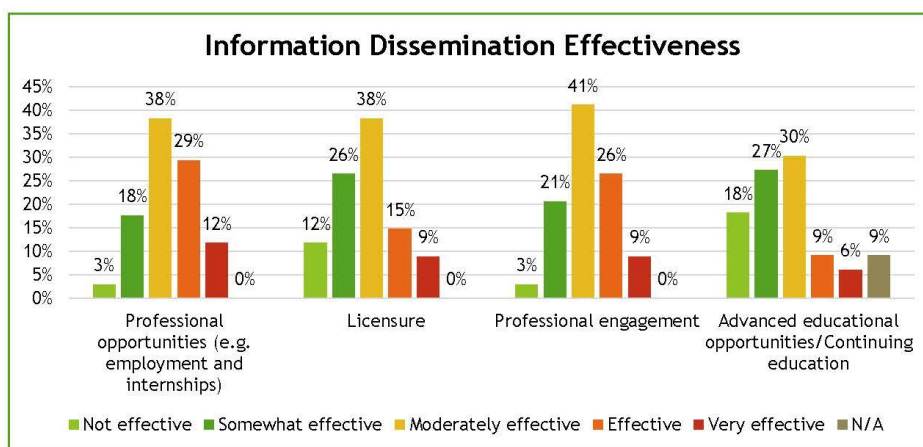
Student and Program Outcomes

Design
Students were asked to rate their skill level in several key design areas. Where not confident = 1, slight confident = 2... very confident = 5. The distribution for the weighted averages for each category are listed below.

Skill Type	Weighted Average

Situate the design problem within a larger cultural, social and ecological context.	3.75
Identify, research and assess constraints and opportunities.	3.66
Reflectively engage in the iterative design process.	3.63
Develop and test design concepts and strategies that synthesize the research and contextual processes.	3.25
Evaluate and consider projected outcomes.	3.19
Implement and demonstrate the strategies through physical application.	3.00
	range = .75

Students were least confident in their ability to implement and demonstrate the strategies through physical application. Nearly 10% stated they were not confident at all. Students were most confident in their ability to situate the design problem within a larger cultural, social and ecological context. 25% of students indicated that they were very confident in this area.

Communication and Representation
Students were asked to rate their skill level in several key communication and representation areas. Where not confident = 1, slight confident = 2… very confident = 5. The distribution for the weighted averages for each category are listed below.

Skill Type	Weighted Average
Constructively critique your work and the work of others.	3.63
Prepare and present a logical, professional and compelling oral presentation.	3.56
Prepare and present visual materials using appropriate media to explain complex ideas and concepts.	3.56

MLA STUDENT SURVEY ANALYSIS 6

Write a logical, compelling and defensible argument or thesis supported by well-documented research	3.53
Effectively communicate design ideas to a variety of audiences.	3.44
	range = .19

Students indicated that they were most confident constructively critiquing their work and the work of others. The range of weighted averages (.19) indicates that there is not much variability between each of the particular skills in the communication and representation outcome.

Communication and Representation

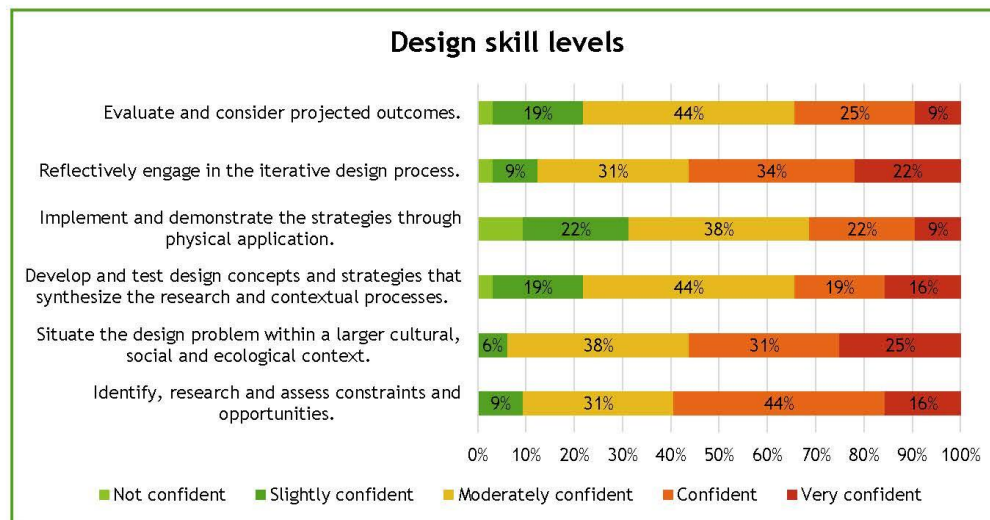|	Not confident	Slightly confident	Moderately confident	Confident	Very confident
Effectively communicate design ideas to a variety of audiences.		9%	50%	28%	13%
Constructively critique your work and the work of others.		6%	41%	38%	16%
Prepare and present visual materials using appropriate media to explain complex ideas…		13%	38%	31%	19%
Prepare and present a logical, professional and compelling oral presentation.		13%	31%	44%	13%
Write a logical, compelling and defensible argument or thesis supported by well-…		6%	47%	34%	13%

Professional Ethics
Students were asked to rate their skill level in several key professional ethics areas. Where not confident = 1, slight confident = 2… very confident = 5. The distribution for the weighted averages for each category are listed below.

Skill Type	Weighted Average
Ability to critically identify and assess the predisposition of others and find common ground.	3.47
Critically develop and apply ethical frameworks to appropriately respond to culturally, socially and economically diverse conditions.	3.47
Ability to critically identify and assess personal and professional predispositions, as they would affect design decisions and discourse with others.	3.34
Understand, critique, integrate and articulate different sources and principles of ethics.	3.31
	range = .16

Students identified the highest level of confidence was in their ability to critically identify and assess the predisposition of others and find common ground. The lowest level of confidence identified was in understanding, critiquing, integrating and articulating different sources and principles of ethics. Professional ethics overall had a very small variability of .16 between the 4 different skill categories.

Professional Ethics

Content Knowledge
Students were asked to rate their skill level in several key content knowledge areas. Where not confident = 1, slight confident = 2... very confident = 5. The distribution for the weighted averages for each category are listed below.

Skill Type	Weighted Average
Analyze and discuss the relationship of a built work to the culture that produced it.	3.53
Identify and understand various formal, social, economic and political forces giving shape to the built environment.	3.50
Identify and apply design theory and methodology to your work.	3.34
Identify and understand the development and impacts of major movements and examples of built landscapes from antiquity to the present.	3.31
Demonstrate an understanding of landscape architects' legal responsibilities with respect to professional standards for public health, safety, welfare affecting, design, construction and practice.	3.03

Demonstrate an understanding of the principles, conventions, standards and applications pertaining to the manufacture and use of construction materials, components and assemblies.	2.84
Demonstrate an awareness of the basic principles of office organization and the different methods of project delivery.	2.75
Awareness of the basic forms of service contracts and the evolving legal context to render competent and responsible professional services.	2.59
	range = .94

Content knowledge had more variability (.94) within its skill categories than any of the other 4 learning outcomes. 3 out of the 8 skill categories had a weighted average that was less than 3. This indicates that students feel much less confident with this learning outcome than any other. Particularly in the awareness of the basic forms of service contracts and the evolving legal context to render competence and responsible professional services.

Content Knowledge

	Not confident	Slightly confident	Moderately confident	Confident	Very confident
Awareness of the basic forms of service contracts and the evolving legal context to render...	16%	28%	38%	19%	0%
Demonstrate an awareness of the basic principles of office organization and the different...	16%	28%	28%	22%	6%
Demonstrate an understanding of the principles, conventions, standards and applications...	13%	19%	47%	16%	6%
Demonstrate an understanding of landscape architects' legal responsibilities with respect to...	9%	22%	38%	19%	13%
Identify and apply design theory and methodology to your work.	0%	22%	28%	44%	6%
Analyze and discuss the relationship of a built work to the culture that produced it.	0%	6%	38%	53%	3%
Identify and understand various formal, social, economic and political forces giving shape to...	3%	16%	25%	41%	16%
Identify and understand the development and impacts of major movements and examples of...	3%	13%	41%	38%	6%

Participation in Extra Curricular Activities and Events

Extra-Curricular Activities

The chart on the left shows the percentage of students that participate in each of the extra-curricular activities. The chart on the right shows the percentage of students by the number of activities that they participate in. 82% of respondents indicated that are involved in student organizations. Only 3% reported that they are not involved in extra-curricular activities. 81% of students participate in more than 1 activity.

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Extra-Curricular Participation

Student organizations	82%
Other activities	53%
Institutional/college organizations	38%
Community initiatives	18%
I do NOT participate	3%

0% 20% 40% 60% 80% 100%

Level of Participation

- None
- 1 activity
- 2 activities
- 3 activities
- 4 or more

3%
6%
13%
22%
56%
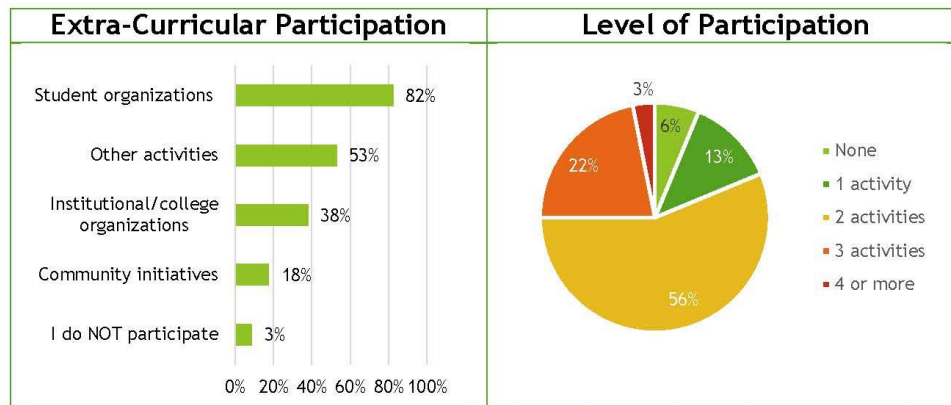
Events

The chart on the left shows the percentage of students that attend each of the events. The chart on the right shows the percentage of students by the number of events they have attended. 88% of student respondents attend student chapter ASLA events. Only 6% of students attend LaBash. 6.67% of students do not attend events.

Events Attended

Student chapter ASLA events	88%
ASLA Annual Meetings	68%
Local ASLA chapter events	18%
LaBash	6%
I do NOT participate/attend	6%

0% 20% 40% 60% 80% 100%

Level of Attendance

- None
- 1 event
- 2 events
- 3 events

7%
20%
23%
50%

MLA STUDENT SURVEY ANALYSIS 11
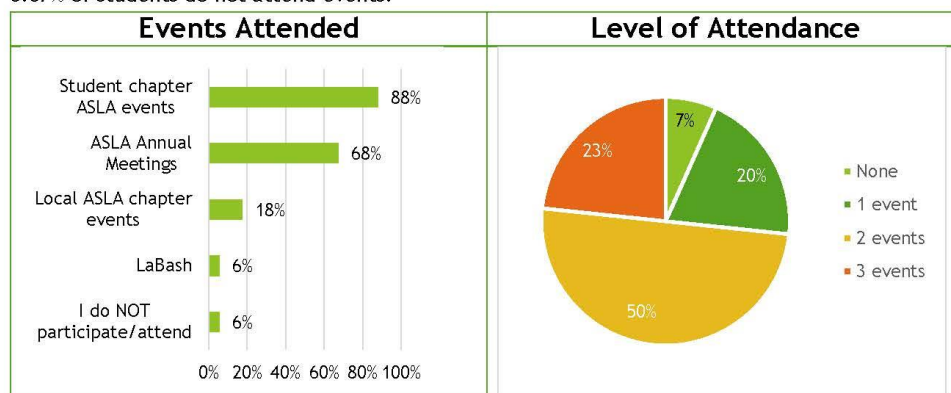
Facilities Equipment, and Technology
Studio Area

Is the studio area that was assigned to you adequate for your needs?

- More than adequate 16%
- Not adequate 6%
- Somewhat adequate 22%
- Adequate 56%
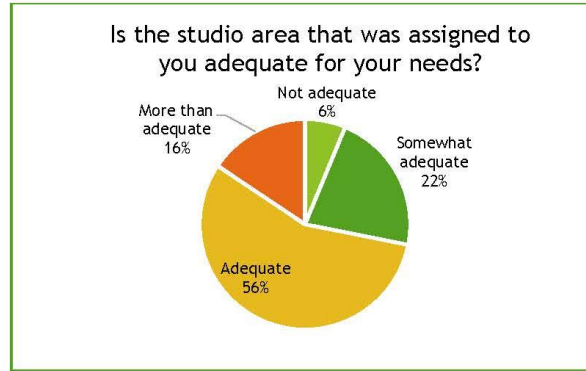
Additional Studio Comments

1) Many of the drafting tables are heavy and broken. The computer lab is regularly too crowded to find an open computer. The light table is pathetic (a window works better). There is no space to pin up ideas and sketches around my desk (unless you are lucky enough to get a window spot). It is a messy space that works better for socializing than for collaboration.
2) The studio space itself suits our needs, however, the internet connection is horrible! While we do have pin-up space on the 7th floor, it can sometimes be too noisy during regular studio hours, and it becomes challenging to find other suitable space.
3) HVAC is extremely loud, and more walls for pin-up would be nice. Love the view!
4) The internet stopped working the third year of my time here. I addressed this issue with all of those in charge and it was never fixed.
5) Internet is terrible, somewhat crowded
6) This semester the internet has been terribly unreliable.
7) It is interesting to me that ALL of the MLA students have been enclosed in a tiny space, when there are other areas within the 7th floor study hardly/never used. The spatial configuration and layout does not seem feasible, especially with a growing incoming class as we expand the program

Information Systems and Technical Support

Information Systems and Technical Support

Legend: ■ Not effective ■ Slightly effective ■ Moderately effective ■ Effective ■ Very effective

Data points:
- Access to computer equipment and software: 3%, 16%, 16%, 44%, 22%
- Hardware and software maintenance, updating and replacement: 0%, 17%, 23%, 40%, 20%
- Hours of use: 3%, 10%, 10%, 42%, 35%
- Printing and plotting: 3%, 9%, 22%, 38%, 28%
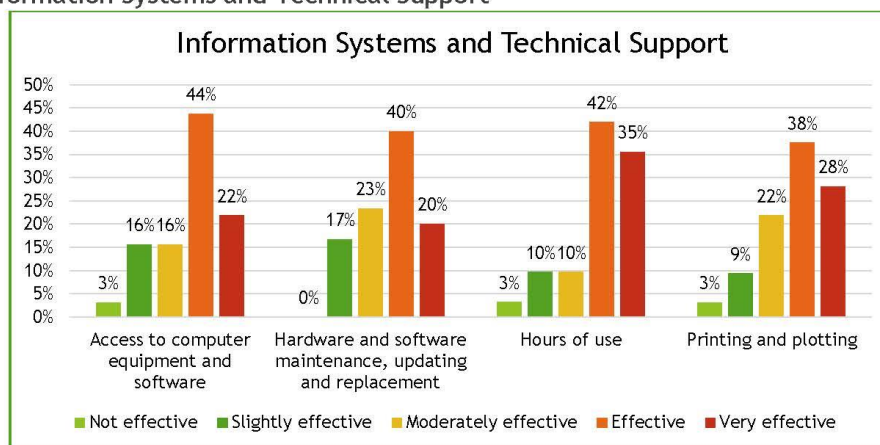
Additional Information Systems and Technical Support Comments

1) The folks in the computer lab are always helpful.
2) Not to be redundant, but our internet situation on the 7th floor is severely lacking.
3) The internet barely works. There could be more printers and better large scanners.
4) It's critical that we have another computer lab/area to adequately provide for all students.
5) Computer lab needs upgrade to be more effective for classes.
6) The students who l=work in the computer lab over the weekends are often times not at their post. There was one instance where I waited for over an hour for a lab tech in order to print for a final review and I finally gave up.

Library Collections

Are the library collections adequate to support the LA program?

- Yes: 62%
- No: 19%
- Don't use the library: 19%
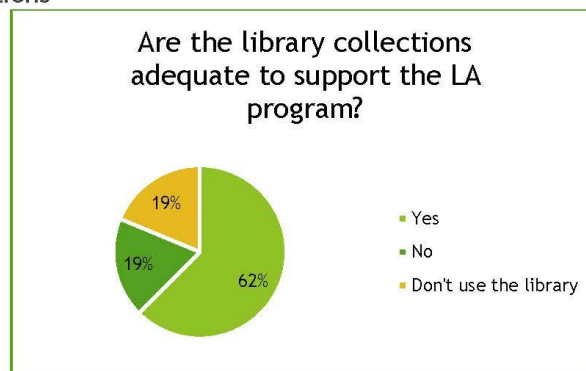
Additional Library Collection Comments

1) The working hour in Sunday may be extend later. Thanks.

2) Far from our building. Would be nice if we had our own library in our building.
3) Not open late enough to get studying done there that requires multiple trips back to the various sections, later hours would help.

Library Hours

Are the library hours of operation convenient and edequate to serve the needs of students?

- Not convenient
- Somewhat convenient
- Convenient
- Very convenient
- Don't use the library

3%
16%
31%
9%
41%
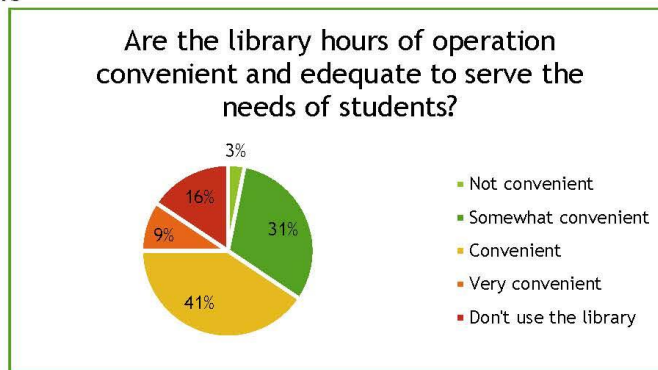
Additional Library Hours Comments
1) The working hour in Sunday may be extend later. Thanks
2) Far from our building. Would be nice if we had our own library in our building.
3) Not open late enough to get studying done there that requires multiple trips back to the various sections, later hours would help

Library Utilization

Do your courses utilize the library and other resources?

- Not at all
- Sometimes
- Very often

6% 7%
87%
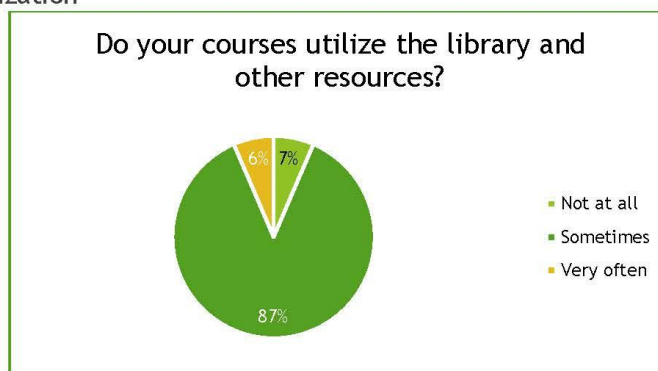
Additional Library Utilization Comments
1) Professional Journal/Research publications through the library.
2) The Writing Center! Very helpful.
3) On line book have no access to read and down load
4) Research Methods class and some Studio classes
5) Especially in Jody's classes.

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6) Often use online database and collection of landscape journals.
7) One course so far in my year here.

Additional Comments

1) I've been pleased with my experience at this University. Faculty have been supportive in helping me to accomplish my personal goals. However, adequate courses about graphics and ecology are desired. We need an understanding and a unity of techne and poiesis.

2) It's a decent program. They try, but there are numerous issues that could be better. I think the faculty really do care, but are so involved with other programs like urban design or personal work that they are spread too thin. I think recent student push back has led to some discussions, but there could certainly be more. It also seems that student feedback is selectively heard. So what we are really trying to get across is one thing, but the faculty twist it slightly to be more in tune with their goals. Like the desire to build actual projects... They say it is too much work and impossible to do, yet our architecture program does it every year. Then they take that desire and feel that we want a piece of land somewhere where we can "test" new designs or materials... which is not what we were saying or asking for. Why can't we design some sort of small park, even a temporary installment on 16th street mall or a pocket park somewhere in Denver? I'm not really too interested in testing a paving pattern or brick material... So I think listening to what students are actually saying would be beneficial, otherwise it seems our discussions are rather pointless. I think another thing that students get slightly annoyed by is the lack of accountability of students. Some students have not finished classes or pay tuition on time yet are still here with the rest of us. Some students somehow "finished" studios and are able to graduate and walk yet were really out shopping and taking personal days during studio time. I would hope the professors are not that oblivious, but it seems they are. It's just a bit frustrating seeing students work so hard and produce so much, yet are no further ahead than students who don't try and aren't finishing things up. The students who are here and are dedicated are the ones who are putting the time in. It is a slap in the face when there is such a double standard held. It leaves us with a feeling of... why try? There's no point... they're not trying why should I? Additionally, students do get annoyed with the programs tendency to fall in love with 1 or 2 students in each class, put them on a pedestal and then ignore the rest of the class. I get it, those students are your poster children and they're talented, but it's a bit ridiculous. It all leads to a very frustrating dynamic where if you try but aren't the next poster child then you're not really worth the program's time and you get grouped with the students who don't try because those students aren't held accountable at all. I think another issue that I have come to learn is that often times 3 credit elective classes actually demand more like 5-6 credit hours' worth of time and are competing with studio. If professors are teaching a 3 credit elective then they need to realize that my main focus is going to be on studio and that they're elective course should not be competing with my studio time. I have had numerous elective classes that do this, some professors are known for it. That's my one warning I give to other classmates "it's an ok class, but beware, it turns into a small studio" Lastly I think a major frustration that most students have is due to the size of our faculty. I learned very quickly that if any class comes up that I am interested in I need to take it no matter what. Why? Well, because if I do not take it now, I will never have the chance to take it again while I am here. I realize this is the nature of a small program, but at least offer the electives regularly or every other year. This is our opportunity to learn what interests us. Yet they keep pulling classes and taking the away and they will likely not be

MLA STUDENT SURVEY ANALYSIS `15`

offered again while any of us are here. So figuring out how to fix that issue would be hugely beneficial.

3) Loving it so far.

4) The department has been very inconsistent in terms of providing a standard course opportunity. Very inconsistent in teaching and quality of some of the classes has affected the overall perception of the program from a student's point of view. The faculty seems to be tied up in their own personal projects and areas of student to provide consistent and thoughtful educational experiences. In the first year of the program there is also a large experience gap between incoming non design background students and those with design backgrounds. This is an issue that should be addressed as those students with advance stands are halted in their educational experience as they wait for others to catch up. The program is very focused on theoretical design and its appropriate approaches and there seems to be little emphasis places on some of the technical aspects of the program, limiting the other course opportunity to three. There is little to no meshing of ideas taught in elective courses to studios, very little integration in terms of continuing to push some of the more technical aspects taught in landform manipulation to how it can be incorporated into our studio courses. There is very little to no opportunities for students to develop advance graphic skills as this falls into the inconsistency in elective courses. Students are given little opportunity to develop a fundamental skill in the graphic representation of design thinking outside of hand drawing and sketching.

5) I don't have a background in architecture and I would have really liked a "crash course" in just some basics on what something like "daylighting" or "programming" means BEFORE I started the program. I also understand that this is a design oriented program but a lot of us are coming from different backgrounds and we really need the technical stuff in order to succeed in a job. Fortunately for me, I learned most of the technical stuff in my internship but we need more than one construction and plants class. It would also be useful to have an irrigation course.

6) Overall it's a good program, but could use more integration between classes and studio. There should be more instruction on graphics, sustainability, and oral presentation.

7) This is my first year in a new field for me

8) It is definitely on its way to absolute greatness! Great atmosphere, and supportive professors. There a few kinks in the program, which I feel like the student body has been proactive about. I guess time will tell. My main complaint is that we, the current 2nd years, were more than just an experiment. We didn't have a separate graphics course first year (it was poorly integrated with studio 1), we didn't have a proper ecology course (it was fire management), and we didn't get an advanced graphics available (maybe it will be next spring...). All said and done, I would most definitely recommend the MLA program to others, with the highest regards.

9) I wish we had built something...just once. It would have helped with construction understanding

10) Overall, the program seems strong. The tangible resources are certainly adequate between extensive hours of use and computer lab/wood shop. As it is often expressed but never actually carried out, it would be nice to have more integration within the other programs - Arch, MUP MUD. This means social events and a stronger incorporation of integrated courses. A larger variety of electives to decide between is definitely something that needs to be looked at. If the LA faculty cannot take on any other courses, then electives should

extend further to the entire college. Also, the program sequence is good, however communication between faculty and students needs to become more coherent. This means more clarification of events in a more timely manner and ESPECIALLY more advising information/ course sequence/ etc. I still think it should be mandatory for a one time, year 1 check-in with an adviser should be required. Overall, I am satisfied with the program and look forward to my remaining time here,

2) 2014 Student Survey conducted by the students (Fall 2014)

University of Colorado Denver
Master of Landscape Architecture

2014 Student Survey

INTRODUCTION

An online survey was completed in December 2014 by current students in the University of Colorado Denver (UCD) Master of Landscape Architecture (MLA) program. This survey was intended to gather information about the educational experience of current students as well as to open a formal dialogue between the student body and faculty.

The survey questions were written by two students: ASLA Student Chapter President Dan Wheeler (3rd year) and Urban Horticulture Club Treasurer Kelly Finkowski (2nd year). Additionally, the survey was reviewed and discussed with Associate Professor and Chair Ann Komara and Senior Instructor and Associate Chair Lori Catalano prior to distribution. The results are summarized in the following report.

We would like to extend our sincere gratitude and appreciation to all of the students who responded to the survey. The thoughtful time you spent and the honesty in your responses made it possible to begin this meaningful dialogue with the faculty and administration. We hope that this report has effectively communicated your thoughts. We did our best to respect and retain the integrity of your comments.

We would also like to extend our sincere gratitude and appreciation to Ann Komara and Lori Catalano for the time they have spent on this project and for their willingness to address student concerns. The attention they have given to this project and the productive conversations that have already come from it are a testament to their commitment to students' education.

We hope that this opens a dialogue between students and instructors which continues into the future. We could not have gotten the conversation started without your voices.

Thank you.

SURVEY SUMMARY

The survey revealed various student observations, including what they liked and what changes they would recommend for the program. Generally, students were pleased with the social equity and landscape theory aspects of the program. Courses and instructors that students particularly enjoyed were:

- Emmanuel Didier's creative guidance in the Studio 3 course
- Scott Carmen's thorough instruction with the GIS course as well as his Digital Design course
- Lori Catalano's practical application in the Construction Materials and Methods course

The survey also revealed recommendations that students have for the faculty and administration. Generally, students expressed a desire for stronger graphic skills and a better understanding of the technical and ecological aspects of landscape architecture. There was a strong consensus among the students for the following:

- Add an Intro to Graphics course that includes basic instruction in sketching, Photoshop, SketchUp, and presentation layout (InDesign)
- Provide opportunities for design-build, real-world, and hands-on experiences. This could be accomplished by emphasizing and encourage existing opportunities including the ASLA mentor program, employment at CCCD, Independent Study, and Internships for credit
- Offer a landscape ecology class that is grounded in science and includes the study of ecological processes in the environment

We hope that this information will contribute to future development of the program. We are very proud to be students of the UCD MLA program and are excited to be part of its influence on human well-being and environmental balance. We hope that this report is a reference that faculty and administration will use in considering program course requirements, course electives, and teaching strategies.

SURVEY RESPONSES

YEAR

Q1: What year are you in the MLA program?
(Select all that apply)

There were a total of thirty-seven (37) respondents including seventeen (17) first-year students, thirteen (13) second-year students, eight (8) third-year students, and one (1) pursuing a dual-degree or certificate.

Answer Choices		Responses	
▼	1st	45.95%	17
▼	2nd	35.14%	13
▼	3rd	21.62%	8
▼	Persuing a dual degree or certificate	2.70%	1
Total Respondents: 37			
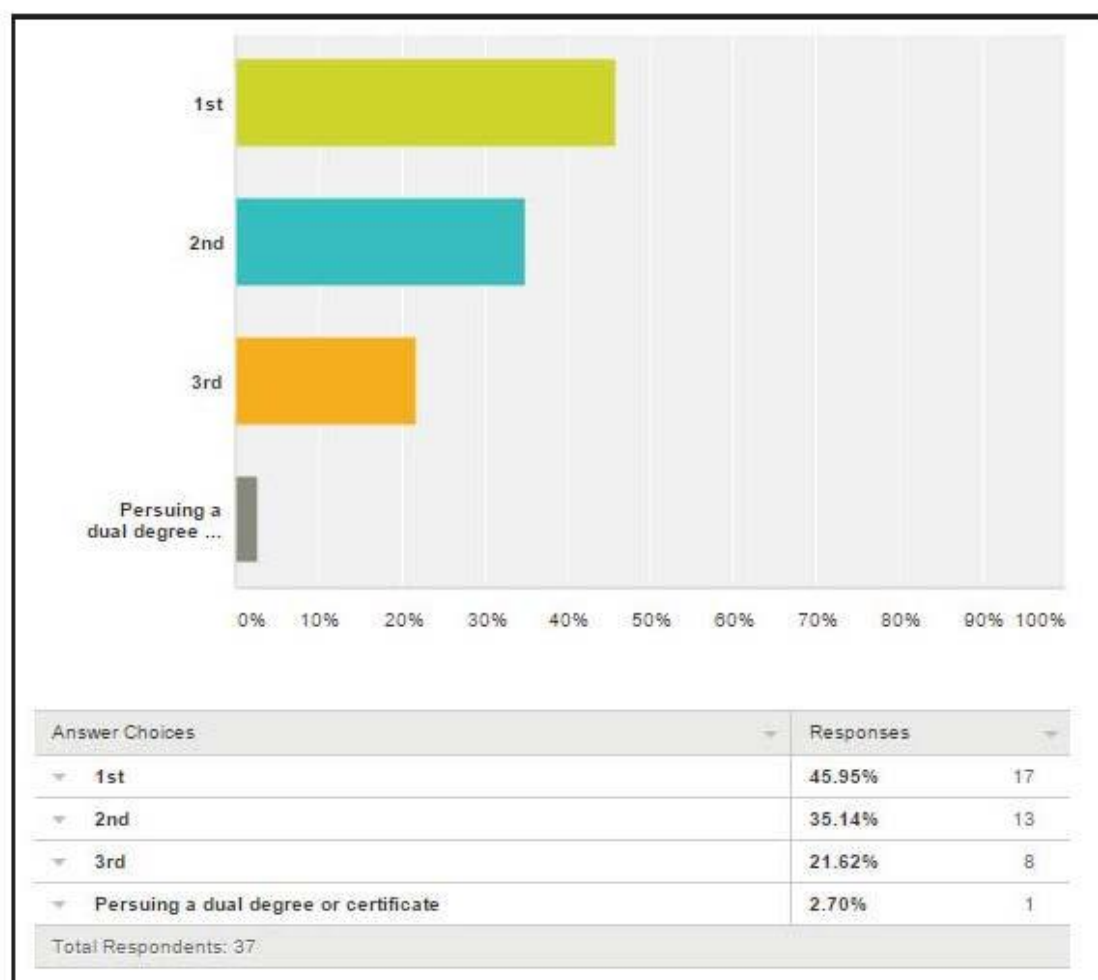
ADVANCED STANDING

Q2: Did you have any advanced-standing coming into school?

Of the respondents, 41% had advanced standing upon entering the UCD MLA program and 59% did not. The variety of backgrounds that students bring with them into the MLA program contribute to valuable diversity in design perspective. However, there are associated challenges with this assembly and many respondents commented on it. The overall sentiment was that students with no studio design experience felt unequipped to express their design ideas. Those with studio design experience felt that it was an inefficient use of their studio time to review the design-basics.

In order to resolve these challenge, students contributed the following ideas:

- Offer a summer supplementary course (to be taken before Studio 1)
- Rearrange the course schedule so that all students are able to effectively communicate visually and conceptually in their first semester. Suggested first semester courses are: LA History, LA Theory and Criticism, Introduction to Graphics, and Studio 1. Semester 2 course recommendations are: LA Computer Applications, Introduction to GIS, Site Society & Environment (focusing on analysis, planning, and stewardship of the land), and Studio 2.

Answer Choices	Responses	
Yes	40.54%	15
No	59.46%	22
Total		37
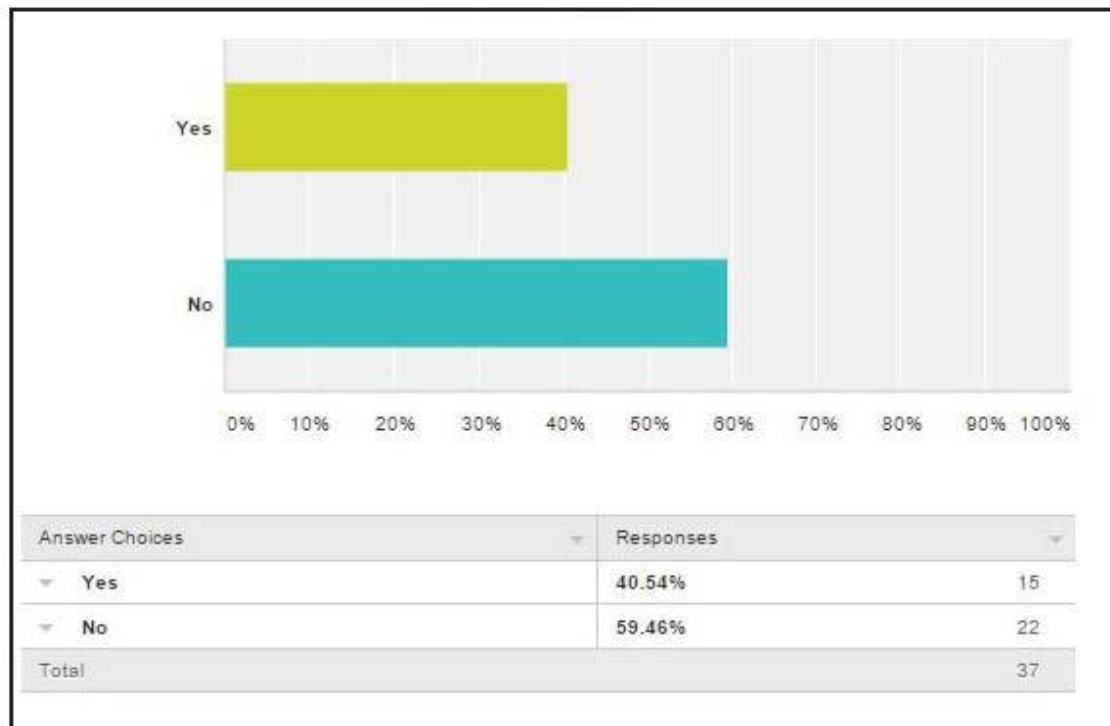
PROFESSIONAL PRACTICE

Q3: What type of practice are you interested in?
(Select all that apply)

In Question 3 the most common responses were: Design-Build, Interdisciplinary Office, Non-profit Organization, Private Practice Landscape Architecture Firm, Self-employed, and U.S./City Government.

According to the ASLA 2014 Survey of Graduating Students, 67% of respondents were seeking employment in a private practice LA firm. While working in a private practice LA firm ranked high among students in the UCD MLA program, there were also strong desires to work specifically in design-build firms, interdisciplinary offices, non-profit organizations, self-employment, and in U.S./City Government.

This question in particular explains why students wish for more practical experience, as is revealed later on in the survey. While theory is very important and helpful in developing meaningful designs, it is particularly important to understand construction materials and methods (including planting), site analysis, project costs, grant writing, and other practical skills in order to be an effective member of a non-profit organization, a design-build firm, a government office, or running one's own practice.

Some recommendations to increase students' "real-world" experience are:

-Offer design-build studios (permanent or temporary installation, even at a small scale)
-Incorporate a "construction" component into the Construction Materials and Methods course
-Emphasize and encourage existing opportunities including the ASLA mentor program, employment at CCCD, Independent Study opportunities with local firms, and Internships for credit.

Answer Choices	Responses	
Academic institution	27.27%	9
Design-build	60.61%	20
Graphic/digital design	27.27%	9
Inter-diciplinary office	57.58%	19
Mapping/CAD design and analysis	18.18%	6
Non-profit organization	48.48%	16
Planning agency	24.24%	8
Private practice LA firm	72.73%	24
Self-employed	45.45%	15
U.S./City government (USFS, Denver Parks, etc.)	51.52%	17
Writing, editing, communications	15.15%	5
Other (please specify)	6.06%	2
Total Respondents: 33		
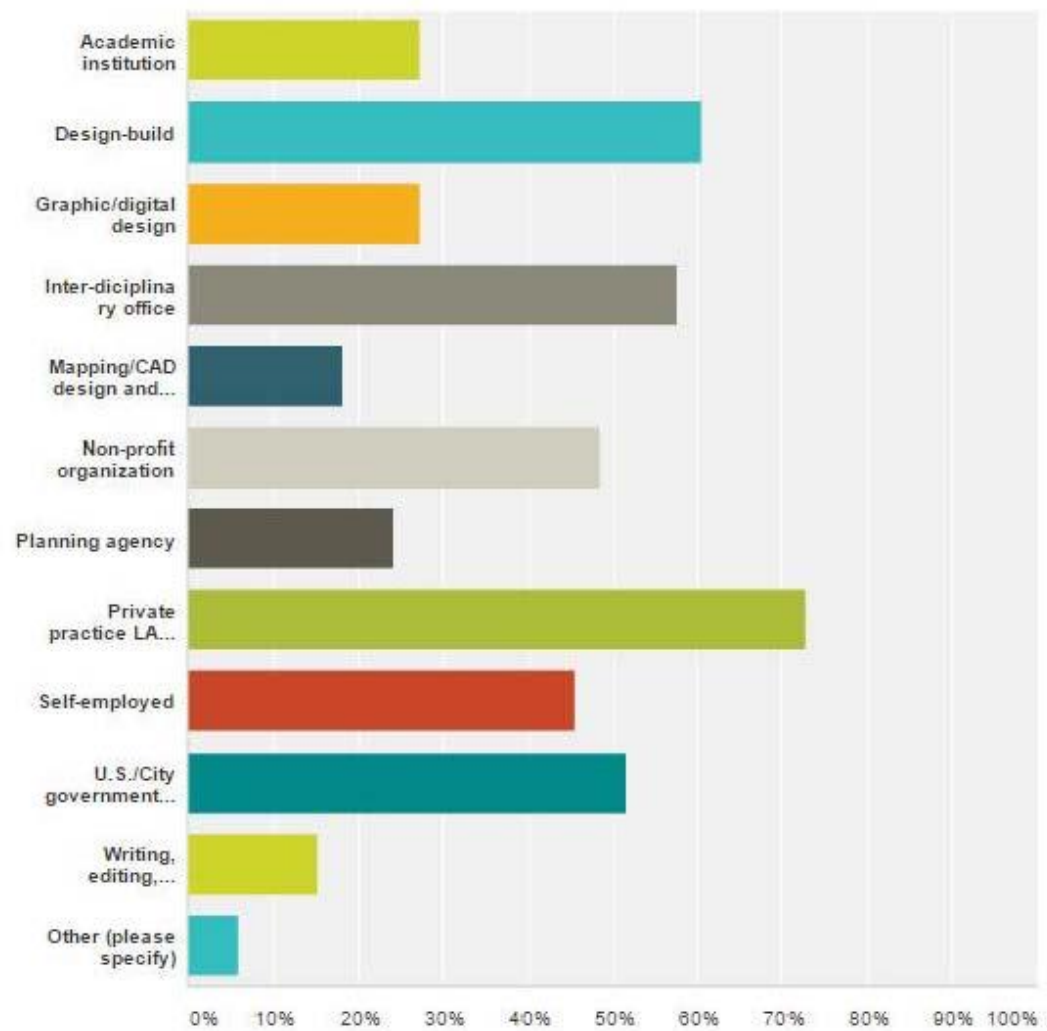
CAREER INTERESTS

Q4: What type of projects do you want to be involved with?
(Select all that apply)

In Question 4, the topics that had 50% or more of the students' votes included: Cultural Landscapes and Historic Preservation, Green Infrastructure, Habitat Creation and Restoration, Land Reclamation and Rehabilitation, Landscape Art and Earth Sculpture, Parks and Recreation, Public Gardens and Arboreta, Streetscapes and Public Spaces, Therapeutic Gardens, Urban Design, and Water Resources. These responses emphasize the importance of the comprehension of landscape ecology, using plants in design, and "green/sustainable" infrastructure.

Answer Choices	Responses	
Corporate and commercial grounds	24.24%	8
Cultural landscapes and historic preservation	57.58%	19
Green infrastructure (green-roofs, stormwater, etc.)	78.79%	26
Habitat creation and restoration	69.70%	23
Hotels, resorts, and golf courses	12.12%	4
Hospitals and other facility sites	12.12%	4
Interior landscapes (interior green-walls, etc.)	30.30%	10
Land planning	39.39%	13
Land reclamation and rehabilitation (brownfield redevelopment, etc.)	69.70%	23
Landscape art and earth sculpture	51.52%	17
Monument grounds	12.12%	4
Parks and recreation	75.76%	25
Public Gardens and arboreta	54.55%	18
Residential grounds	39.39%	13
School and college campuses	42.42%	14
Security design (such as to protect National Monuments, etc.)	6.06%	2
Streetscapes and public spaces	69.70%	23
Theraputic gardens	57.58%	19
Transportation corridors and facilities	33.33%	11
Urban agriculture	48.48%	16
Urban design	51.52%	17
Urban planning	27.27%	9
Water resources	51.52%	17
Other (please specify) — Responses	0.00%	0

Total Respondents: 33
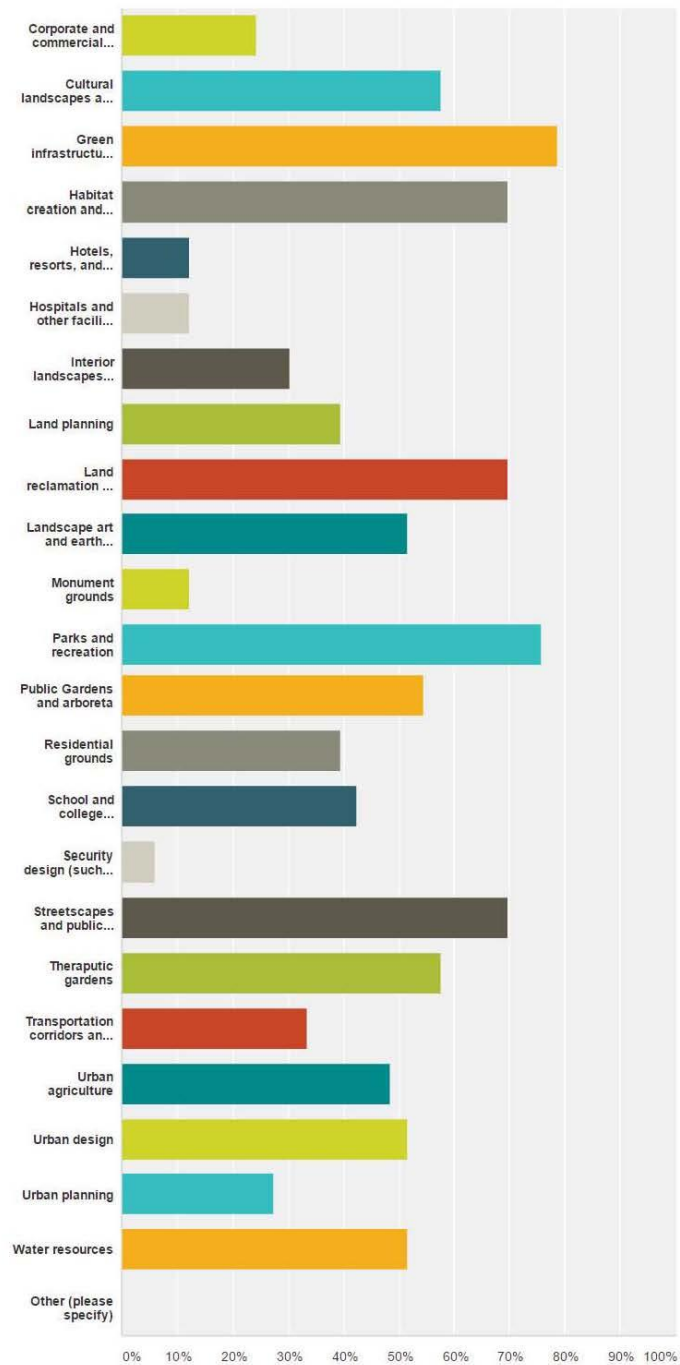
MLA PROGRAM

Q5: Rate each topic based on how you think the MLA program has addressed each of the following:

Topics that rated the highest were:
- Landscape architecture theory
- Critical thinking and inquiry
- Comprehension of landscape architecture history

Topics that rated the lowest were:
- Drawing/sketching skills
- Comprehension of using plants in design
- Interdisciplinary collaboration

Other topics which over half the voters considered "needs improvement" (but did not have as much consensus as above) include:
- Use of technology to express design ideas
- Comprehension of landscape ecology
- Comprehension of natural systems and processes

	Needs Improvement	Neutral	Excellent	NA (not exposed to topic)	Total	Weighted Average
Landscape architecture theory	3.03% 1	24.24% 8	48.48% 16	24.24% 8	33	2.60
Critical thinking and inquiry	3.03% 1	30.30% 10	66.67% 22	0.00% 0	33	2.64
Cultural and community ethics	12.12% 4	39.39% 13	45.45% 15	3.03% 1	33	2.34
Environmental ethics	33.33% 11	39.39% 13	24.24% 8	3.03% 1	33	1.91
Use of technology to represent data (GIS, etc.)	30.30% 10	39.39% 13	30.30% 10	0.00% 0	33	2.00
Use of technology to express design ideas (Photoshop, 3D modeling programs, etc.)	48.48% 16	27.27% 9	21.21% 7	3.03% 1	33	1.72
Use of technology to produce technical drawings (AutoCAD, etc.)	36.36% 12	36.36% 12	27.27% 9	0.00% 0	33	1.91
Drawing/sketching skills	69.70% 23	18.18% 6	12.12% 4	0.00% 0	33	1.42
Writing skills	9.09% 3	57.58% 19	33.33% 11	0.00% 0	33	2.24
Presentation skills	24.24% 8	48.48% 16	27.27% 9	0.00% 0	33	2.03
Research skills	18.18% 6	48.48% 16	33.33% 11	0.00% 0	33	2.15
Comprehension of landscape ecology	48.48% 16	27.27% 9	18.18% 6	6.06% 2	33	1.68
Comprehension of natural systems and processes	48.48% 16	39.39% 13	9.09% 3	3.03% 1	33	1.59
Comprehension of using plants in design	57.58% 19	18.18% 6	12.12% 4	12.12% 4	33	1.48
Comprehension of landform and landform manipulation	24.24% 8	33.33% 11	15.15% 5	27.27% 9	33	1.88
Ability to perform site analysis and site inventory	34.38% 11	25.00% 8	28.13% 9	12.50% 4	32	1.93
Comprehension of landscape architecture history	12.12% 4	30.30% 10	54.55% 18	3.03% 1	33	2.44
Comprehension of construction materials and methods	15.15% 5	24.24% 8	27.27% 9	33.33% 11	33	2.18
Interdisciplinary collaboration	57.58% 19	15.15% 5	6.06% 2	21.21% 7	33	1.35
Preparation for professional practice	31.25% 10	25.00% 8	9.38% 3	34.38% 11	32	1.67

Comments (0)

PROGRAM EXPECTATIONS

Q6: What were your expectations coming into the MLA program?
And has the program met your expectations?

Many student expectations for this program have been met. However, students communicated some expectations that have not been met. The UCD MLA website describes the program as one that "balances theory and practice," "emphasizes environmental balance," and "fosters an ethic of responsibility grounded in natural systems and processes…" It is understandable that students would have expectations of mastering these topics in the UCD MLA program. However, these topics fell short of many students' expectations

The most common responses from students in regards to expectations that have *not* been met include:

- Comprehension of plants and natural systems
- Graphics instruction (both hand drawing and digital design)
- Structured project requirements and clear design guidance in Studio 1
- Hands-on/real-world experiences

Student Responses

The following are some student comments that best represent the total student responses to Question 6:

- One expectation was that the first of the three years would be a catch up year where students from different backgrounds would get the basic knowledge needed to do landscape architecture.

- I came to grad school to tune my technical abilities and learn more about plants and ecology. I wanted to know more about how everything worked together: soil science, hydrology, horticulture, ecology, civil engineering, transportation, etc.

- The program has exceeded expectations by opening up my perspective on a Landscape Architect's role and potential.

- The program seems very heavy on conceptual thinking, which I really enjoy but was not expecting.

- I expected that if the projects need to be presented digitally, there should be basic courses on how to do so.

- Graphic design is not taught and then strictly criticized in jury situations.

- My class (2nd year) didn't have a true ecology class. We also no longer have a true graphics class. And we don't have the option this year to take a drawing class. My options for classes looked good when I was researching this school. But in reality, drawing, graphics, and ecology are not even options for me to take here.

- There is little opportunity for those interested in residential design, smaller scale projects or any type of hands-on design/build.

- I was expecting more hands-on experience and projects. People learn more from doing than learning about it.

- I would like to be more informed in areas of ecology, systems thinking (as pertains to the interconnectedness of each element we design), and in plants. Without having some knowledge and experience of these prior to enrolling in this program, I can imagine that throughout the design process I would have a harder time transforming conceptual thoughts into a design move(s).

- I expected more direction from faculty in studio, but received less than what I ever received in undergrad design studios

PROGRAM RECOMMENDATIONS

Q7: What specific changes would you recommend for the UCD MLA program?

Of the total survey responses, the most common responses included:

- Increase opportunities to practice technical skills
- Improve study abroad opportunities for Landscape Architecture students
- Offer opportunities to collaborate with other disciplines, such as urban design, architecture or engineering students and professionals
- In the first year, address the spectrum between students with a design background and students without a design background
- More overlap and integration between courses

Student Responses

The following are some student comments that best represent the total student responses to Question 7:

- The vertical studios could be a nice way to focus more on quick design charrettes or projects that quickly progress through the conceptual phase to get more into design development or construction drawings.

- We need serious help with hand graphics, and digital graphics.

- There are some really upset 2nd years about Copenhagen..... You may not have meant to cause such an issue, but it really comes off the wrong way...

- Why doesn't our program have a true studio study abroad? Why does urban design? The smallest program has their own study abroad studio, but we can't figure out one for our own students?

- It is critical to offer an actual ecology course.

- There are graphic standards in the industry that we all seem to be learning on our own unfortunately, or not at all.

- I would also recommend re-evaluating the landform manipulation class. Instead of building cardboard models and drafting by hand, can we incorporate digital technology? It would benefit us to have more practice with these programs (sketchup and AutoCAD) instead of mostly novel hand-drafting skills.

- Don't concentrate so deeply on abstract concepts in first year studio.

- It would be nice to see more hands on projects that are more grounded and less conceptual. We have so many conceptual studios which are great and we will probably never have the chance to work on these types of projects but eventually we are going into the real world and it would be nice to see more realistic type projects emerge and potentially come to fruition.

- Integrate more of the coursework (landform, plants, ecology, history, research methods) into studios to emphasize practical applications.

- The program in general is very theory-heavy, and could be more technical/practical

- My recommendation is for instructors to take accountability for attending class and preparing lectures. I feel like a lot of my time was wasted and that I was disrespected.

- The program needs to begin with a focused class on graphic skills, representation, and constructs within Landscape Architecture.

- Ecology class(es) taught by an ecologist.

- The program should survey the students to find out what electives they want to be offered, so we can actually learn what we want to learn.

- There should have more inter-disciplinary involvement and collaboration throughout all programs in CAP.

- In terms of internships, could there be a way for a student to earn more than 3 credits? I think we should be taking advantage of real world practice!

- The program needs to focus on bringing students with no design background up to speed before the start of the program.

- This program needs a graphics course the first semester or during orientation! Many students with no design background felt lost and discouraged in Studio 1.

USEFUL COURSES/OPPORTUNITIES for PURSUING CAREER GOALS

Q8: What classes or opportunities offered at UCD are particularly useful in pursuing your career goals and interests? What additional classes or opportunities would help you to pursue your career goals and interests?

Of the total survey responses, the most common course requests included:

- Add an Intro to Graphics course that includes basic instruction in sketching, Photoshop, SketchUp, and presentation layout (InDesign).
- Add an advanced plants course
- Consider courses and projects involving green infrastructure, stormwater management, and environmental restoration

Existing courses that students felt were especially helpful included:

- AutoCAD (Computer Applications)
- History of Landscape Architecture
- Digital Design
- Plants in Design
- Construction & Materials
- Landform Manipulation
- Intro to GIS

Student Responses

The following are some student comments that best represent the total student responses to Question 8:

- CCCD is a great avenue to learn more about community development and master planning.

- Construction Materials and Methods will certainly help with an entry-level job search.

- Ecology was helpful in showing me new perspectives in thinking.

- Although unconventional, Tony Mazzeo's Professional Practice class provided a lecture series that really allowed students to learn about all the different things you can do with an MLA. That class made me extremely excited for my future in the field

- I think the green infrastructure exposure is beneficial as well, though it sometimes seems like our school isn't really on board and supporting it.

- A class in hydrology/soil science/urban infrastructure/sustainable stormwater design would be incredibly interesting...

- Something to do with professionalism and demeanor - public speaking = oral presentation skills to create stronger narratives, pro practice principles, running a meeting, team and group dynamics.

- Ecology or restoration, maybe courses that offer hands-on work in the field.

- NEED to offer/require a graphics class that gives exercises/ways to improve Photoshop/illustrator.other graphics. The graphics class taught by Tony focused too much on showing us what make good graphics, not HOW to make good graphics.

- I wish we were offered more representation classes, especially hand drawing. Students who have the ability to clearly and quickly sketch their ideas, as well as make beautiful hand drawings, are set apart when applying for jobs. A good drawing and graphics class is one of the major things the program is missing.

- I would love to take a class devoted to water resources.

- The classes am I most interested in are plants and design, landform manipulation and construction methods. I am interested in this because it is the practical work experiences that will add value to ourselves and future employee. I believe the department needs to focus on a way to integrate these class more to studio, where lessons learned can be applied to real world problems.

- I am more interested in technical courses where I learn new skills relevant to professional practice, such as Introduction to GIS.

COURSE EXPECTATIONS

Q9: During your time at school here, was there a class that went above-and-beyond expectation? Was there a class that did not meet your expectations? Please tell us about it...

Of the total survey responses, the most common requests or critiques for existing courses included:

- Either 1) Remove Research Methods as a required course or 2) Restructure the class dramatically
- Offer a landscape ecology class that is grounded in science and includes the study of ecological processes in the environment
- Studio 1 did not meet expectations for various reasons

Existing courses that students felt were especially enjoyable included:

- Studio 3
- History of Landscape Architecture
- Intro to GIS
- Professional Practice
- Plants in Design
- LA Computer Applications (AutoCAD)
- Digital Design (3DS Max)
- Jody's food class
- Emmanuel's graphics class
- Construction Materials & Methods

Student Responses

It seemed like there were some differences in opinion based on year of experience in school. Some students felt one class was frustrating while other students reflected back on that same instructor as being exceptional (or vice versa). The following are some student comments that best represent the total student responses to Question 9:
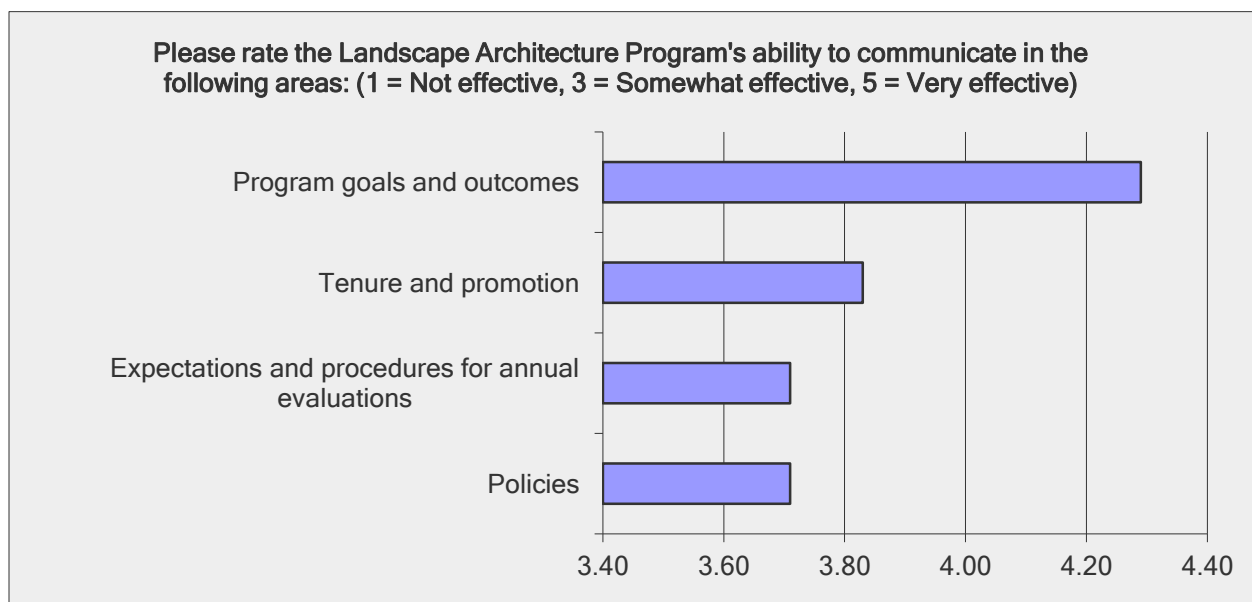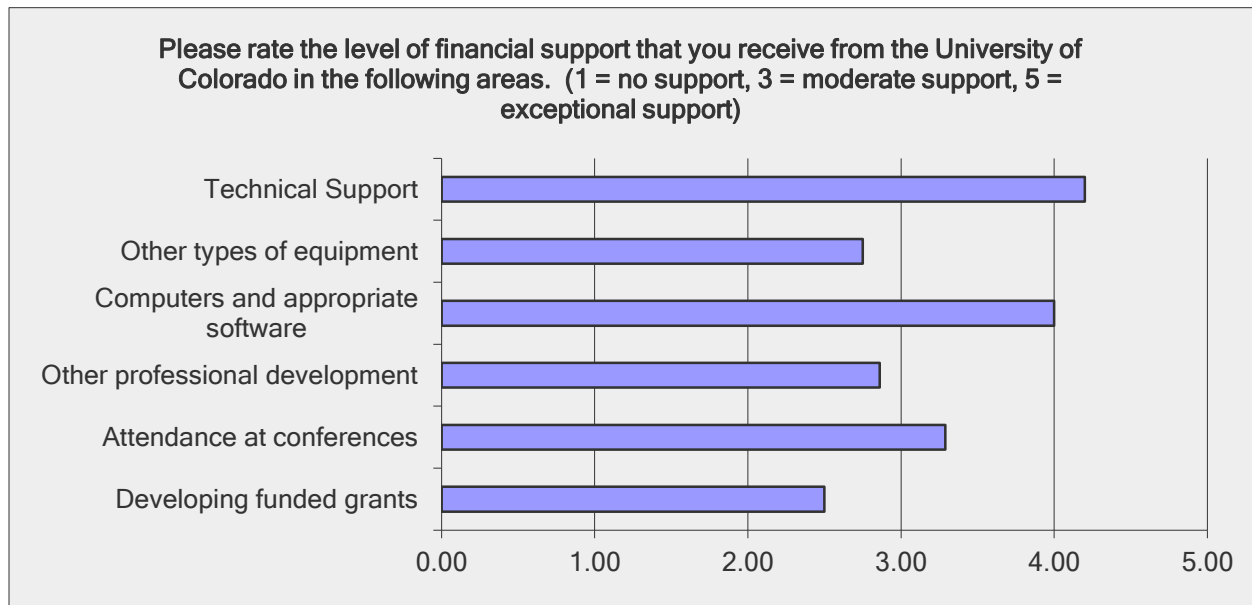
- I think Emmanuel's studio was excellent...he is a devoted teacher teaching something he believes in

- GIS is not just a software course, but a course that gave me the way to refining design ideas!

- History gave me much more insight than I thought. It's not just an exhibition, but a way of understanding.

- Tony's professional practice class went above-and-beyond my expectations. It was amazing that he was able to line-up local professionals every week to talk to us about their practice. It helped me to network. I feel that there are a few companies I could apply to now because I had a chance to meet and talk with them in that class.

- The plants class was great. It was amazing how much Lori fit into just one semester. We learned so much! (but now I want more!)

- Jody's foods class was very interesting as well as opened up ideas about different avenues outside of traditional LA.

- Joern Langhorst was wonderful in Ecology, however it was more of a landscape ethics class

- Introduction to GIS - above and beyond my expectations, Scott made things very easy to understand.

- Prior to Studio III, all I kept hearing about was how hard it is (was). And while it is incredibly demanding, this was the first studio that REALLY focused on developing our individual design process....through initial mapping and site analysis/exploration and research, transect studies, and refining all of that information into a move. While there were many deadlines and a linear nature to the semester, I feel that I gained a solid understanding of how to continue to move forward in the process even in a non-linear form. Ultimately, summarizing a cyclical process into a comprehensive 'story', with the evidence to back it up. I'm still decompressing from this fall, but I feel this has so far been the most valuable studio. Emmanuel's enthusiasm, creativity, and positivity are contagious!

- Joern's Research class was a real failure because he could care less - it seemed - and so the same for us.

- Research Methods had great potential to be an extremely useful class in helping understand ways to better research sites and designs. New precedents for comprehensive and well thought out landscape designs can be fostered in this setting. Instead the course was generally focused on writing a thesis proposal that many of us do not wish to do and very little support was given beyond that format. The course was easiest understood by those with reading and writing learning styles who can sit and listen to one voice for long periods of time. While writing is an important skill that every graduate must have, it is easiest to foster those skills in a more directed and applicable course.
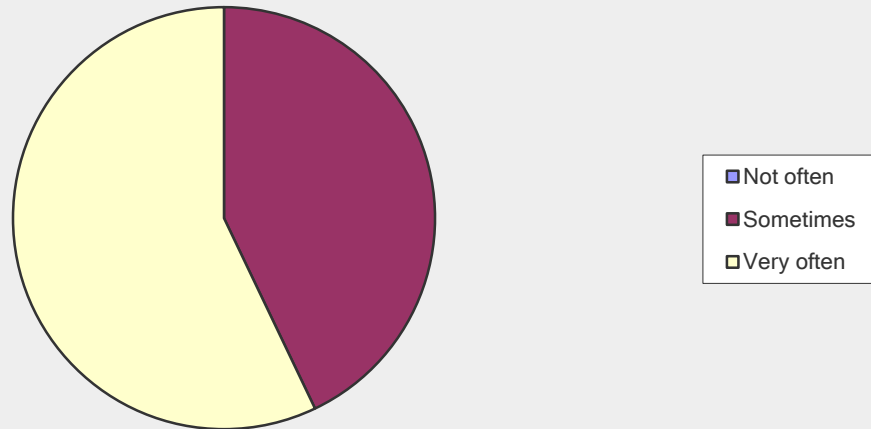
Student Responses (continued)

- Site, Society, & Environment because it was so open-ended that I felt like it was a self-taught class. I wasn't gaining any wisdom or skills from the professor or the classes. I wrote some good papers, but I didn't learn much by going to the classes.

- Site Society and Environment with Jody, I believe went above and beyond. A very wide spread amount of information and a very fair base.

- A class that did not meet my expectation was ecology. I think this program struggles with scientific type courses that could help inspire our designs.

- Graphics and ecology could have used the most improvement, good information just needed a different focus, and to take it to the next level of understanding/implementation.

- I'm not sure why I was graded on my drafting abilities in a history course when I was never exposed to drafting instruction

- Nothing went above and beyond my expectations.

- Our "Landscape Ecology" course did not meet my expectations because it was combined with a planning class at the last minute. This caused it to turn into "Environmental Management," which in my opinion had little to do with ecology.

- Studio One did not meet my expectations because it was supposed to have a graphics course embedded into it, but it clearly did not

- Studio 1 - did not meet my expectations in terms of amount of personal direction from instructors

- Ecology is a class that did not meet my expectations. It seems like this has been a course that has been in limbo for a few years and its very disheartening that the department has not be able to figure out how to appropriately address this topic. Previous ecology subjects have dealt with either really basic ecology, land use planning to ecology theory. I felt like this course was not what it was meant to be so I hope for future students that this class can be figured out.
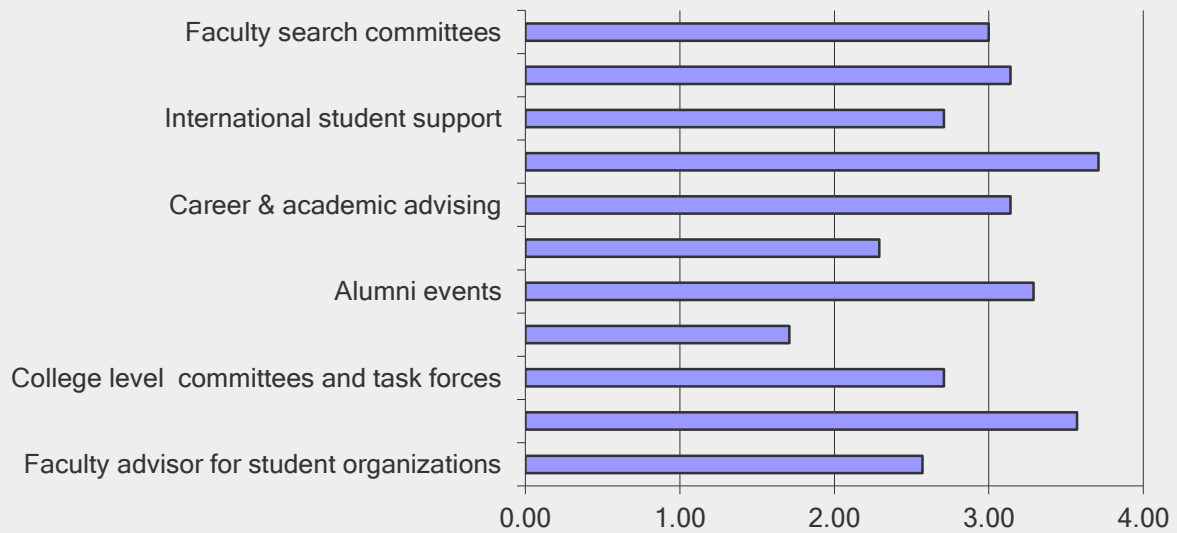
E. FACULTY SURVEY

This survey was conducted to gather information from the faculty of the Master of Landscape Architecture program. The information collected and analyzed will be used for making overall recommendations to the MLA program.

Please rate the level of financial support that you receive from the University of Colorado in the following areas. (1 = no support, 3 = moderate support, 5 = exceptional support)

Category	Rating
Technical Support	~4.15
Other types of equipment	~2.75
Computers and appropriate software	~4.00
Other professional development	~2.85
Attendance at conferences	~3.30
Developing funded grants	~2.55

Please rate the Landscape Architecture Program's ability to communicate in the following areas: (1 = Not effective, 3 = Somewhat effective, 5 = Very effective)

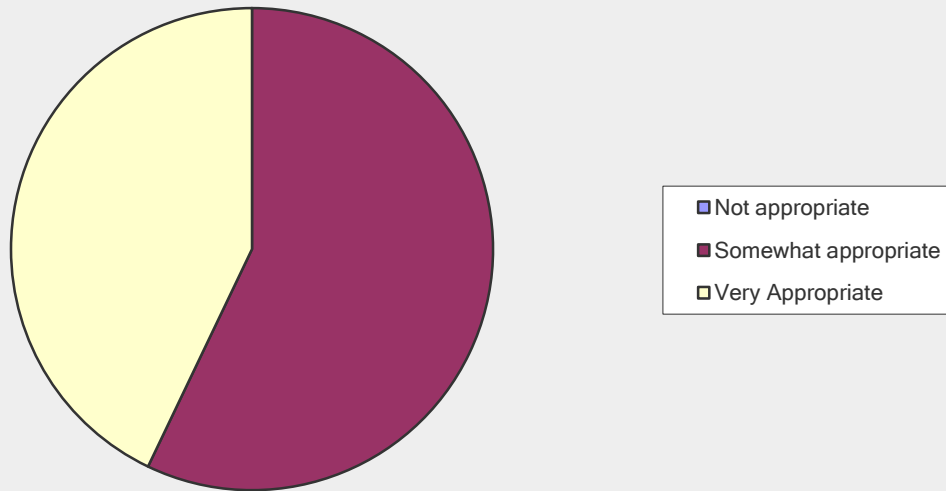| Category	Rating
Program goals and outcomes	~4.30
Tenure and promotion	~3.83
Expectations and procedures for annual evaluations	~3.71
Policies	~3.71

How often do you feel your administrative/faculty assignments allow for sufficient opportunity to pursue advancement and professional development?

- Not often
- Sometimes
- Very often

Please rate your level of involvement in the following service areas:

- Faculty search committees
- International student support
- Career & academic advising
- Alumni events
- College level committees and task forces
- Faculty advisor for student organizations

0.00   1.00   2.00   3.00   4.00

**How appropriate is the office space provided?**

Legend:
- Not appropriate
- Somewhat appropriate
- Very Appropriate

Please rate the Landscape Architecture Program in the following areas as they relate to information systems and technical support. (1 = Not effective, 3 = Somewhat effective, 5 = Very effective)
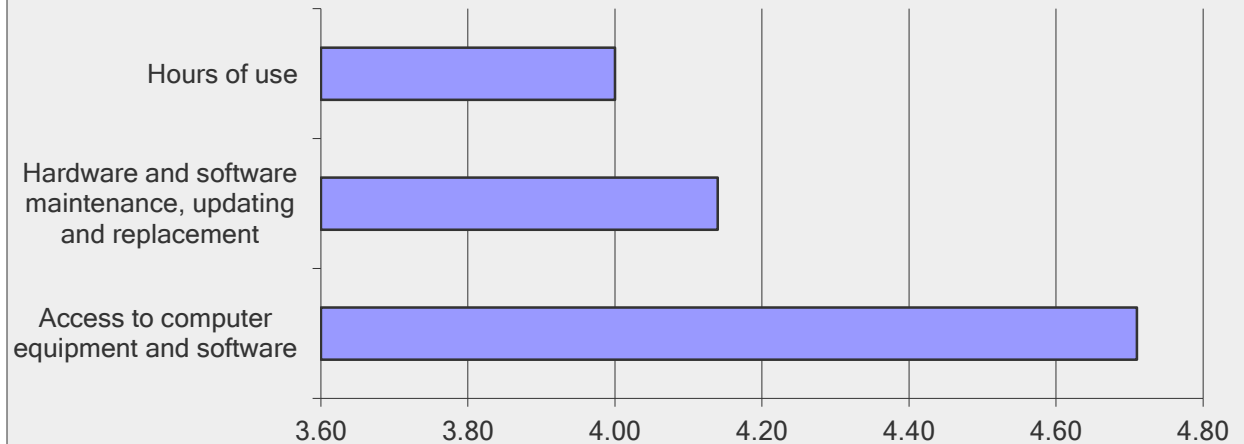
Are the library hours of operation convenient and adequate to serve the needs of faculty?

Legend:
- Not convenient
- Somewhat convenient
- Very Convenient
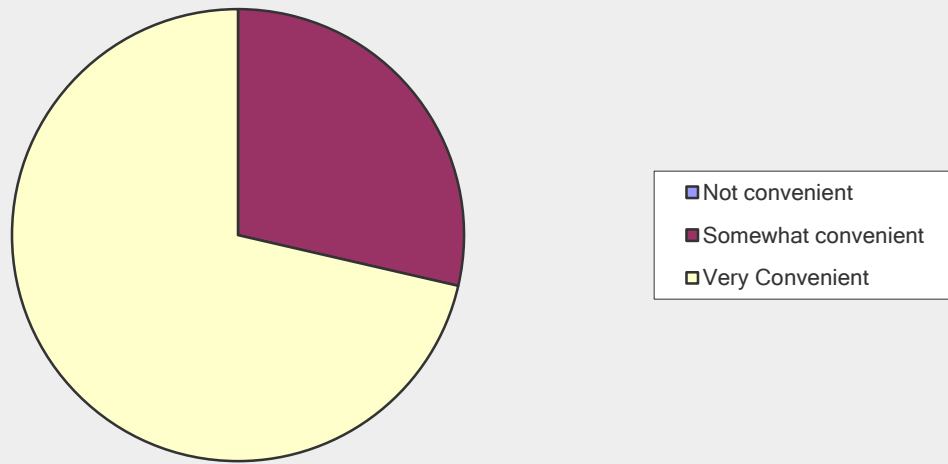
This survey was conducted to gather information from alumni of the Master of Landscape Architecture program. The information collected and analyzed will be used for making overall recommendations to the MLA program.

MLA Alumni Survey Analysis (2015)

MLA Alumni Survey Analysis (2015)

Contents

Introduction

Purpose of the Survey
This survey was conducted to gather information from the alumni of the Masters of Landscape Architecture program. The information collected and analyzed will be used for making overall recommendations to the MLA program.

Methodology

The survey was designed in SurveyMonkey™ and distributed using SalesForce. A link was created and was sent within an email invitation to all MLA alumni. The survey had a total of 23 questions. The survey utilized skip logic to only ask follow-up questions where relevant.

Response Rates
A total of 289 email invitations to complete the alumni survey were sent. 271 invitations were sent successfully. 87 alumni (32.1% of successfully sent) opened the email. Of those that opened the email, 63 (72.41%) completed the survey. **The overall response rate for the alumni survey was 21.79%.**

Response Rates		
Total sent	289	
Sent (no bounce back)	271	
Open Count	87	
Web opens	56	(64.37% of opens)
Mobile Opens	31	(35.63% of opens)
Completed surveys	63	

Results

Alumni Respondent Demographics

The majority of respondents were more recent graduates. The following table displays the frequency of respondents by graduation year. 2006 and 2008 had the highest frequency of responses.

What year did you graduate from the MLA program at UC Denver?
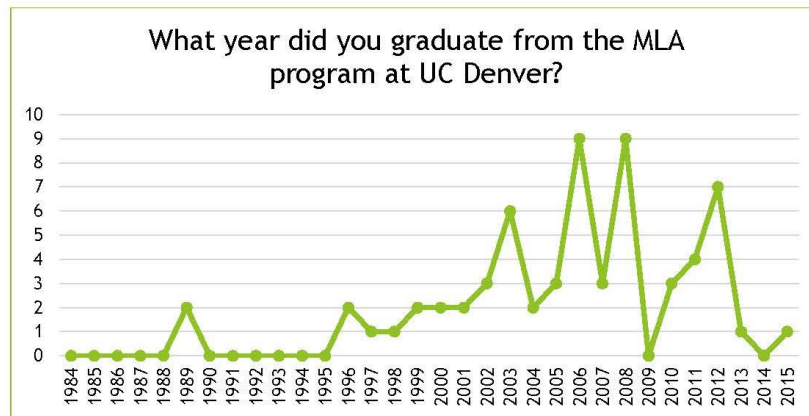
Confidence/Skill in Curriculum

Alumni were asked to report their confidence/skill level at the time of graduation in several curriculum categories established by the MLA program.

Alumni indicated that they were most confident in the following:

- Critical thinking and problem solving
- History, theory and criticism
- Research

Alumni indicated that they were least confident in the following:

- Construction administration
- Public policy and regulation
- Construction documentation

MLA ALUMNI SURVEY ANALYSIS   3

CONFIDENCE/SKILL LEVEL AT THE TIME OF CURRICULUM CATEGORIES IN OUR PROGRAM:
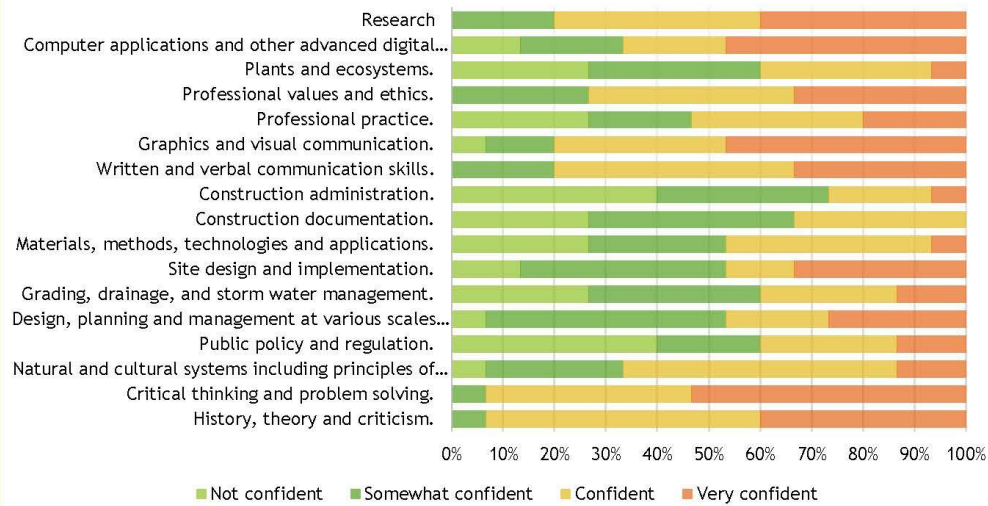
First-Professional MLA

Alumni were asked to indicate whether or not they were first-professional MLA students. First-professional students are those who do not have prior educational experience in design and are required to complete 90 credits. Students with an educational background in design are required to complete 60 credits. 75% of respondents identified themselves as first-professional MLA students.

First-professional MLA student

15, 25% — No
45, 75% — Yes
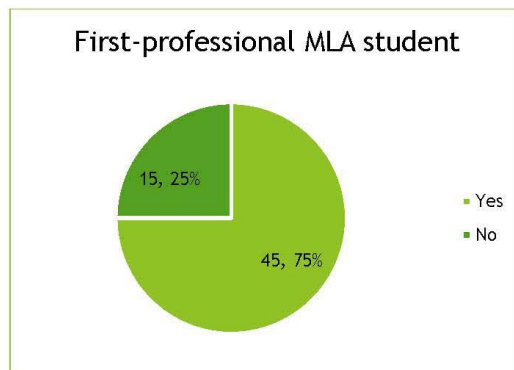
Time (Years) to Begin Program

38% of alumni began the MLA program within 3 years of completing their bachelors. 37% of alumni did not begin the MLA program until 4-7 years after completing their bachelors' degree. The majority of alumni 62% did not begin the program until several years after completing their undergraduate degree.

Years to begin the MLA program

- 0-3 years
- 4-7 years
- 8-10 years
- 10+ years

9, 15%
6, 10%
22, 37%
23, 38%
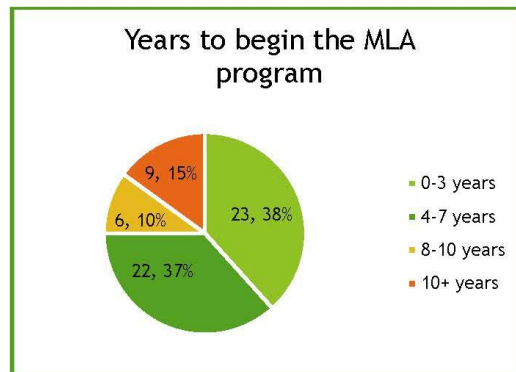
Dual Degree

Alumni were asked if they completed an additional degree while they were in the MLA program. 15% (9 respondents) indicated that they had received dual degrees.

Dual Degree Status

9, 15%
51, 85%

- Yes
- No

MLA ALUMNI SURVEY ANALYSIS   5
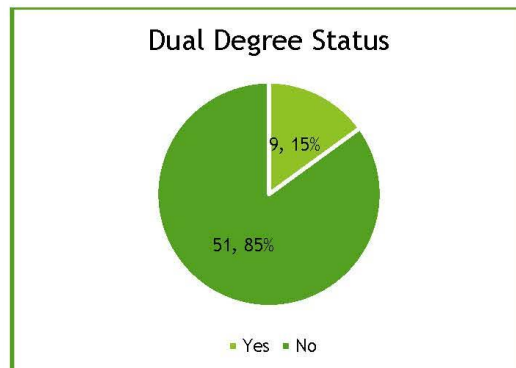
The 9 alumni that indicated that they had received a dual degree, were asked to indicate the additional degree that they received. The counts and percentages of the nine respondents are in the table below.

Dual Degrees		
Master of Urban and Regional Planning (MURP)	44.4%	4
Master of Architecture	44.4%	4
Master of Urban Design (MUD)	11.1%	1
Master of Historical Preservation (HIPR)	0.0%	0
Other (please specify)	0.0%	0

Additional Degrees Earned

Alumni were also asked to indicate if they had received any other additional degrees.

Additional Degrees		
PhD	0.0%	0
Master's degree (other than the MLA)	15.0%	9
Certificates	23.3%	14
I did not receive any additional awards or certificates.	55.0%	33
Other (please specify)	11.7%	7

23.8% of respondents have received at least 1 certificate. The certificates received are listed in the table below.

| Certificate(s) Received	
• High Performance Leadership Masters Certificate • Project Management • State Certified Teacher • Professional Wetland Scientist (PWS) • Certificate of Historical Preservation • LEED BD +C • LEED GA	• Public Policy Shenandoah University • Historic Preservation • AICP • Green Roof Accredited Professional • Irrigation Design • CDT • LEED AP BD +C

Outstanding Educational Experiences

Alumni were asked to share any outstanding educational experience or opportunity that they enjoyed and/or valued during their time in the MLA program.

• Study Abroad in Finland Summer- Studio and LA classes at UCD Being able to take ARCH studio and planning studio w guest professionals
• Lois Brink's Chicago schoolyards studio was by far the most complete and in-depth studio I ever took at CU. I think the fact that it was a real project, we had to work in groups, and we made a site visit which included getting involved with the actual students and parents of the schoolyard we were designing for made it a full and rewarding experience that I took with me post-graduation. I also really enjoyed Anne Komara's History class, however, I think it would have been much more effective if it was spread out into 2 semesters instead of crammed into 1.
• Instructor Lois Brink
• The relationships with Professors and Professionals in the industry has been beneficial and vital to my success.
• Under the tutelage of Professor Alan Berger I tremendously benefited from research that he conducted on the Mining industry. Also greatly benefited from the Learning Landscapes project with Professor Lois Brink.
• working in the Lower Ninth Ward after Hurricane Katrina
• Summer in Finland was great
• I learned so much from the program and from my classmates. I was fortunate to be surrounded by such a diverse and intelligent group of people.
• Working in real communities on real projects post Katrina NOLA
• I was the lead designer for the team that won the ULI/Hines Student Urban Design Competition. I presented my thesis research at a peer-reviewed ACSA conference.
• 1. Most of the design classes required making models which help students to pass the Grading & Drainage Section in the License Exam. UC Denver is located at a highly urbanized metro with tremendous surrounding nature resources. This is the best place to learn Landscape Architecture Profession. Of course, the UC Denver's MLA program covers full spectrum of knowledge. UC Denver MLA program has the other related supporting programs which help to build up my strong background in various project practicing.
• Learning Landscapes is one of a kind, and my involvement has continued to serve me well professionally 4 years after graduation.
• I really valued my time working on the Denver zoo project for one of my studios. I learned a lot designing at both large and small scales.
• Thesis work was rewarding and extremely helpful in my development as a researcher
• The theory of LA was very rewarding. The New American Landscape seminar co-taught by Raggonetti and Bressler was excellent. Almost all classes that I took were very high quality.
• I appreciated the amount of exposure to professional practice by having a mix of faculty that were in education like Ann Kumara and others who led studios who also were in practice like Billy Gregg.Also, I got a lot out of Lois Brink's Learning Landscapes program that continues to inform my practice in the public sector today.
• The historic preservation studio in Pennsylvania summer of 2008 was awesome!
• Travel abroad opportunity-summer class in Turkey. Landscapes of tourism.
• Studying abroad
• Working with Alan Berger. Having critics from local firms. Studios with MArch candidates
• The Mercado Studio with Lois Brink and Victor Kolouch was my first introduction to heirloom tomatoes and sustainable food production. This studio set me on a personal path of sustainable practices both personal and professionally. The design ideas pursued during this studio are being incorporated on three current projects ten years after taking the studio. It has

	taken time for clients to embrace onsite food production but this cutting edge studio has put me ahead of my competition in this respect.
•	None. The program was geared to corporate work only. Very limited.
•	Going to New Orleans and helping people with strategies to achieve their goals and visions as residents of the Lower 9th Ward after the Hurricane Katrina disaster.
•	Alan Rollinger's plant materials class

Current Employment

Alumni were asked whether or not they were currently employed in Landscape Architecture. 90% of respondents stated that they were employed in the Landscape Architecture field.

Current Employment in LA

6, 10%
54, 90%

- yes
- no
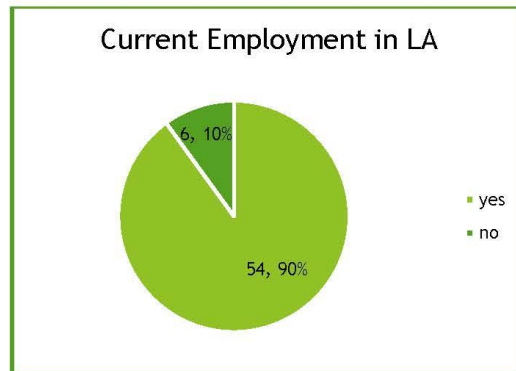
Respondents were then asked what category best represent their current employment. More than half (58%) are currently working for a private practice.

Current Employment Category

1, 2% 1, 2%
0, 0%
2, 3%
10, 17%
5, 8%
6, 10%
35, 58%

- Advanced study and research
- Academic institution/teaching
- Private practice
- Public Practice
- Landscape horticulture/design build
- Non-profit
- Volunteer
- Other (please specify)
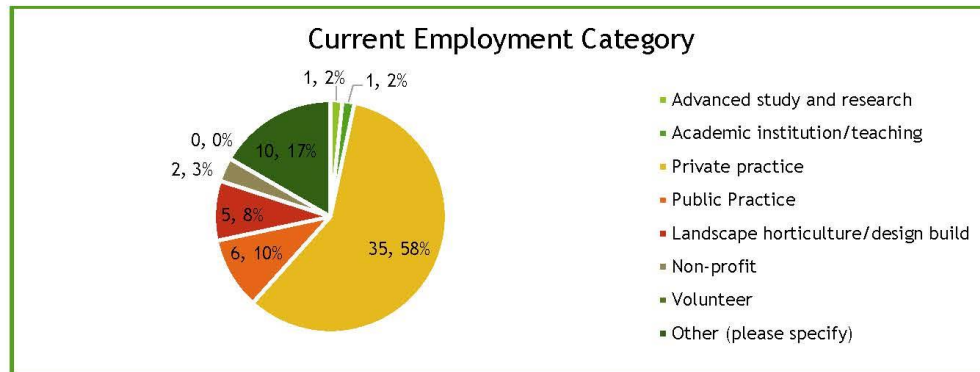
The respondents that stated that they were employed in private practice, were asked the size of their firm. More than half (54%) are employed by smaller firms (0-12 people).

Size of Current Firm

6, 17%
5, 14%
19, 54%
5, 15%

- 0-12
- 13-24
- 25-69
- 70+
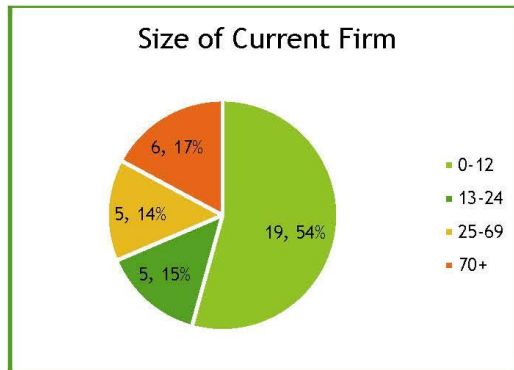
If a respondent indicated employment in public practice, they were asked which level of the government they were employed.

Government Level

1, 14%
2, 29%
4, 57%

- Federal
- State or local
- Other
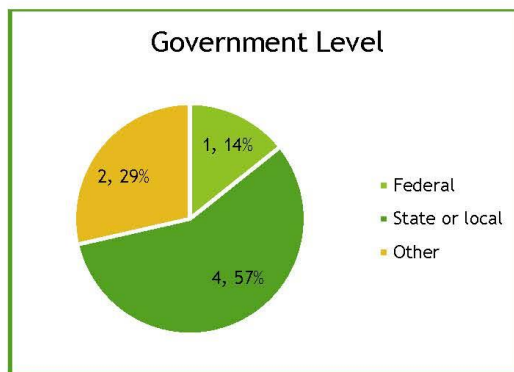
Employment

Alumni were asked how many years until they found employment in an occupation related to landscape architecture. Only 5% did not obtain employment in an occupation related to landscape architecture.

Years from MLA Completion to LA Employment

- 0-1
- 1-2
- 2-5
- 5+
- Did not attain employment in an occupation related to landscape architecture

2, 3%
3, 5%
7, 12%
48, 80%

Please indicate any positions you have held from the following list after graduation, excluding your current position: (Check all that apply.)

- Other (please specify)
- Advanced study and research
- Non-profit
- Academic institution/teaching
- Landscape horticulture/design build
- Public practice
- Volunteer
- Private practice

0 5 10 15 20 25 30 35 40 45

Licensure

States where licensure has been obtained by respondents.

State Licensure	
State	**#**
Colorado	18
California	4
Missouri	2
Wyoming	2
Illinois	1
Kansas	1
Kentucky	1
Louisiana	1
Michigan	1
Montana	1
Nebraska	1
Nevada	1
New Mexico	1
New York	1
North Carolina	1
Texas	1
Utah	1
Washington	1

States where respondents are working to obtain licensure.

State Licensure	
State	#
Colorado	9
Oregon	2
Alaska	1
Nebraska	1
New Jersey	1
New York	1
Tennessee	1
Texas	1

Event Participation
Alumni were asked to indicate their level of involvement in events.

Do you attend/participate in any of the following events?
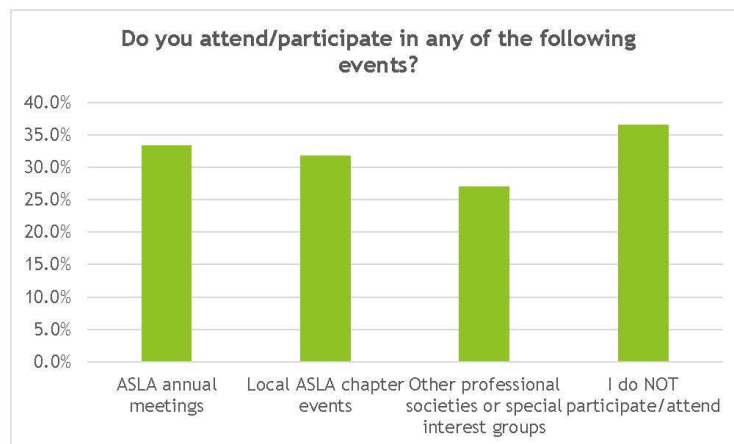
Please list any of your accomplishments, awards, and honors (specify).

- ASLA state awards
- State ASLA (2)
- I won a State award for Excellence in Trail Design for the American Lakes Trail in the CO State Forest, I was a Volunteer for Outdoor CO at the time
- nothing specific as of yet
- 2013 MAME Best of On The Boards
  2015 Pacific Coast Building Conference Gold Nugget Honoree
- ASLA Student Honor Award
- Over the past few years I've managed a variety of successful projects including health care facilities, higher education, parks, and commercial/ mixed-use development.
- ASLA Student Award
- Certificate of Merit for the Excellence in the Study of Landscape Architecture from the ASLA in 2002
- Won 2 ccasla awards while in private practice.
  Have managed projects as large as $12 million in scope and scale
- Jarvis Emerging Faculty of Distinction
  CELA Excellence in Design Studio Teaching Award
  McElwee Teaching Award
  Multiple student awards from ASLA and APA
  Advised ULI completion finalist team
- Local chapter ASLA design awards
- Some, but not important in my life.
- CCASLA chapter award, University Olmsted Scholar (LAF), Jennifer Moulton Fellowship, APA-CO chapter award, started the Emerging Planning Professionals subcommittee for APA-CO
- adf
- Great Outdoors Colorado Starburst Award, Brighton Oasis Family Aquatics Park, 2011
  Lakewood Sustainability Award, Garrison Station, Lakewood, CO, 2011

  Gold Hard Hat Award, Women's Crisis and Family Outreach Center, Douglas County, CO, 2010
  Gold Hard Hat Award, Green Valley Ranch Shared Facilities Campus, Denver, CO, 2010
  ASLA Colorado Merit Award in Design, Arista, 2009
  Plaque of Honor, Real Estate and Construction Review, Green Valley Ranch Town Center Recreation Center and
  Amphitheater, Denver, CO, 2006
  Environmental Design and Planning Class, Valedictorian, 2002
- First Place Award for I-Plants International Design Contest
- Boulder County Employee of the Month;
  on teams of a few state ASLA award projects
- FASLA
- None in LA
- Member of town planning and zoning commission-5th year on board. Asla, Csla awards for several firm projects.
- Book, lots of speaking engagements and lectures all over the world, grassroots green roof organization founder.
- Nat'l Fed of Garden Clubs Award
  Woman of the Year Award
  President of local business women's group
  President of County Parks Commission
  Debt-free and ready to retire
- "20ft Wide Alley" in Austin, Texas. Featured on the cover of ULI magazine, and gained national recognition for Tactical Urbanism.

Please indicate which of the following you have participated in with CU Denver's College of Architecture & Planning (CAP).

Would you recommend the CU Denver Master Landscape Architecture Program to others?
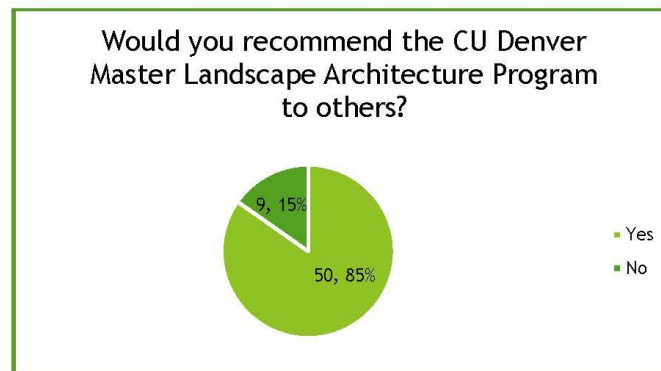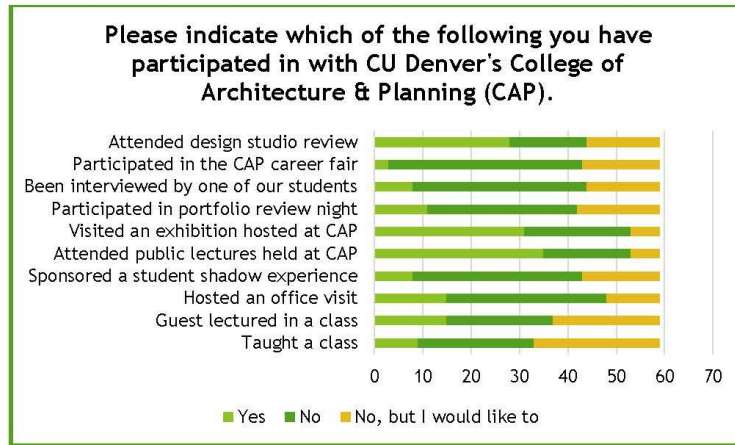
G. PROFESSIONAL INPUT SESSION AGENDA AND SURVEY RESULTS

MLA Professional Input Session #2
Thursday, 9 April 2015   4:00 p.m. – 6:30 p.m.

Room 2300J *(CAP 2nd Floor Conference Room) 1250 14th Street, Denver, CO 80204*
Axel Bishop, Ariel Gelman, Scott Jordan, Lynn Moore, Jerry Shapins

AGENDA

4:00   Introductions and overview of program (Ann Komara, Department Chair)

4:20   Building tour with MLA faculty and students
Faculty: Ann Komara, Lori Catalano, Jody Beck, Joern Langhorst, Emmanuel Didier, Scott Carman
Students: Lisa Hanano, Molly Somes, Nick Patin

5:00   Reconvene at conference room for discussion

6:15   Wrap-up
_____

Discussion: *Big ideas*   *Critical issues*   *Meaningful change*

Mission and professional direction
Our mission: "Creating health, well-being and environmental resilience through design in the public realm."

- What are the critical issues for the profession?
- How do you see the profession changing to address these?

Student skills
- What do students and professionals need to know, and to know how to do?
        - Consider both entry level, and a more advanced professional

Curriculum and program delivery
- How important are "hands on " experiences"?
        Design Build? Community engagement?   International programs?

- We are exploring an "immersion semester" where all the courses are bundled in order to make new learning situations possible.   If you could imagine an ideal series of classes attached to this, what would those be?

Research
- We are a "Research 1" institution. What research can we perform that would be useful to your work?
        o   LAF performance; POE; Others?

Message and mission (revisit and reflect)
- Do we need to change some of the things we are doing?
- What might we change about the way we communicate our message?

MLA Professional Input Session
Survey Results

Introduction

The survey was conducted in April 2015 as a follow-up to three "Professional Input Sessions" held at the College of Architecture and Planning, each session attended by a different group of local landscape architecture professionals. The survey was created using SurveyMonkey™. 12 out of 22 total participants in the Input Sessions responded, resulting in a 54% response rate. The response data was exported into Microsoft Excel 2013 for analysis. The survey was composed of three core components:

1) Professional & firm demographics
2) Relationship to CU Denver Landscape & Architecture program
3) Core competencies for today's professional climate

1. Professional & Firm Demographics

Alumnus

Are you an alumnus/alumna of the Univ. of Colorado Denver Master of Landscape Architecture Program?

Yes 33%
No 67%

1

Years of Practice

How many years have you been practicing?
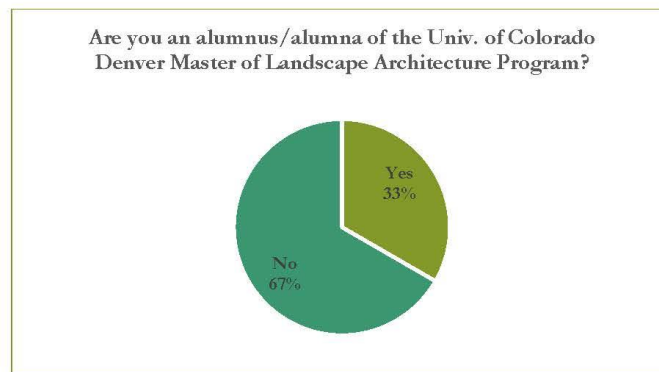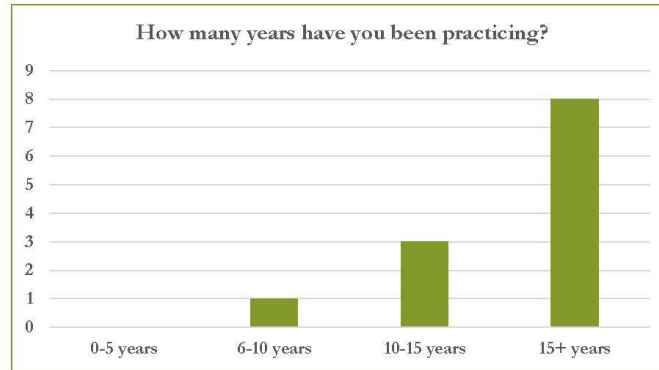
Degrees Obtained

Professionals were asked to indicate the degrees that they had obtained. 4 out of the 5 who responded "other bachelors" included the specific degree. 1 out of the 2 who responded "other masters" included the specific degree. The detailed responses are listed in the table below.

Please indicate which of the following degrees you have obtained.

	Bachelors	Masters
Lanscape Architecture	3	8
Other	5	2

Other Bachelors	Other Masters
Design Architecture	Architecture
Political Science	
Engineering	
Classical Studies	

2
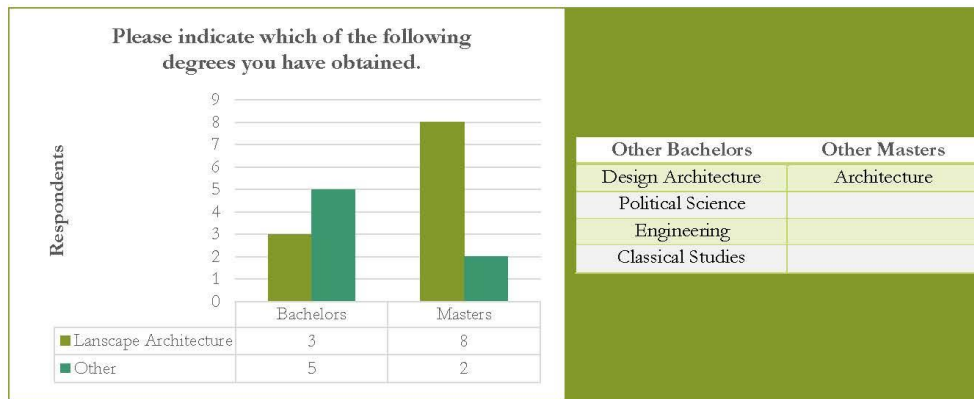
Landscape Architecture Licensure
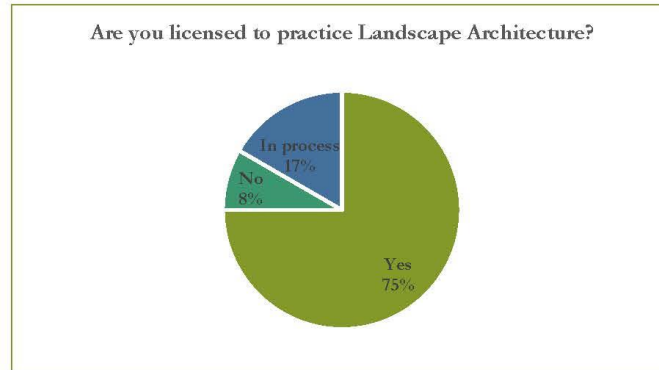
If a respondent indicated that they were licensed to practice Landscape Architecture, they were also asked to indicate the states where they were licensed. Licenses held currently include 22 states.

State	# of Licenses
Arizona	2
Colorado	8
Delaware	1
Florida	2
Idaho	1
Indiana	1
Kansas	1
Louisiana	1
Maryland	1
Michigan	1
Montana	1
Nebraska	1
Nevada	1
New Jersey	1
New Mexico	1
North Dakota	1
Ohio	1
Pennsylvania	1
Texas	1
Virginia	1
Washington	1
Wyoming	1

3
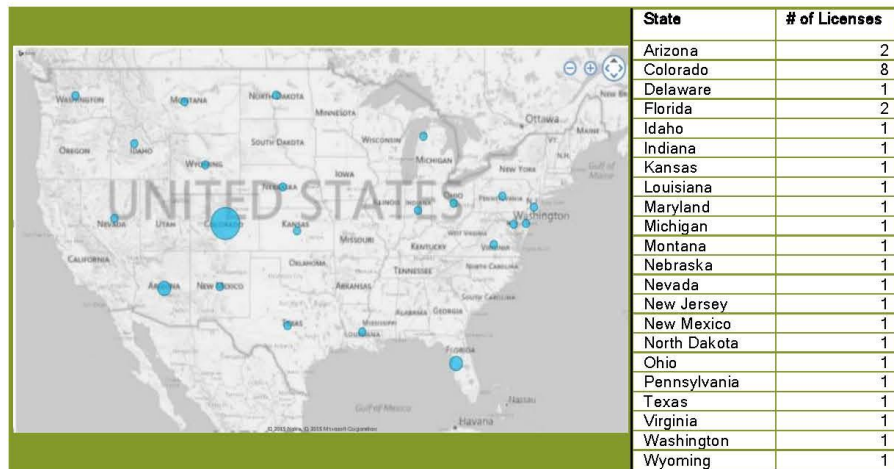
Firm Size
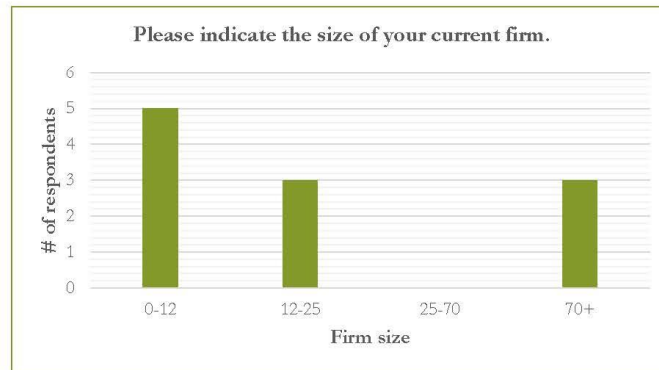
Firm's Primary Focus

4
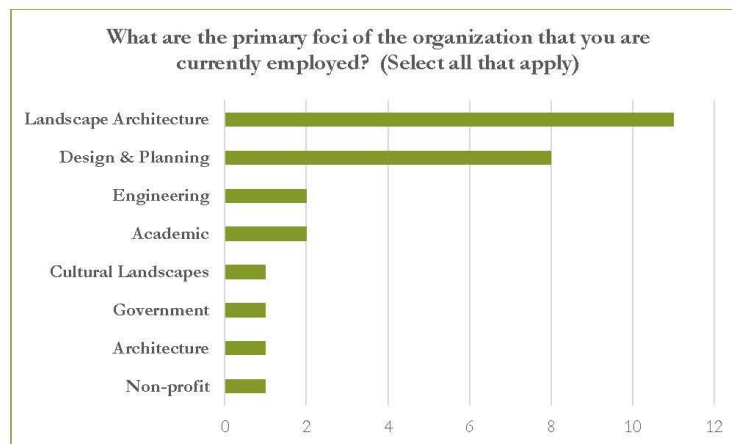
2. Involvement with University of Colorado Denver

Many of the respondents who selected "no", indicated that they would like to be invited to participate in the following events.

Indicate which of the following that you have participated in with the CU Denver's College of Architecture & Planning (CAP)

Category	No	Yes
Attended design studio	2	10
Participated in the CAP Career Fair	3	9
Hired/employed a CU Denver LA intern	1	11
Been interviewed by one of our students	1	8
Participated in portfolio review night	1	7
Visited an exhibition hosted at CAP	0	11
Attended public lectures held at CAP	0	10
Sponsored a student shadow experience	4	5
Hosted an office visit	4	7
Guest lectured in a class	0	10
Taught a class	3	6

When a respondent indicated that they had participated in a design studio review, they were additionally asked what level studio. Many respondents had attended multiple levels. 10 out 12 respondents indicated they had participated in design studio reviews.

Level of Studio Review	# participants
1st year (beginner)	8
2nd year (intermediate)	9
3rd year (advanced/vertical)	8

5

Familiarity with ROOT

Are you familiar with ROOT (our student journal)?

No
17%

Yes
83%
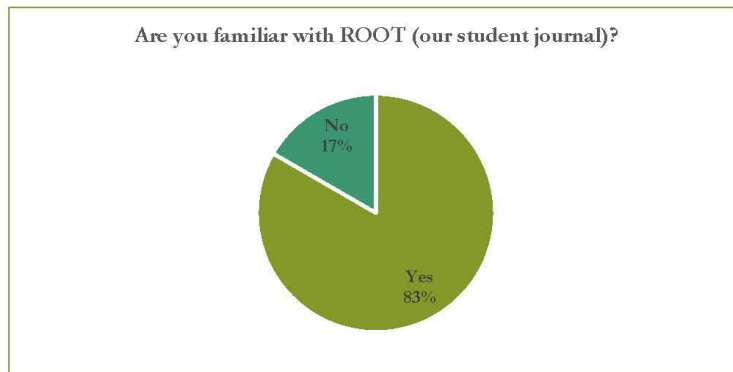
3. Core Competencies for Today's Professional Climate

Respondents were asked to identify what they believe to be the core competencies for an entry level position in today's professional climate. Their open-ended responses are included below. Design skills had the highest number of text occurrences (4), followed by communication and critical thinking.

- Strong design skills. Open-minded, able to understand the intricacies of the profession and be willing to invest time learning and acquiring experience
- Proficiency in standard programs, hand drawing, plant knowledge
- Balance of thinking and making skills
- For a job in the corporate world an intern needs to know how to draw. For a job in government one needs to be able to read code, read drawings, interpret code and write arguments. Understanding process, policy & politics helps, too. In the not-for-profit world writing skills are essential. Cross-disciplinary experience improves one's decision-making skills and expands one's frame of reference.
- AutoCAD, Word, Excel, PowerPoint. Sketch-up, Photoshop, landform / grading, drainage, Colorado plants, soils, site and landscape design, communication, irrigation, how to cost estimate, basic urban/suburban design, architectural form, pedestrian paving
- Strategic approach to project planning and design. Implementation of design concepts (hand graphics and digital skills). Ability collaborate with other professionals Willingness to learn new and evolving planning and design methodologies and technologies CLARB Certified/Licensure
- Depends on the position. But generally, conceptual design skills, digital design capabilities, verbal and writing skills, sensitivity to and knowledge of sustainability issues, experience working in teams.
- Critical thinking

6

H. COLLEGE OF ARCHITECTURE AND PLANNING BYLAWS

COLLEGE OF ARCHITECTURE AND PLANNING

UNIVERSITY OF COLORADO DENVER

BYLAWS

OVERVIEW OF THE COLLEGE AND THE BYLAWS

Preamble: Shared Governance
Amending the Bylaws
History of the College
College of Architecture and Planning Mission Statement

ARTICLE I: COLLEGE ORGANIZATION

College Administrative Officers
        Dean
        Associate and/or Assistant Deans
        Department Chairs
        Associate Chairs
        Program, Administrative, and Research Center Directors

College Committees, Subcommittees and Task Forces
        Executive Committee
        College Governance Committee
        Potential Areas of Focus for Subcommittees/ Task Forces
                Academic Affairs Subcommittee
                        Courses, Curricula and Programs
                        Interdisciplinary Activity
                        College Role and Mission, and Strategic Goals and Objectives
                        Academic Policy and Academic Ethics
                        Student Misconduct and Grievances
                Diversity and Inclusion Subcommittee
                Faculty Affairs Subcommittee
                        Personnel Issues
                        Faculty Grievances
                        Changes to the Bylaws
                College Budget Subcommittee
                        Budget Planning
                        Budget Prioritization
                        Budget Coordination
                College Resources Subcommittee
                        Information Technology
                        Lectures / Exhibits/ Events
                        Facilities

ARTICLE II: FACULTY APPOINTMENTS, RANKS, RESPONSIBILITIES, PROMOTION, TENURE, AND POST-TENURE REVIEW

The College Faculty
        Regular Faculty
        Voting Membership
        Faculty Emeritus

April 28, 2015

Other Faculty
    Clinical Faculty
    Adjunct/ Adjoint Faculty
    Other Part-Time Faculty

College Faculty Privileges and Responsibilities
    Graduate Faculty
    Ph.D. Faculty
    Additional Pay for Consulting Work ("One-Sixth Rule")
    Office Hours
    Sabbatical

College of Architecture and Planning Faculty Meetings

Faculty Retention, Tenure, and Promotion
    Review Levels
        Primary Unit
        First-Level Review
        Second-Level Review
        Third-Level Review
    Review Committee
    Candidate's Prerogatives

Post-Tenure Review
    Post-Tenure Review Process

Annual Evaluation of Faculty Performance
    Electronic Faculty Report of Professional Activities (eFRPA)

Faculty Grievances

ARTICLE III: RESEARCH/ CONTRACTS AND GRANTS / EXTERNAL FUNDING

Sponsored Research/ Sponsored Projects

Principal Investigators and Co-Investigators

Travel for Faculty Development, Research and Grants

Research Duties and Travel during the Semester

Course Buyout

Effort on Sponsored Projects

Differentiated Workloads

Facilities and Administrative Costs Recovery Policy

Research and Academic Integrity

Related Links

ARTICLE IV: COLLEGE POLICIES, PROCEDURES AND GUIDELINES

APPENDIX A: COLLEGE GOVERNANCE COMMITTEE AND EXECUTIVE COMMITTEE DIAGRAM

April 28, 2015

APPENDIX B: POLICIES OF THE COLLEGE OF ARCHITECTURE AND PLANNING

Policy Links
    University of Colorado Denver and University of Colorado Regents Policies
    College of Architecture and Planning Policies and Forms
    College of Architecture and Planning Resource Guide for Faculty and Staff
    University of Colorado Denver Graduate School

College Resources

Teaching and Classroom
    Syllabi
    Faculty Course Questionnaires (FCQs)
    Grades/ Incompletes
    Student Grade Appeals
    Students' Academic Standing, Academic Probation, and Academic Suspension
    Student Honor Code
    Field Trips and Off-Campus Activities
    Student Rights to Educational Privacy (FERPA)
    Retention of Student Work
    Teaching Assistant Policy

Problem Behavior
    Sexual Harassment
    Discrimination
    Conflict Resolution

April 28, 2015

OVERVIEW OF THE COLLEGE AND THE BYLAWS

Preamble: Shared Governance

These bylaws shall govern the organization and procedures of the College of Architecture and Planning at the University of Colorado Denver.

The College of Architecture and Planning is an administrative academic unit that values and endorses the principles of shared governance. These bylaws are designed to enable the faculty and administration to work together to achieve the College's goals and collaborate on major decisions affecting its welfare. The bylaws describe the privileges and responsibilities of faculty in relationship to the College administration and University governing bodies. The voting faculty of the College of Architecture and Planning has the responsibility and authority to develop the faculty governance structure within the College. By adoption and periodic review of these bylaws, and through the exercise of the decision-making responsibilities recognized herein, the faculty evidences its commitment to maximum feasible participation in the administrative affairs of the College of Architecture and Planning.

The College's three departments—Architecture, Landscape Architecture, and Planning and Design—have principal responsibility and authority for originating academic policy delegated to them by the Laws of the Regents of the University of Colorado. Each department must have a set of written bylaws and procedures regulating department decisions on curriculum, degree programs and requirements, and the hiring of new personnel. Such bylaws and procedures should be consistent with the spirit of faculty participation in department governance as well as with general College and University policies.

Amending the Bylaws

Notice of any proposed change or amendment to the College's bylaws shall be circulated at least seven days before presentation to a regular or special meeting of the voting faculty, where changes must be discussed before a vote is taken. Changes and amendments to the bylaws must be approved by a majority vote by a quorum of the voting faculty of the College. Any changes to the bylaws must also be approved by the Dean, the University Legal Counsel, and the Chancellor. No part of these bylaws is to be construed as contravening, supplanting, or otherwise negating any provision of the Laws of the Regents. The bylaws cannot be suspended.

These bylaws were approved by the College of Architecture and Planning voting faculty on May 8, 2015.

History of the College

The College of Architecture and Planning at the University of Colorado Denver is an administrative academic unit formed in accordance with Article 4 of the 1990 Laws of the Regents. The College was formed on July 1, 1992 by uniting the University of Colorado Denver's School of Architecture and Planning and the University of Colorado at Boulder's College of Environmental Design. The two-campus system operated until July 1, 2012 when the Regents voted to centralize the College of Architecture and Planning on the Denver campus. In July 2012, the Regents approved the creation of a Bachelor of Science in Architecture degree.

College of Architecture and Planning Mission Statement

The College of Architecture and Planning at the University of Colorado Denver is the only college in Colorado offering comprehensive programs in the design and planning of the built environment, from undergraduate through accredited professional master's degrees to the doctorate. We cover architecture, landscape architecture, urban and regional planning, urban design, and historic preservation. We align

our programs with our special opportunities in Denver, and with our view of what our students will need to flourish in their fields in the next few decades.

Three powerful themes are woven into the programs and activities of the College:

Enduring Places brings together the perspectives of sustainability and historic preservation, exploring how to embrace existing buildings and public spaces and to create new ones that will thrive and evolve over time. Adaptively re-using our building stock, rather than tearing down and building afresh, uses resources more efficiently. Drawing from the past to inform the future and basing our building designs on deeper traditions and principles of sustainable design and planning, recognizes and protects our cultural heritage while creating more memorable, lasting places.

Emerging Practices explores new modes of professional practice. The design and construction industries are now global, and subject to global social and economic trends. New technologies used in construction, design and visualization are transforming our modes of work. The old business models for professional practice too often left designers out of key decisions that shaped the environment. We are exploring how the next generation of designers and planners can flourish in a globalized context.

Engaged Communities addresses the increasing desire of communities to take an active role in creating satisfying and socially just places. Students learn how to initiate and manage public processes, as well as to extend participation to those whose voices are not always heard. Project-based learning, in classroom and studio, as well as through the clinical practice model of our Centers, prepares our students to become leaders in a world increasingly open to democratic planning and design among diverse stakeholders. This experiential service learning in a public university directly serves the needs of the state and region.

ARTICLE I: COLLEGE ORGANIZATION

1. College Administrative Officers

a. Dean

The College of Architecture and Planning is under the supervision and administration of the dean of the College of Architecture and Planning. The dean is typically appointed on the nomination of faculty and reports to the Provost/vice chancellor for academic affairs at the University of Colorado Denver. The dean is the principal administrative officer for the College, and the presiding officer for all meetings of the College faculty. The duties and responsibilities of the dean are those established by Article 4 of the Laws of the Regents (https://www.cu.edu/regents/laws-and-policies/regent-laws/article-4-organization-academic-units) (Part A.2):

> "Each dean shall be responsible for matters at the college or school level including but not limited to enforcement of admission requirements; the efficiency of departments and other divisions within the college or school; budgetary planning and allocation of funds; faculty assignments and workloads recommendations on personnel actions; curriculum planning; academic advising; accountability and reporting."

b. Associate and/or Assistant Deans

The dean may appoint one or more associate and/or assistant deans to assist the dean in the operation and administration of the College. The dean's office will be responsible for assignment, supervision, and evaluation of this work per campus policy.

c. Department Chairs

The departments of the College of Architecture and Planning are under the supervision and administration of the respective chairs of Architecture, Planning and Design, and Landscape Architecture. Chairs are recommended to the dean of the College of Architecture and Planning, who appoints the Chair, subject to approval by the Chancellor. The duties and responsibilities of department chairs are established by Appendix B of the Laws of the Regents (https://www.cu.edu/regents/appendix-b-roles-and-responsibilities-department-chairs):

> "The chair has the responsibility for providing leadership toward the achievement of the highest possible level of excellence in the teaching, research, and service activities of the department. The chair is expected to articulate the goals of the department, both within and without the department, to articulate the department's actions or requests in pursuit of these aims, and to maintain a climate that is hospitable to creativity and innovation. The chair has the responsibility to inform the department of the stances and actions of the dean and other administrators that might affect the department."

The chair is the principal administrative officer for the department, and the presiding officer for all departmental meetings of the departmental faculty.

On budgetary and fiscal matters the chair consults with departmental faculty to outline fiscal strategies and goals. The chair then consults with the dean and other College fiscal administrative officers to implement these strategies within the budgetary context of the College.

d. Associate Chairs

Department chairs (with input from departmental faculty) may appoint an associate chair to assist with the operation and administration of the department, depending upon the availability of

departmental resources. All associate chair appointments must be approved by the dean as the hiring authority for the College.

e. Program, Administrative, and Research Center Directors

Degree programs and research centers are college-wide organizations that can utilize the title of director to supervise and carry out the necessary administrative tasks for their organization. Directors report to the dean or a supervisor designated by the dean. Appointment of directors shall be done through a transparent search process based on criteria established by the dean in consultation with faculty and/or research center staff.

2. College Committees, Subcommittees and Task Forces

In keeping with the College's vision of shared governance, there are two primary College-level committees. These committees are a crucial part of the College's administration and play a key role in identifying issues, as well as exploring potential options, for the faculty and administration. The two committees are given their charge by the dean, associate deans, department chairs, or faculty. Committees or task forces are required to report periodically to these stakeholders for feedback and direction. They cannot enact policies independently. See Appendix A for the structure and relationship of these two committees.

a. Executive Committee

The Executive Committee is a non-voting administrative body that is advisory to the dean. Its role is to discuss budget considerations, policies, staffing and other issues facing the administration of the College. This body meets periodically as determined by the dean or dean's office both to undertake long-range strategic planning and address pressing short-term issues facing the College. Generally, the members of this committee are the dean, associate/ assistant deans, department chairs, associate chairs, and directors. Various other representatives of the College may be requested to attend if circumstances and subjects warrant their attendance.

b. College Governance Committee

The College Governance Committee addresses faculty and curricular issues within the College. The Executive Committee is advisory to the dean; the College Governance Committee works on behalf of the College faculty. Upon consultation with the College faculty, department chairs, and dean's office, the committee will form and manage subcommittees and task forces to develop strategies, policies, and actions directly related to the faculty, students, and curricular issues of the College.

The central managing group of the College Governance Committee is a standing body whose role is to outline issues the committee needs to address, and manage task force and subcommittee formulation by approaching the College faculty with calls for participation. Task forces and subcommittees are formed with specific charges and schedules outlined at the time the call is made to the College faculty by this managing body. These calls for participation will be relayed to the faculty by the chair of the committee, who will also consult departmental chairs to ensure that service loads for faculty are both acknowledged and equitable.

The College Governance Committee will be comprised of one representative from each department who are elected by their respective departmental faculty. All committee appointments will begin in September, and terms will expire in August. Faculty members elected to the membership of this committee will serve three-year staggered terms, and may succeed themselves for one additional term if elected to do so. Student representatives will serve one-year non-renewable terms. The initial order for staggering membership terms will be determined and maintained by the committee chair. After the initial order and membership of the committee is

established, the staggered terms will be maintained by a faculty process of annual nomination and election under the supervision of the committee chair. The committee chair will be named by the standing members of the College Governance Committee.

The chair's primary responsibility is to convene meetings of the College Governance Committee at least once each month; to ensure that minutes are taken of its meetings; to circulate the record of all meetings to the faculty, the department chairs, and the dean; and to formally report on the committee's work, actions, and outcomes at College faculty meetings.

The College Governance Committee meetings shall be open meetings, and notice of their time, place and agenda shall be circulated to the faculty, department chairs, dean, associate/ assistant dean(s) and the staff. This committee may declare certain items on the agenda of any meeting to be items to be dealt with in executive session.

As needed, the standing members of the College Governance Committee will call for task forces or subcommittees to address identified issues. Task forces will be used to address shorter-term issues lasting one to two semesters, while subcommittees will be formed to address longer-term agendas of an academic year or more. At the beginning of each academic year the College Governance Committee will review both the charges and progress of each subcommittee and assign appropriate task forces as necessary. All subcommittees and task forces will report progress to the standing members of the committee at least once a semester, but ideally more. The chair of the College Governance Committee will then report to the College faculty a summary of the progress of all the subcommittees and task forces.

c. Potential Areas of Focus for Subcommittees/ Task Forces

    i. Academic Affairs Subcommittee

        Courses, Curricula and Programs: reviews all course, curriculum, certificate, and program proposals originating in any of the three departments to ensure that new offerings are consistent with the College's academic role, mission and strategic objectives; that duplication with existing course offerings by the College's other departments is mitigated; and that competition for resources on the basis of course/program duplication is avoided. The responsibility for defining the content of all courses, and for the development of academic curricula and programs, vests in the faculties of the individual departments. The committee will also review and make recommendations for the approval of College-sponsored course or program offerings that do not originate in one of the three departments to ensure that these are consistent with the College's academic mission and goals.

        Interdisciplinary Activity: explores opportunities for and resolves challenges regarding interdisciplinary courses, projects, faculty research, and extra-curricular student activities.

        College Role and Mission, and Strategic Goals and Objectives: reviews proposals for changes to the academic role and mission statements for the College, as well as changes to its academic goals and strategic objectives, and advises the departments, the College faculty and the dean on the appropriateness of these proposals for shifts and/or changes in the academic direction of the College and its programs.

        Academic Policy and Academic Ethics: in consultation with the faculty and the departments, originates revisions to the College's policies and procedures relating to academic and scholastic standards and academic ethics that affect two or more of the College's departments.

        Student Misconduct and Grievances: hears and adjudicates student appeals of decisions made by the departments in cases involving student grades, academic dishonesty, and

other violations of honor codes or codes of conduct governing the behavior of students established by the College, the Denver campus, or the University. Examples of actions that would trigger a committee review include: student appeals of academic dishonesty; complicity with academic dishonesty; plagiarism; cheating; fabrication and falsification; submission of the same papers more than once or for different classes; misuse of academic materials; any conduct, both on and off campus, that interferes with the student's ability to perform his/her classroom, laboratory, or professional duties or reflects poorly on the University; and violation of any University of Colorado, Denver Campus, College of Architecture and Planning, or, in the case of graduate students, Graduate School policy. If a review is undertaken regarding a student, the standard campus procedures and regulations governing such reviews would apply.

ii. Diversity and Inclusion Subcommittee

Works with faculty, staff and students to ensure that the College is an inclusive environment in which individuals of all racial/ ethnic backgrounds, ages, abilities, gender identities and sexual orientations, and religions are respected and welcomed; explores opportunities for increasing the diversity of the College, fostering an inclusive environment, and resolving challenges through outreach, educational activities, events, discussions, extra-curricular student activities, and the like.

iii. Faculty Affairs Subcommittee

Personnel Issues: consults with and advises the College faculty, departments and the dean on issues relating to appointment, reappointment, promotion and tenure where these issues are not the sole concern of departments; develops acceptable College-wide policies relating to faculty expectations, faculty performance, faculty workloads, faculty rewards and other opportunities for faculty development; advises the departments and the dean on the selection of recipients for faculty honors, awards and other recognitions; and represents the interests of the faculty to the dean in all matters relating to establishing uniform and equitable expectations for faculty performance between and among the departments.

Faculty Grievances: hears and makes recommendations to the dean regarding faculty appeals of decisions made by the department in cases involving annual performance evaluations, the provisions of professional plans and/or professional improvement agreements, inequities in teaching and service assignments established by the department, and such other grievances as are established by campus and University policy and the Laws of the Regents (Article 5.3.C). The dean remains the final level of decision regarding appeals of faculty grievances.

Changes to the Bylaws: when requested to do so by College faculty, the departments and/or the dean, initiates the process of proposing amendments and changes to the bylaws of the College for adoption by the faculty, and concurrence by the dean and the chancellor.

iv. College Budget Subcommittee

Budget Planning: serves as the consultative body on long-term academic budget planning and advises the College faculty, the departments and the dean on matters associated with the College's budget as these affect the College's administrative, instructional and discretionary budgets in accordance with the processes, procedures and principles established by the campus budget priorities committee in consultation with the chancellor and vice-chancellors.

Budget Prioritization: participates in the annual budget-setting process of the College, and makes recommendations in this process regarding how College resources can most effectively accomplish the academic mission of the College.

Budget Coordination: consults with the departments and other College committees to review, evaluate, and jointly recommend priorities to the College faculty, the departments and the dean, on such matters as allocation/reallocation of faculty and other new or vacant personnel positions, allocation/reallocation of space under the College's control, and the allocation/reallocation of any specialized compensation pools for merit-based, structural, market, unit-based and/or equity adjustments to faculty salaries mandated by campus and/or university policies.

v. College Resources Subcommittee

Information Technology: serves as the consultative body on long-term academic and technology infrastructural planning and advises the College faculty, the departments, and the dean on matters associated with the College's utilization of all types of technology from online instruction to basic word processing software as these affect the College's administrative, instructional and discretionary budgets as well as its mission for reaching and maintaining prominence in the areas of teaching, research, and service.

Lectures /Exhibits/ Events: manages the College lecture and exhibit series, and makes recommendations regarding how the College uses these events to most effectively accomplish its mission. The members of this body set the lecture schedule, coordinate exhibits, invite speakers, coordinate marketing of the events, maintain a budget, and coordinate all activities with College staff and administration.

Facilities: consults with the departments and other College committees to review, evaluate, and jointly recommend priorities to the College faculty, the departments and the dean, on such matters as the most effective allocation/reallocation of instructional and administrative space within the College. This committee will also advise the dean and coordinate any renovations of space within the College in terms of faculty, student, or administrative needs and budgetary implications. When necessary, this body will interface with other colleges or administrative units to coordinate the College's needs with those of other educational units across the campus.

ARTICLE II: FACULTY APPOINTMENTS, RANKS, RESPONSIBILITIES, PROMOTION, TENURE, AND POST-TENURE REVIEW

1. The College Faculty

a. Regular Faculty

The regular faculty of the College of Architecture and Planning consists of all tenured and tenure-track faculty, clinical teaching track faculty, and senior instructors and instructors. The dean of the College shall act as the chair of its faculty, and shall preside at all meetings of the College faculty.

The appointment of regular faculty begins in the departments of the College of Architecture and Planning, where the search is conducted. Upon completion of the search process, the department chair forwards the nominations to the dean for approval.

b. Voting Membership

The voting membership of the College of Architecture and Planning faculty consists of all members of the regular faculty as defined in Article II.1.a above. Senior instructors and instructors become voting members of the faculty after their first year of 50% or greater appointment to the faculty of the College. The eligibility of the voting membership of the faculty to vote on College issues is established by the Laws of the Regents, and is further defined in subsequent sections of these bylaws.

c. Faculty Emeritus

A member of the faculty who is retired may be granted the title of Associate Professor Emeritus or Professor Emeritus. The award of this title is made after approval by majority vote of a quorum of the College of Architecture and Planning faculty at a College faculty meeting.

d. Other Faculty

Appointment of adjunct and other faculty is conducted in the departments of the College of Architecture and Planning. For further detail on all approved faculty titles, see Regent Policy 5L (https://www.cu.edu/regents/policy-5l-policy-approved-faculty-titles).

   i. Clinical Track Faculty: Clinical Track faculty are part-time faculty (i.e., less than .5 FTE) who are primarily practitioners or researchers that also engage in teaching activities.

   ii. Adjunct/ Adjoint Faculty: Adjunct/ adjoint faculty are part-time faculty who are hired to teach specific courses. They can hold the ranks of Assistant Professor Adjunct/ Adjoint, Associate Professor Adjunct/ Adjoint, or Professor Adjunct/ Adjoint. Adjunct/ adjoint faculty can be invited to College faculty meetings at the discretion of the dean. At these meetings, adjunct/ adjoint faculty have the right to speak, but not to vote. They should be kept informed of College and department matters, including policies and requirements.

   iii. Other Part-Time Faculty: The College of Architecture and Planning and its departments or programs may employ other part-time faculty at the rank of lecturer. Their responsibilities are those associated with their teaching.

2. College Faculty Privileges and Responsibilities

College faculty responsibilities are specified in Article 5, Part E.5 of the Laws of the Regents (https://www.cu.edu/regents/article-5-faculty). These include having jurisdiction over all matters of College

of Architecture and Planning educational policy, such as academic requirements for student admission, continuance, and graduation. In addition, the faculty of the College shall have jurisdiction over matters of academic ethics under such procedures as may be approved by the Board of Regents.

The faculty shall form and comprise the College Governance Committee to address faculty and curricular issues within the College. The committee will form and manage subcommittees and task forces to develop strategies, policies, and actions directly related to the faculty, students, and curricular issues of the College.

No administrative policy changes affecting the faculty privileges and responsibilities as defined in the Laws of the Regents shall be implemented without prior consultation with the College faculty.

Each academic department or program in the College has initial jurisdiction over all matters listed under faculty privileges and responsibilities as defined in the Laws of the Regents that concern only that academic department or program. In addition, the College faculty delegates such authority and responsibility to the accredited programs in the College as is necessary to sustain all current accreditations and to facilitate the accreditation of any new program. All academic program actions are subject to review at the College level.

a. Graduate Faculty

   Graduate Faculty are those members of the faculty who have been nominated by their department chairs, and approved, for membership on the Graduate Faculty of the Graduate School of the University of Colorado Denver. Appointment to the Graduate Faculty is necessary for all faculty who serve on a thesis, dissertation or examination committee, or serve as a program director.

b. Ph.D. Faculty

   Ph.D. Faculty are those members of the faculty who have the required credentials to supervise a dissertation or serve on a dissertation advisory committee. These faculty make up the faculty membership of the College of Architecture and Planning Ph.D. Program.

c. Additional Pay for Consulting Work ("One-Sixth Rule")

   Full-time faculty members are governed by the "One-Sixth Rule" of the Laws of the Regents, Article 5, Part B.3.D (https://www.cu.edu/regents/article-5-faculty) when performing work outside their contractual obligations to the University. With prior written approval by the dean or appropriate campus authority, faculty members shall be permitted to receive additional remuneration from sources outside the University so long as the activities generating the income do not exceed one-sixth of their time and effort.

d. Office Hours

   All faculty are expected to hold regular office hours and post them publicly.

e. Sabbatical

   The College of Architecture and Planning follows the specific rules and procedures found in Regent Policy 5A regarding the granting of sabbaticals (https://www.cu.edu/regents/policy-5a-approval-sabbatical-assignments).

3. College of Architecture and Planning Faculty Meetings

The dean of the College shall act as the chair of its faculty, and shall preside at all meetings of the College faculty. Wherever possible, decisions of the faculty will be reached by consensus rather than by formal vote. Robert's Rules of Order will govern procedure in all other respects.

The dean is responsible for establishing a schedule of College of Architecture and Planning faculty meetings at the beginning of each semester. Faculty must be given notice of regular meetings at least one week in advance. An agenda should be made public no less than three days before the meeting. Faculty have the right to add items to the agenda. These must be given in writing to the dean's office at least four days before a scheduled meeting. Emergency meetings can be called on short notice by the dean or by a minimum of 30% of the regular College faculty. Such a request must be made to the dean in writing. The dean will then arrange for a meeting within no less than one week and at most two weeks from the date the request is made.

A quorum of the College of Architecture and Planning faculty consists of a minimum of 50% of all voting faculty, not including the College's administrative officers. The dean's assistant will take the minutes of the meeting, and records of the minutes shall be kept in the dean's office.

4. Faculty Retention, Tenure, and Promotion

Every primary unit and reviewing body making recommendations concerning appointment, reappointment, tenure, promotion, and post-tenure review shall strictly follow and apply the procedures and standards described herein and in concert with campus procedure as described in *Strategies for Success* (http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/Documents/SFS_Website_8-6-13.pdf). Any additional standards and procedures must be specifically authorized and approved by the chief academic officer of the institution in which the primary unit is located. All such standards and procedures shall be in writing and be available to the candidate being evaluated, as well as to all other persons involved in the candidate's evaluation. These standards, processes, and procedures, as well as any duly approved additional criteria and procedures of the primary unit shall be made available by the head of the primary unit to each faculty member at the time of their appointment and/ or reappointment.

    a.   Review Levels

        i.   "Primary Unit": refers to the unit composed of professional colleagues most directly involved with the candidate and having authority to make recommendations concerning appointment, reappointment, tenure, promotion, and post-tenure review. The primary units in the College of Architecture and Planning are the departments of Architecture, Planning and Design, and Landscape Architecture. Only members of the primary units holding tenure shall vote on decisions relating to tenure.

        ii.   "First-Level Review": refers to the dean, to whom the recommendations of the primary unit and evaluation committee are directed. The dean shall not participate as a member of the primary unit, but rather carry out the duties of the office specified by the Board of Regents. The dean appoints an advisory committee to assist with the first-level review (see below).

        iii. "Second-Level Review": the chief academic officer of the campus to whom the recommendations of the primary unit, the dean, and the review committee are taken.

        iv. "Third-Level Review": refers to the president of the University to whom the recommendations of the chief academic officer of the campus are taken.

b. Review Committee

The dean of the College shall have a review committee to aid in the evaluation of recommendations forwarded by the primary unit. Where it is not possible to form a review committee of faculty members in the primary unit, the dean shall form a review committee that shall include faculty from other schools or colleges. The dean shall determine whether the committee will be elected or appointed.

The review committee will participate fully with the dean in the review of the recommendations of the primary unit. Such participation shall include discussion prior to forwarding the recommendations of the review committee to the chief academic officer of any reasons for disagreement between the dean and the majority position of the review committee. Should either the review committee or the dean disagree with the recommendation of the primary unit, the dean shall discuss the nature of this disagreement with the head of the primary unit. The primary unit and its evaluation committee shall then reconsider its original recommendation and return its reconsidered judgment to the dean for his/her consideration and that of the review committee.

The recommendation of the dean, the results of the votes of the primary unit and the review committee, and the comprehensive dossier on the candidate shall be forwarded together to the chief academic officer. Where differences of opinion between the primary unit, the review committee, and/or the dean have occurred and have not been resolved, each party in the disagreement shall submit a brief statement outlining the areas of disagreement and the reasons for its recommendation in that context.

A candidate for reappointment, promotion, and/or tenure shall be orally informed of this set of recommendations as expeditiously as possible by the chair of the primary unit who shall have been given the information by the dean.

c. Candidate's Prerogatives

A candidate shall be entitled to submit any material or information that he/she believes will be helpful in evaluating his/her reappointment, promotion, and/or tenure at the first-, second-, and third-level review stages. Materials provided at higher-level review stages shall also be provided to all other bodies reviewing the candidate.

Each faculty member shall have access to all performance evaluation documents in his/her files. These documents shall include statements prepared by the evaluation committees, by department or division chairs, or by administrative officers, but shall not include letters of recommendation solicited from outside the primary unit, which are to be treated as confidential. Each faculty member shall be informed orally and in writing by the head of the evaluation committee of the results of evaluations of the faculty member's performance.

If a candidate so requests, in a confidential conversation, the chief academic officer or his/her representative shall advise the candidate of the reasons that contributed to a recommendation not to reappoint or grant tenure, or to a reversal of a primary unit's recommendation to promote.

In accordance with Article 5.C.3 of the Laws of the Regents (https://www.cu.edu/regents/article-5-faculty), a candidate for reappointment, promotion, and/or tenure has the right to an appeal process as described in *Strategies for Success* (http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/Documents/SFS_Website_8-6-13.pdf).

While procedural errors per se may entitle a candidate to proper reconsideration as herein provided, such errors shall never be used as the justification for personnel recommendations not otherwise justified on the basis of performance and need.

The Faculty Senate's Privilege and Tenure Committee shall not substitute its judgment about an individual's merit for that of other committees and administrators. The Privilege and Tenure Committee shall promptly report any procedural deficiencies to the Chancellor and the dean, who shall reinstitute the review process at the point at which the procedural deficiency occurred.

5. Post-Tenure Review

As mandated by the Regents (Article 5, Part B.6.B.2), post-tenure review (PTR) is a review of a tenured faculty member's performance record undertaken every five years. This regular review is undertaken by the faculty member's primary unit to determine whether the faculty member is meeting the professional standards outlined by the primary unit's standards and criteria. Faculty members who fail to participate in any required aspect of the post-tenure review process may be subject to sanctions for insubordination and dereliction of duty. The current administrative PTR policy statement is accessible at https://www.cu.edu/ope/policy/aps-1022-standards-processes-and-procedures-comprehensive-review-tenure-and-promotion. The review process involves:

a. Post-Tenure Review Process

   Tenured faculty are required to develop a professional plan at the time of tenure and at each PTR. Faculty members will develop their initial professional plan within 12 months of the award of tenure.

   The PTR Committee is formed by the department chair of appropriate faculty peers within the primary unit or College faculty.

   The PTR Committee should use the criteria and evidence of performance listed in the relevant University and Campus policies to evaluate the faculty member in the areas of teaching, research/creative work, and leadership and service. The PTR Committee should also review the faculty member's five-year professional plan.

   The PTR Committee should provide an overall evaluation of the faculty member's performance as either Outstanding, Exceeding Expectations, Meeting Expectations, or Below Expectations.

   Faculty members who receive a summary evaluation of Below Expectations in their annual review at any time during the five-year PTR cycle shall undergo a Triggered Review, as described in *Strategies for Success* (http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/Documents/SFS_Website_8-6-13.pdf).

6. Annual Evaluation of Faculty Performance

The policies of the University of Colorado require the administrative officers of the University to perform an annual evaluation of faculty performance. The annual evaluation procedures and guidelines are designed in accordance with the policies of the Board of Regents of the University of Colorado.

a. Electronic Faculty Report of Professional Activities (eFRPA)

   All regular faculty are required to annually complete an electronic Faculty Report of Professional Activities (eFRPA). Find the form at http://ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/FacultyReportofProfessionalActivities-DDC.doc

   The associate and assistant dean(s), department chairs and program directors will be annually evaluated for their administrative performance by the dean.

Faculty have the right to request reconsideration of results of their evaluation in the event of disagreement with the evaluation. To initiate the reconsideration process, the faculty member shall present the reasons for reconsideration in writing to their department chair. The chair will review the request for reconsideration. If deemed justified, the chair will ask the individual faculty member for additional information and/or will schedule a meeting with them. It is the responsibility of the individual faculty member requesting the reconsideration to abide by the schedule of the salary adjustment process in each review cycle. Upon reviewing the additional information or the faculty member's explanation, the chair will make his/her decision and inform the individual faculty member as soon as possible. In the event that the faculty member disagrees with the chair's decision, it is the right of the individual faculty member to submit a written appeal to the dean. The dean may wish to engage the College Governance Committee. In the event that the individual faculty member disagrees with the decision made by the dean, an ad hoc faculty committee will be assembled to review the appeal. However, the final decision rests with the dean.

7. Faculty Grievances

Faculty who have grievances or disputes other than those regarding Retention, Tenure and Promotion or Annual Merit Evaluation processes will bring them to the Faculty Affairs Subcommittee of the College Governance Committee, which will hear such grievances or disputes and work to resolve them.

ARTICLE III: RESEARCH/ CONTRACTS AND GRANTS / EXTERNAL FUNDING

Research within the College of Architecture and Planning is fundamental to the activities and expectations for faculty as noted in their individual contracts, and is reflected in annual merit evaluations and the Retention, Tenure and Promotion process. Research supported by external funds is fully governed by the laws and rules of the Regents and the University of Colorado Denver.

The College supports and encourages faculty development to enhance research and teaching. Department chairs are responsible for supporting and facilitating faculty development, including the fair and transparent allocation of funds under their purview available for this purpose.

Support for faculty developing research and seeking external funding can be garnered through the University's Office of Research Development and Education and Office of Research Services. Research is facilitated and supported in the College through several venues, including individual faculty development, sponsored research projects, and activities in the College research centers. The mission of the research centers connects teaching and research, facilitates faculty research efforts, and supports partnerships with other University research programs and faculty and with external constituents and agencies.

All applications for externally funded research must be reviewed and approved by the dean's office prior to submission for University approval to the Office of Grants and Contracts. Externally funded research and sponsored projects in the College are subject to the rules and regulations of the University and College, notably but not exclusively the rules and policies for fiscal conduct, travel authorizations, effort reporting, conflict of interest, work load, and intellectual property rights.

1. Sponsored Research/ Sponsored Projects

Sponsored research or sponsored projects refer to externally funded projects including grants, fellowships, contracts, or other sponsored activity. In the College of Architecture and Planning, faculty and research directors must work with the College Manager of Grants and Contracts, who will provide fiscal review for contracts, ensure compliance with University policies as appropriate, and serve as the liaison between the College and the University's Office of Grants and Contracts.

2. Principal Investigators and Co-Investigators

When the University and College of Architecture and Planning accepts a grant or contract from an external sponsor, the University assumes responsibility for the proper performance of the stated project, for the fiscal management of the funds received, and for accountability to the sponsor.

A principal investigator (PI) or co-investigator (Co-PI) is the faculty member identified in the grant/contract as having oversight of the project, and who is responsible for the intellectual and applied aspects of the project. They will work with the College's Manager of Grants and Contracts to facilitate management of the work and its associated administrative duties.

Since the institutional responsibility for meeting these obligations is vested in the PI, only individuals in the categories shown below are deemed qualified and can be authorized to be PIs or Co-PIs for sponsored projects. Others may be authorized as PIs or Co-PIs with the prior written approval of the dean or associate dean and/or department chair.

- Tenured or tenure-track faculty (professor, associate professor, assistant professor)
- Clinical teaching track faculty
- Research associates, where this status has been requested and approved

- Postdoctoral fellows are eligible for Co-PI status only; this status must be requested and approved.

3. Travel for Faculty Development, Research and Grants

Travel associated with grants, sponsored research, and faculty development must follow the University procedures for travel authorization. Prior to use of any faculty development funds, and particularly for travel, faculty should submit written requests and a proposed budget for use of faculty development funds to their chair for review and approval. Any requests for international travel must be approved by the dean or associate dean, as well as by the Office of International Affairs per Academic Policy Statement, "Oversight of International Travel by Faculty, Staff and Students" (http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/Admin/international_travel_oversight.pdf).

4. Research Duties and Travel during the Semester

Research activity does not excuse faculty from primary contractual teaching and service obligations and duties.

Faculty should notify their department chair in advance of dates they anticipate being away from teaching during the semester, and indicate measures they have put in place to make up for missed contact hours with students and for other responsibilities.

5. Course Buyout

Faculty submitting requests for external funding for research, creative activities, and other educational and outreach programs are expected to include funding to cover the effort that they will spend on this work both during the summer and during the academic year, consistent with the rules and guidelines of the sponsoring organization and College and University policies. All course buyout requests must be approved in advance by the department chair and dean or associate dean.

Academic-year funding includes funding for the reallocation of time a faculty member would otherwise spend on internally funded research and service, and/or reallocation of effort from teaching to the externally funded activity. Faculty members on nine-month contracts must/should seek additional pay for their efforts in the three summer months.

Faculty may request a course buyout from sponsored projects funding or other external funds if the project/program can pay 10% of the faculty's academic year salary and benefits for the first course release, and 15% for the second course release. For all proposals that include academic year effort and require course release time, effort must be included on the project or projects that is equal to or exceeds the required course buyout percentage. For example, a faculty member requesting a two-course buyout must show that at least 25% of their academic year effort/salary is included in the related grant budget(s). The total rate for full course load buyout is 55% of a faculty member's academic year salary. Faculty with other than a four-course annual teaching load or circumstances not covered herein should contact the College's associate dean.

Junior faculty are advised to buy out of no more than half of their normal teaching load, given that they must demonstrate at least meritorious performance in teaching to receive tenure.

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6. Effort on Sponsored Projects

The percentage of faculty effort of time committed to a grant or externally funded project and the University must be sufficient to provide oversight of financial, scientific, and compliance aspects of sponsored projects. The percentage of faculty effort of time is reported in a Personal Effort Report.

Faculty shall propose some level of personal effort on sponsored projects on which they are listed as PI, Co-PI or key personnel; this is defined per annual basis and then formalized contractually according to the grant or project. The University of Colorado Denver policy is that effort must be equal to or greater than 1% of the PI, Co-PI, or key personnel's time.

The College of Architecture and Planning prefers that effort as a PI, Co-PI or key personnel on sponsored projects be charged directly to the sponsor and included in the proposal budget for both academic year effort and summer effort. However, there are instances where budget or programmatic sponsor restrictions may not allow for the salary to be charged as a direct cost. Effort proposed for a tenured/tenure-track faculty that is not charged to the project budget is a voluntary cost share of effort, and paid as a portion of research effort from the regular faculty appointment. Effort proposed as cost-share as part of a sponsored projects requires effort to be reported and tracked through the University effort reporting.

7. Differentiated Workloads

Differentiated workloads are available to faculty, based on the campus policy (http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/Diff%20workloads.pdf). This requires approval of the department chair and the dean.

8. Facilities and Administrative Costs Recovery Policy

The College of Architecture and Planning adheres to the University of Colorado Denver Downtown Campus Facilities and Administration (F&A) Cost Recovery policy for distribution of research incentive funds. These funds support the administration costs associated with managing the grant and housing it in the University and provide a portion of the facilities and administrative costs back to the PI and College to further research agendas.

9. Research and Academic Integrity

The Laws of the Regents (https://www.cu.edu/regents/4-research-and-academic-integrity) state:

> "As members of a top research university, employees have significant responsibility to ensure that research and academic work is conducted with the highest integrity, and in compliance with federal and state laws, and university policies. Academic freedom can flourish only in a community that values intellectual integrity. University of Colorado researchers and scholars are expected to protect people and humanely treat animals involved in research or teaching; and follow and demonstrate accountability for sponsors and regulatory body requirements. In addition, researchers and scholars are to ensure originality of work, accurately and fairly publish information, and fairly assign authorship credit on the basis of intellectual contributions."

Related Links:

- APS 1012: Sponsored Research Policies
  https://www.cu.edu/policies/aps/academic/1012.pdf
  https://www.cu.edu/ope/admins/aps-1012-sponsored-research-policies

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- Procedures for Allocating Sponsored Project Funding On More Than One Campus
  https://www.cu.edu/policies/aps/academic/1016.pdf

- Restricted, Proprietary and Classified Research
  https://www.cu.edu/policies/aps/academic/1023.pdf

- Misconduct in Research, Scholarship, and Creative activities
  https://www.cu.edu/policies/aps/academic/1007.pdf

- Use of Human Subjects in Research
  http://www.ucdenver.edu/academics/research/AboutUs/comirb/Pages/comirb-home.aspx

- Board of Regent's Policy 5J: Intellectual Property on Discoveries and Patents for their Protection and Commercialization
  https://www.cu.edu/printpdf/regents/policy-5j-intellectual-property-policy-discoveries-and-patents-their-protection-and

- Board of Regent's Policy 5K: Intellectual Property that is Educational Material
  http://www.cu.edu/regents/policy-5k-policy-intellectual-property-educational-material

- Office of Research Services: Downtown Denver Campus
  http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Research/OAVCRCA/Pages/Research%20Services.aspx

- Conflicts of Interest and Commitment
  https://www.cu.edu/policies/aps/hr/5012.html

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ARTICLE IV: COLLEGE POLICIES, PROCEDURES AND GUIDELINES

Faculty should be notified of changes to the College's policies and procedures and proposed changes should be discussed as needed, however a vote by the faculty is not required. Policies and procedures are intended to be regularly updated, and may be changed or deleted as specified in the policies and procedures themselves. Such alterations do not require that the bylaws be modified.

Guidelines are intended to provide clarification or examples of bylaws, policies or procedures. As such, guidelines do not require faculty approval. Guidelines are intended to be regularly updated and may be developed, changed or deleted by the Dean or designee or relevant faculty committees. Such alterations do not require that the bylaws, policies or procedures themselves be modified.

DEAN of CAP

College Governance Committee

Primary College Governance Committee

Elected Chair of Committee

Representative Architecture

Representative Landscape Arch

Representative Planning

Secondary College Governance Committee

Student Representative Architecture

Student Representative Landscape Arch

Student Representative Planning

Executive Committee

Primary Advisory Committee

Associate Dean Academic Affairs

Assistant Dean Finance

Assistant Dean Academic Affairs/ Extended Studies

Department Chair Architecture

Associate Chair Arch

Department Chair Landscape Arch

Associate Chair LA

Department Chair Planning

Associate Chair Plan

Secondary Advisory Committee

Urban Design Director(s)

PhD Program Director(s)

HPR Director(s)

Center Director(s)

Architecture Faculty

Landscape Arch Faculty

Planning Faculty

Task Forces and Subcommittees as Needed
Examples:
Bylaws Subcommittee
Technology
Lectures/Exhibits

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APPENDIX B: POLICIES OF THE COLLEGE OF ARCHITECTURE AND PLANNING

Policy Links

University of Colorado Denver and University of Colorado Regents Policies

- http://www.ucdenver.edu/faculty_staff/employees/policies/Pages/default.aspx
- https://www.cu.edu/regents/Policies/
- https://www.cu.edu/ope/policy

College of Architecture and Planning Policies and Forms

- http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Pages/default.aspx

College of Architecture and Planning Resource Guide for Faculty and Staff

- http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Resource%20Guide%20July%202014.pdf

University of Colorado Denver Graduate School

- http://www.ucdenver.edu/ACADEMICS/COLLEGES/GRADUATE-SCHOOL/ABOUT-US/Pages/about-us.aspx.

College Resources

College of Architecture and Planning policies relating to College resources, such as audiovisual and camera equipment, computers, office space, photocopying, reserving rooms, purchasing, etc. are available in the annually updated Resource Guide for Faculty and Staff (http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Resource%20Guide%20July%202014.pdf) and/ or on the College website at: http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Pages/default.aspx

Teaching and Classroom

Syllabi

The course syllabus serves as a contract between the instructor and the student. While a faculty member has great flexibility in the design and content of a syllabus, there are certain types of information that should be included in every syllabus.

- CU Denver Syllabus Policy:
  http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/Syllabus.pdf

- For more information contact the Center for Faculty Development:
  http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Pages/default.aspx. They offer an online syllabus development tool:
  http://apps.ucdenver.edu/syllabus/login.php.

Faculty Course Questionnaires (FCQs)

- Faculty Course Evaluation is required for all courses and sections, per Regents policy (http://www.cu.edu/regents/Policies/Policy4B.htm). The formal process for students to evaluate faculty is through FCQs, which are administered during the week before the last week of classes.

- FCQ results are available at: https://fcq.colorado.edu/ucddata.htm

Grades / Incompletes

- College of Architecture and Planning Grading Policy: http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/Documents/Policy-CAP%20Grading%20Standards.pdf

- University of Colorado Uniform Grading Policy: https://www.cu.edu/policies/aps/academic/1025.html.

Student Grade Appeals

- College of Architecture and Planning Student Grade Appeal Policy: http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Policy-Student%20Grade%20Appeals%206-26-07.pdf.

Students' Academic Standing, Academic Probation, and Academic Suspension

- University of Colorado Denver policy is available in the Academic Policies and Procedures section of the CU Denver catalog: http://catalog.ucdenver.edu/content.php?catoid=14&navoid=3439

Student Honor Code

- College of Architecture and Planning Student Honor Code: http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Honor%20Code-Graduate%20Students-Fall%202009.pdf

- University of Colorado Denver Student Code of Conduct: http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf

Field Trips and Off-Campus Activities

- College of Architecture and Planning Field Trip and Student Travel Policy: http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Policy-Field%20Trips%20and%20Student%20Travel.pdf.

- All CAP students participating in a college-sponsored field trip will need to fill out, sign, and turn in a *Notice to Participants of Risk and Waiver of Responsibility* form, available at: https://www.cu.edu/risk/general-waivers-and-consent

- University Risk Management website provides information about "Off-Campus Activity Risk Assessment and Emergency Planning" at: https://www.cu.edu/risk/off-campus-activities

Student Rights to Educational Privacy (FERPA)

- University of Colorado Access to Student Records policy:
  https://www.cu.edu/ope/policy/aps-2007-access-student-education-records

- University of Colorado Denver Student Privacy information:
  http://www.ucdenver.edu/student-services/resources/registrar/students/policies/Pages/StudentPrivacy.aspx

Retention of Student Work

The College of Architecture and Planning may retain student work submitted in fulfillment of class requirements, *with a student's written permission*, and for a reasonable period of time the College deems necessary. This retained work may be used to provide accrediting agencies with tangible evidence of performance, to serve as additional visual aid material in presentations to other students, and to contribute to possible educational exhibits requested by the university community and the general public. To feature student work on the website and in College publications, the College needs to obtain a signed Agreement on the Use and Reproduction of Student Work.

- Agreement on the Use and Reproduction of Student Work:
  http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Permission%20to%20Use%20Student%20Work%20Form.pdf.

Teaching Assistant Policy

- College of Architecture and Planning TA policy:
  http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Policy-Teaching%20Assistants-rev%207-10.pdf

Problem Behavior

Sexual Harassment

Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises that create an environment that is hostile or offensive. Harassment can occur between members of the same or opposite genders and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus.

All faculty and permanent staff <u>must</u> be trained in preventing sexual harassment. (Notably, all faculty teaching on the CU Denver campus must have training specific to the Denver campus <u>prior</u> to beginning their teaching assignments.)

For information about sexual harassment training or reporting sexual harassment, see the College of Architecture and Planning Faculty Resource Guide.

The University's policy applies to all students, staff and faculty.

- University of Colorado Policy on Sexual Harassment:
  https://www.cu.edu/policies/aps/hr/5014.html.

Discrimination

- University of Colorado Non-Discrimination Policy:
  https://www.cu.edu/regents/Policies/Policy10A.htm.

- For information about reporting discrimination, see the College of Architecture and Planning Faculty Resource Guide.

Conflict Resolution

- The Ombuds Office is a resource available to all members of the University community that will provide informal, confidential and neutral services for resolving conflicts, complaints, and disputes. Their website:
  http://www.ucdenver.edu/about/departments/OmbudsOffice/Pages/OmbudsOffice.aspx/.

- For information about receiving assistance with conflict resolution, see the College of Architecture and Planning Faculty Resource Guide.

I. REQUIREMENTS FOR M ARCH AND M URP DUAL DEGREES, AND GIS CERTIFICATE

University of Colorado Denver College of Architecture and Planning

DUAL DEGREE MARCH/MLA

Student Name: _____   Semester/Yr. Entered: _____

			grade or AS	cr. hrs. graded	cr.hrs. AS	Course Actually Taken	
		DESIGN STUDIES COMPONENT					
		Introductory Studios					
ARCH	5110	6 Design Studio I					
LDAR	5510	3 Graphic Media in Landscape Architecture					
LDAR	5500	3 LA Design Studio I					
LDAR	5502	6 LA Design Studio 2					
LDAR/ARCH	5503/5120	6 Either LA Studio 3 or ARCH Core Studio II					
		Intermediate Studios					
ARCH	5130	6 Design Studio III					
ARCH	5140	6 Design Studio IV					
LDAR	6606	6 LA Studio 6					
		Advanced Studios (Vertical Studios)					
ARCH	6150	6 Design Studio V					
LDAR	6607	3 LA Studio 7					
LDAR	6608	3 LA Studio 8					
ARCH	6170	6 Design Studio VI					
ARCH	6171	3 Integration Seminar					
			0	0	*Credit Hours Required - 63*		0
		HISTORICAL/CULTURAL STUDIES COMPONE	grade		A.S.	Course Actually Taken	cr hrs
ARCH	5210	3 Introduction to Architecture					
ARCH	5220	3 Histories of Architecture 1					
ARCH	5230	3 Histories of Architecture 2					
LDAR	5521	3 History of Landscape Architecture					
LDAR	6620	3 Landscape Architecture Theory & Criticism					
			0	0	*Credit Hours Required - 15*		0
		TECHNICAL STUDIES COMPONENT	grade		A.S.	Course Actually Taken	cr hrs
ARCH	5310	3 Building Construction and Methods I					
ARCH	5320	3 Building Construction and Methods II					
ARCH	5330	3 Sustainable Systems 1					
ARCH	5340	3 Sustainable Systems 2					
ARCH	5350	3 Structures 1					
ARCH	5360	3 Structures 2					
LDAR	5532	3 Landform Manipulation					
LDAR	5572	3 Landscape Ecology					
LDAR	6631	3 Landscape Construction Materials & Methods					
LDAR	6670	3 Plants in Design					
			0	0	*Credit Hours Required - 30*		0
		PROFESSIONAL STUDIES	grade		A.S.	Course Actually Taken	cr hrs
ARCH	5410	3 Professional Practice					
ARCH	5420	3 BIM: Principles and Practices					
ARCH/LDAR	5430/6630	3 Social Context of Design/Site, Society & Enviroment					
ARCH	5450	3 Sustainable Design Practices					
LDAR	5540	3 Introduction to Geographic Information Systems (GIS)					
LDAR	6641	3 Computer Applications					
LDAR	6949	3 Research Methods					
			0	0	*Credit Hours Required - 21*		
		REPRESENTATION STUDIES COMPONENT	grade		A.S.	Course Actually Taken	cr hrs
ARCH	5510	3 Architectural Graphics					
			0	0	*Credit hours required - 3*		
		ELECTIVE COMPONENT	grade		A.S.	Course Actually Taken	cr hrs
		3 ARCH Elective					
		3 LDAR Elective					
		3 Program/College Elective					
		3 Program/College Elective					
		3 Program/College Elective (or LA Thesis Prep)					
			0	0	*Credit Hours Required - 15*		0

Approved: _____ Date _____

Approved: _____ Date _____

Credits required	147
Credits waived for Advanced Standi	0
Credits taken at CUDenver	0
Credits still needed for graduation	[ ]

1.5 Quarter System/Credits = 1.0 Semester System/Credits
0.67 Semester System/Credits = 1.0 Quarter System/Credits

Credits from M.Arch	75
Credits from M.Land. Arch	63
Credits from either	9
Total	**147**

College of Architecture and Planning
Dual Degree Planning Guide
MURP/ MLA – New MURP Curriculum

Student: _____

MURP Advisor: _____ Sem/Yr Entered MURP: _____

MLA Advisor: _____ Sem/Yr Entered MLA: _____

Course Number	Course Name	Semester Offered	Credits	Advisor Signature if Waived*	Semester Completed
	MURP CORE REQUIREMENTS				
URPL 5000	Planning History and Theory	F	3		
URPL 5010	Planning Methods	F	3		
URPL 5020	Planning Law and Institutions	F	3		
URPL 5030	The Planning Profession	F	3		
URPL 5040	Urban Sustainability	S	3		
URPL 5050	Urban Development	S	3		
URPL 6000	Planning Project Studio	F / S/ Su	6		
URPL 6900	Planning Capstone	F/ S/ Su	6		
	Total Credits		**30**		
	MURP ELECTIVES				
		F or S	3		
		F or S	3		
		F or S	3		
	Total Credits		**9**		
	MLA CORE REQUIREMENTS				
LDAR 5500	Landscape Architecture Studio I	F	3		
LDAR 5502	Landscape Architecture Studio 2	S	6		
LDAR 5503	Landscape Architecture Studio 3	F	6		
LDAR 6606	Landscape Architecture Studio 6	F	6		
LDAR 6607	Landscape Architecture Studio 7	S	3		
LDAR 6608	Landscape Architecture Studio 8	S	3		
LDAR 5510	Graphic Media in Landscape Architecture	F	3		
LDAR 5521	History of Landscape Architecture	F	3		
LDAR 5572	Landscape Ecology	F	3		
LDAR 5532	Landform Manipulation	S	3		
LDAR 6631	LA Construction Materials and Methods	F	3		
LDAR 6670	Plants in Design	F	3		
LDAR 6620	Landscape Theory and Criticism	S	3		
LDAR 6641	LA Computer Applications	S	3		
LDAR 6750	Professional Practice	S	3		
	Total Credits		**54**		
	MLA ELECTIVE				
		F or S	3		
		F or S	3		
		F or S	3		
	Total Credits		**9**		
	GIS ELECTIVE				
		F or S	3		
	Total Credits		**3**		
	Total Credits for Graduation		**105**		

* Documentation, advisor and Department Chair approvals must be submitted to Student Services for waived courses

Notes:

05/26/15

College of Architecture and Planning
GIS Certificate/Landscape Architecture Track

Landscape Advisor: _____

Certificate Advisor: _____

Student Name: _____   Sem/Yr Entered: _____

GIS CERTIFICATE COURSES					
Introductory GIS Courses: 6 Credits					
LDAR 5540	Introduction to GIS	F or S	3		
GEOG 5081	Cartography and Computer Mapping	F	3		
Advanced GIS Course: 3 credits (or Landscape Architecture equivalent when offered)					
URPL 6260	Advanced Geospatial Methods	S	3		
Remote Sensing: 3 credits (Take one of these courses)					
GEOG 5060	Remote Sensing I		3		
GEOG 5070	Remote Sensing II		3		
Specialized Advanced Courses: 6 credits					
LDAR 6840	Independent Study with Landscape Architecture GIS emphasis	F/S/Su	3		
ELECTIVE	From list below	F or S	3		
	TOTAL CERTIFICATE CREDITS		**18**		
* Documentation, advisor and Department Chair approvals must be submitted to Student Services for waived courses					

NOTE: For certificate credit a B- or better is required in all GIS certificate courses

Possible Specialized Advanced Courses:

- ARCH 6290/HIPR 6090 - Three-D Digital Documentation (prereqs Arch 5110, and 5120, or permission of Architecture Chair or Associate Chair)
- GEOG 5090 - Environmental Modeling with GIS
- GEOG 5085 - GIS Applications for the Urban Environment
- GEOG 5230 - Hazard Mitigation and Vulnerability
- GEOG 5095 - Deploying GIS Functionality on the Web
- CVEN 5382 - GIS Spatial Database Development
- CVEN 5385 - GIS Relational Database Systems
- MATH 4027/5027 - Applied Spatial Statisics - (prereq. Intro. to Statistics, plus instructor consent)
- CVEN 5800 - Geomatics for GIS
- LDAR 6686 – Advanced Topics in GIS
- Any course from the Remote Sensing list (above) not already used to fulfill that requirement
- Other relevant courses by permission

Approved by MLA Faculty vote 04-28-2014   4/28/14