



# The University of Georgia

University Council  
Athens, Georgia 30602

April 17, 2015

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Dear Colleagues:

Attached for your information is the approved proposal from the College of Environment and Design for a substantive change to reduce the number of credit hours required for the major in Landscape Architecture (B.L.A.) from 150 hours to 120 hours. This request was approved by the Board of Regents on April 14, 2015.

Sincerely,

William K. Vencill, Chair  
University Curriculum Committee

cc: Provost Pamela S. Whitten  
Dr. Rahul Shrivastav

## **Request for a Substantive Change to the Number of Credit Hours Required for the Major in Landscape Architecture (B.L.A.)**

This is a request for Board of Regents approval to decrease the number of hours required for the major in Landscape Architecture (B.L.A.) from 150 hours to 120 hours. The request for this change is prompted by a decline in the enrollment in the major and the national trend to reduce the duration of the program from five years to four years. The proposed shortened program of study does not adversely affect the program's educational quality or content.

Nationally, the American Society of Landscape Architects (ASLA) and all academic institutions offering accredited Bachelor of Landscape Architecture (B.L.A.) and Bachelor of Science in Landscape Architecture (B.S.L.A.) degrees have begun to review recruitment and retention policies in an effort to increase enrollment nationally. The B.L.A. program at the University of Georgia is no exception.

Findings suggest that economic hardships related to the duration of UGA's existing B.L.A. program were having negative impacts on recruitment and retention. To earn a B.L.A. degree currently, students must complete a five-year 150 credit hour program of study as opposed to a traditional four-year 120 credit hour program of study. The costs of the extra year, limitations of the HOPE Scholarship, and limitations of other financial aid resources are contributing to the financial burden of earning a B.L.A. degree. The restructured degree program aligns with HOPE Scholarship requirements and allows deserving students to use the scholarship to pay tuition costs associated with earning the degree. Currently, the HOPE Scholarship pays tuition for approximately four of the required five years.

The college's research found that there are 45 accredited undergraduate Landscape Architecture programs in the United States. Fourteen programs offer Bachelor of Science in Landscape Architecture (B.S.L.A.) degrees and 31 programs offer Bachelor of Landscape Architecture (B.L.A.) degrees. All of the B.S.L.A. degree programs are four years in duration and of the 31 B.L.A. degree programs, 25 are five years in duration and six are four years in duration. The six accredited four-year B.L.A. degree programs are located at the University of Illinois, University of Maryland, Mississippi State University, University of Rhode Island, Utah State University, and Washington State University. Currently, the following universities are working to reduce the duration of their existing B.L.A. programs from five years to four years: Clemson University, Pennsylvania State University, and the University of Kentucky.

Two criteria governing the decision to shorten the program to four years stipulated that the accreditation status with the Landscape Architecture Accreditation Board (LAAB) would not be affected and that educational content and quality of the program would not be sacrificed by under-preparing students to pass the Landscape Architecture Record Exam (LARE) and become licensed landscape architects. The college has received assurances from Mr. Ron Leighton, Education Director and LAAB Accreditation Manager, that the proposed curriculum changes "would not automatically change the accreditation status. LAAB does review a number of four-year programs." His comment confirming that the change from five years to four years will not change accreditation status is from email correspondence with Associate Dean Gregg Coyle dated May 5, 2014. Under Mr. Leighton's advice, the college intends to formally announce the "substantial" curriculum change in their upcoming 2014 annual report to the ASLA. This report becomes part of the college's official assessment record

with the LAAB and will subsequently be a part of the program's next accreditation review which is scheduled for the fall of 2017.

From a content perspective, the proposed four-year degree program is restructured in such a way that only two courses within the existing five-year program are eliminated (LAND 1600 and LAND 3530) due to the redundancy of the material from these classes being covered in other LAND courses which will remain in the program of study. All other LAND courses will remain. All General Education and Board of Regents requirements remain unchanged. Changes to the content of courses and learning outcomes are based on student and faculty feedback, results from the college's 2011 national accreditation evaluation by the Landscape Architecture Accreditation Board (LAAB), and the college's most recent (2012-2013) Program Review and Assessment Committee evaluation—specifically the Program Review and Assessment Committee's Learning Outcomes Assessment Evaluation Report. See Appendix C for the learning outcomes for each year of the proposed program.

From a quality perspective, the proposed four-year degree program enhances the quality of the program through: (1) integration of digital technology into design studio courses in order to improve the efficiency and timing of content delivery and output; (2) adopting a new pedagogical teaching model for design studio courses that mirrors the workflow and operating procedures of professional design offices; and (3) adjusting curriculum content, sequencing, and adding flexibility to reflect changes in the national licensing exam (LARE) and developing specializations within the profession of landscape architecture.

Since moving into the renovated Lamar Dodd School of Art (now Jackson Street Building) in 2012, the design studios have become equipped to handle both analog and digital design learning without the need for separate computer labs and lab teaching time. This change allows the studios to match the look, feel, and function of professional design offices and allows for new pedagogical teaching models to take hold that increase efficiency as it relates to content delivery (e.g., eLearning Commons) and design production.

Other changes relate to adding flexibility within the curriculum. The existing five-year degree program is "lock step" in nature, involving heavy prerequisite and co-requisite courses that limit the ability of students to tailor their programs of study to their individual interests within the profession of Landscape Architecture.

The new four-year degree program adds flexibility by offering students 12 credit hours of College of Environment and Design elective class choices and the ability to develop a "specialty" within the profession. College of Environment and Design electives will encompass all current and future LAND, HIPR, MEPD, and EETH courses. Included in these electives are LAND 3420, LAND 4250, LAND 4570, and LAND 4730 which are existing courses and will be offered as electives under the proposed program because they represent a specialty topic within the profession and are not required to pass the national licensing (LARE) exam. The new curriculum also offers opportunities to expand the elective offerings, and it is anticipated that over time new elective topics will be developed that are based on faculty expertise and developing topics within the profession.

LAND 3420 is a second plant identification class (following LAND 3410) that has a narrow focus on native plants found in Georgia. LAND 4250 is an advanced computer graphics class that teaches software rendering programs that only select firms use in practice and are not considered industry standards. LAND 4570 is a contemporary theory class that students often list as being repetitive in the curriculum. The changes to this

course focus on contemporary topics that are not covered in design studio courses or the two required landscape history classes. LAND 4730 is a class that focuses exclusively on green infrastructure and the LEED rating system that are being adopted by larger firms that focus on urban and institutional projects. The entire profession has not adopted this material as an industry standard.

Another improvement relates to an ongoing topical shift within the profession of Landscape Architecture. The four-year B.L.A. emphasizes a new focus on sustainability in the built environment during the third and fourth years of the program as students prepare to leave academia and enter private practice.

Below is a point-by-point description of the reduction in credit hours to achieve an overall two semester, thirty credit hour reduction.

1. Elimination of LAND 1600 and LAND 3530 (6 hour reduction)

The elimination of LAND 1600 is justified through the redundancies in its learning outcomes with existing courses. The content of LAND 1600 is easily absorbed and more appropriately belongs in the beginning design fundamental design studios, LAND 2010 and LAND 2020. These changes are reflected in new learning outcomes written for these classes and have been unanimously approved by the B.L.A. Curriculum Committee.

The elimination of LAND 3530 is justified through a shift in focus in the fall semester of the third year from a “recreation design” focus to an “ecological/sustainable design” focus. This shift in focus allows the content of LAND 3530 to be absorbed into a combination of the ecological/sustainable design studio and applied landscape ecology courses, LAND 4050 and LAND 4360. These changes are reflected in new learning outcomes written for these classes and have been unanimously approved by the B.L.A. Curriculum Committee.

2. Credit hour reduction of studio design classes (14 hour reduction)

In the existing five-year degree program, studio classes are divided into lecture and lab (studio) hours where lecture content is kept separate from studio time. In the new four-year degree program, dedicated lecture time is eliminated and lecture content is now embedded into studio hours creating a seamless studio learning experience.

Incorporating lecture content into the studio environment is made possible through advances with in-class digital technology and improved teaching methods that allow dissemination of information to be delivered while students are actively engaged in the design process. This change matches current professional office standards in terms of function and efficiency.

3. Shift in General Education coursework (9 hour reduction)

Allowing three existing courses (LAND 1500, LAND 2510, and LAND 2520) to become preferred courses in Area IV - World Language and Culture and Humanities and the Arts General Education core requirement and no longer requiring these courses in Area VI – Major core requirements will allow courses to better fit in the program. Each of these three LAND classes currently serves as credit in Area IV of the General Education core requirements. In the existing five-year program of study, these courses are required in Area VI and, therefore, students must take an additional nine hours of major-

related elective credit to fulfill Area VI when these courses satisfy Area IV. This proposed change allows students to continue to take the same LAND classes while eliminating the need for additional major-related elective hours.

4. Removal of one credit hour for the PEDB course from the program's total credit hours (1 hour reduction)

In the existing five-year program, the PEDB is erroneously included in the total hours required for the program. However, this physical education requirement is a university-wide requirement for graduation and should not be counted toward the program's total hours. The credit hour for the PEDB course is not included in the total hours required for the proposed four-year program.

The core strength of the existing five-year program resides in the eight required core design studio courses in order to earn the degree. The same eight design studio courses remain intact in the four-year program and, therefore, the core strength of the B.L.A. degree will not be diminished. The content, focus, and sequencing associated with each year of the proposed four-year program continues to follow the existing five-year degree program with two exceptions, a noted shift in focus of the fall semester of the third year and a shift related to how General Education core classes are distributed throughout the curriculum as described above.

The first year of the existing five-year degree program focused heavily on General Education coursework – not LAND courses. Under the new four-year degree program, students start with a full schedule of LAND courses, instead of core requirements, which are evenly distributed throughout the duration of the program. The existing five-year program of study appears in Appendix A, and the revised four-year program of study appears in Appendix B.

The following documents are attached:

- Appendix A – Current five-year program of study
- Appendix B – Proposed four-year program of study
- Appendix C – Learning outcomes and measurements for the proposed program of study

**Appendix A**

**Current Program of Study**

**Current Five-Year Program of Study  
Bachelor of Landscape Architecture  
(150 Hours)**

Fall 1st Year (15 Hours)			Spring 1st Year (16 Hours)		
<b>LAND 1500</b>	3 hrs.	Design and the Environment (Area IV Core Course - Humanities and the Arts <u>and</u> Area VI Core Course)	<b>LAND 1600</b>	3 hrs.	Reading the Landscape
<b>ENGL 1101</b>	3 hrs.	English Composition I (Area I Core Course - Foundation Courses)	<b>LAND 2310</b>	3 hrs.	Introduction to Sustainability (Area VI Core Course)
Core Course	3 hrs.	Math (Area I Core Course - Foundation Courses)	<b>ENGL 1102</b>	3 hrs.	English Composition I (Area I Core Course - Foundation Courses)
<b>HIST 2111 or HIST 2112</b>	3 hrs.	American History to 1865 or American History Since 1865 (Area V Core Course - Social Sciences)	Core Course	3 hrs.	Area III Core Course - Quantitative Reasoning
Core Course	3 hrs.	Area IV Core Course - World Languages and Culture	<b>POLS 1101</b>	3 hrs.	American Government (Area V Core Course - Social Sciences)
<b>FYOS 1001</b>	1 hr.	First-Year Odyssey Seminar	PEDB	1 hr.	Physical Education

Fall 2nd Year (15 Hours)			Spring 2nd Year (16 Hours)		
<b>LAND 2010</b>	5 hrs.	Landscape Architecture Design Studio I (Visual Design Studio I)	<b>LAND 2020</b>	5 hrs.	Landscape Architecture Design Studio II (Visual Design Studio II)
<b>LAND 2210</b>	3 hrs.	Design Communication I (Hand Graphics) (Area VI Core Course)	<b>LAND 2220</b>	3 hrs.	Design Communication II (Computer Graphics) (Area VI Core Course)
<b>LAND 3410</b>	3 hrs.	Plants of the South	<b>LAND 2320</b>	3 hrs.	Landscape Construction Processes and Materials
Core Course	4hrs.	Physical or Life Science with Lab (Area II Core Course – Sciences)	<b>LAND 3420</b>	2 hrs.	Plants of Georgia
			Core Course	3 hrs.	Physical or Life Science (Area II Core Course – Sciences)

Fall 3rd Year (14 Hours)			Spring 3rd Year (14 Hours)		
<b>LAND 3030</b>	5 hrs.	Landscape Architecture Design Studio III (Design Studio III)	<b>LAND 3040</b>	5 hrs.	Landscape Architecture Design Studio IV (Design Studio IV)
<b>LAND 3330</b>	3 hrs.	Landscape Engineering Processes and Materials	<b>LAND 3340</b>	3 hrs.	Applied Landscape Engineering
<b>LAND 3530</b>	3 hrs.	Planning, Design, and Analysis	<b>LAND 2520</b>	3 hrs.	History of the Built Environment II: Architecture (Area IV Core Course - World Languages and Culture <u>and</u> Area VI Core Course)
<b>LAND 2510</b>	3 hrs.	History of the Built Environment I: Landscape (Area IV Core Course - World Languages and Culture <u>and</u> Area VI Core Course)	Core Course	3 hrs.	Area V Core Course - Social Sciences

Fall 4th Year (13 Hours)			Spring 4th Year (14 Hours)		
<b>LAND 4050/6050</b>	5 hrs.	Landscape Architecture Design Studio V (Design Studio V)	<b>LAND 4060</b>	5 hrs.	Landscape Architecture Design Studio VI (Design Studio VI)
<b>LAND 4250</b>	3 hrs.	Portfolio Development	<b>LAND 4370</b>	3 hrs.	Applied Landscape Construction
<b>LAND 4360</b>	3 hrs.	Applied Landscape Ecology	<b>LAND 4710/6710</b>	3 hrs.	Professional Practice
Elective	3 hrs.	General Elective (due to Area VI course satisfying Area IV)	Elective	3 hrs.	General Elective (due to Area VI course satisfying Area IV)

Summer 4th Year (3 Hours)		
<b>LAND 4700</b>	3 hrs.	Landscape Architecture Internship

Fall 5th Year (16 Hours)			Spring 5th Year (13 Hours)		
<b>Senior Studio Option*</b>	5 hrs.	Design Studio VII	<b>LAND 4900</b>	8 hrs.	Senior Project (Capstone Studio)
<b>LAND 4380</b>	3 hrs.	Landscape Architecture Implementation Documents	<b>LAND 4350</b>	3 hrs.	Soil and Stormwater Management for Landscape Architects
<b>LAND 4570</b>	2 hrs.	Contemporary Landscape Architecture Theory	<b>LAND 4730/6730</b>	2 hrs.	Issues and Practices in Sustainable Design
Elective	3 hrs.	General Elective			
Elective	3 hrs.	General Elective (due to Area VI course satisfying Area IV)			

\*Choose one course from the following Senior Studio Options:

- LAND 4070/6070, 5 hrs., Garden Design in America
- LAND 4080/6080, 5 hrs., Healthcare and Therapeutic Garden Design
- LAND 4090/6090, 5 hrs., Architectural Design
- LAND 4095, 5 hrs., Sustainability in Design



**Appendix B**  
**Proposed Program of Study**

**Proposed Four-Year Program of Study  
Bachelor of Landscape Architecture  
(120 Hours)**

<b>Fall 1st Year (13 Hours)</b>			<b>Spring 1st Year (12 Hours)</b>		
<b>LAND 2010</b>	4 hrs.	Landscape Architecture Design Studio I (Visual Design Studio I) (Area VI Core Course)	<b>LAND 2020</b>	4 hrs.	Landscape Architecture Design Studio II (Visual Design Studio II) (Area VI Core Course)
<b>LAND 2210</b>	3 hrs.	Design Communication I (Area VI Core Course)	<b>LAND 2220</b>	3 hrs.	Design Communication II (Area VI Core Course)
<b>LAND 1500</b>	3 hrs.	Design and the Environment (Area IV Core Course - Humanities and the Arts)	<b>LAND 2320</b>	2 hrs.	Landscape Construction Processes and Materials (Area VI Core Course)
<b>ENGL 1101</b>	3 hrs.	English Composition I (Area I Core Course - Foundation Courses)	<b>ENGL 1102</b>	3 hrs.	English Composition II (Area I Core Course - Foundation Courses)
<b>FYOS 1001</b>	1 hr.	First-Year Odyssey Seminar	PEDB Course	1 hr.	Physical Education
<b>Fall 2nd Year (16 Hours)</b>			<b>Spring 2nd Year (15 Hours)</b>		
<b>LAND 3030</b>	4 hrs.	Landscape Architecture Design Studio III (Design Studio III)	<b>LAND 3040</b>	4 hrs.	Landscape Architecture Design Studio IV (Design Studio IV)
<b>LAND 3330</b>	3 hrs.	Landscape Engineering Processes and Materials	<b>LAND 3340</b>	2 hrs.	Applied Landscape Engineering
<b>LAND 3410</b>	3 hrs.	Plants of the South	<b>LAND 2310</b>	3 hrs.	Introduction to Sustainability
<b>POLS 1101</b>	3 hrs.	American Government (Area V Core Course - Social Sciences)	<b>HIST 2111 or HIST 2112</b>	3 hrs.	American History to 1865 <i>or</i> American History Since 1865 (Area V Core Course - Social Sciences)
Core Course	3 hrs.	Math (Area I Core Course - Foundation Courses)	Core Course	3 hrs.	Area III Core Course - Quantitative Reasoning
<b>Fall 3rd Year (16 Hours)</b>			<b>Spring 3rd Year (16 Hours)</b>		
<b>LAND 4050/6050</b>	4 hrs.	Landscape Architecture Design Studio V (Design Studio V)	<b>LAND 4060</b>	4 hrs.	Landscape Architecture Design Studio VI (Design Studio VI)
<b>LAND 4360</b>	3 hrs.	Applied Landscape Ecology	<b>LAND 4370</b>	2 hrs.	Applied Landscape Construction
<b>LAND 4350</b>	3 hrs.	Soil and Stormwater Management for Landscape Architects	<b>LAND 4710/6710</b>	3 hrs.	Professional Practice
<b>LAND 2510</b>	3 hrs.	History of the Built Environment I: Landscape (Area IV Core Course - World Languages and Culture)	<b>LAND 2520</b>	3 hrs.	History of the Built Environment II: Architecture (Area IV Core Course - World Languages and Culture)
Core Course	3 hrs.	Physical or Life Science (Area II Core Course - Sciences)	Core Course	4 hrs.	Physical or Life Science with Lab (Area II Core Course – Sciences)

<b>Summer 3rd Year (3 Hours)</b>		
<b>LAND 4700</b>	3 hrs.	Landscape Architecture Internship

Fall 4th Year (16 Hours)			Spring 4th Year (13 Hours)		
<b>LAND 4070/6070</b>	4 hrs.	Garden Design in America (Design Studio VII)	<b>LAND 4900</b>	4 hrs.	Senior Project (Capstone Studio)
<b>LAND 4380</b>	3 hrs.	Landscape Architecture Implementation Documents	<b>Elective*</b>	3 hrs.	College of Environment and Design Elective
<b>Elective*</b>	3 hrs.	College of Environment and Design Elective	<b>Elective*</b>	3 hrs.	College of Environment and Design Elective
<b>Elective*</b>	3 hrs.	College of Environment and Design Elective	<b>Core Course</b>	3 hrs.	Area V Core Course - Social Sciences
<b>Core Course</b>	3 hrs.	Area IV Core Course - World Languages and Culture			

\*Elective Options: Choose from all LAND, HIPR, MEPD, and EETH courses.

## **Appendix C**

### **Learning Outcomes for Proposed Program of Study**

**Learning Outcomes and Measurements**  
**for Each Year of the Proposed Four-Year Program of Study**

**Year One**

**Design:**

- **Learning Outcome** – Students will apply creative and critical thinking skills to solve design problems and communicate utilizing design vocabulary for self and peer evaluation and presentation.  
**Measurement** – Individual and team studio work processes, project presentations and critiques of their work and the work of peers.
- **Learning Outcome** – Students will generate a formal expression using the elements and principles of design.  
**Measurement** – Project presentations and in-class participation
- **Learning Outcome** – Students will develop inventory and analysis conventions to understand landscape structure and function.  
**Measurement** – Individual and team project development

**Graphics:**

- **Learning Outcome** – Students will apply standard landscape architectural graphic conventions utilizing current technologies for symbol development, scaled drawings, orthographic techniques, line weight, rendering and output of digital data.  
**Measurement** – In-class participation and various sized project development

**Ecology:**

- **Learning Outcome** – Students will demonstrate the interdependence between human activity and natural systems including construction methods and materials.  
**Measurement** – Production of construction documents for project development and taking exams
- **Learning Outcome** – Students will apply the principles of sustainability to change in the built environment in the short and long term.  
**Measurement** – Exams and design projects
- **Learning Outcome** – Students will interpret ecological, social and cultural values of the natural and built environment to better understand impacts on environmental resources, policies, problems and solutions.  
**Measurement** – Exams and develop design projects

**Year Two**

- **Learning Outcome** – Students will apply the site engineering and erosion/sediment control principles and techniques presented in LAND 3330 to a site design solution for a residential community development project.  
**Measurement** – Students will produce road layout, road alignment, and site grading plans for a road of their own design for a residential community. Students will develop erosion and sedimentation plans and details that meet the state requirements set forth by the Georgia Environmental Protection Division.

- **Learning Outcome** – Students will analyze existing site conditions to influence conceptual landscape designs and planning problems.  
**Measurement** – Production of mapped site inventories and composite analysis sheets that expose a site’s design limitations and opportunities using hand-produced overlays and computer applications.
- **Learning Outcome** – Students will select appropriate plants and other standard landscape materials for varied aesthetic and functional situations in the landscape.  
**Measurement** – Exercises; quizzes; client feedback; production of illustrative planting plans and section/elevation drawings that communicate the aesthetic properties of plants and materials; production of measured architectural drawings (planting plans) that can communicate technical planting information to industry professionals.
- **Learning Outcome** – Students will successfully identify approximately 200 trees, shrubs, and herbaceous plants by both the common and botanical names.  
**Measurement** – Quizzes, field identification exams, and the production of accurate planting plans.

### Year Three

- **Learning Outcome** – Students will apply the design process to moderately complex problems in urban and regional design solutions expressing appropriate knowledge of regional and urban design components (buildings, systems, transportation, land use, pedestrian accommodation, and environmental processes, and their interconnections in space, in densely constructed and occupied settings).  
**Measurement** – Completion of urban and regional development or redevelopment design projects, with successful spaces, routes, interconnections, and environmental processes.
- **Learning Outcome** – Students will apply graphic, written, and verbal communication in design.  
**Measurement** – Presentation of complete, clear, urban and regional site analyses, environmental components and systems, urban components and systems, and design processes and products, using combinations of graphic, verbal, and written media.
- **Learning Outcome** – Students will apply and document materials of landscape architectural construction and landscape engineering to regional and urban problem-solving and design.  
**Measurement** – Creation of landscape engineering and construction drawings and specifications implementing regional and urban design, which are complete, clear, and unambiguous.
- **Learning Outcome** – Students will apply ecological, stormwater management and soil erosion control principles and practices to regional and urban problem-solving and design problems.  
**Measurement** – Creation of drawings and specifications integrating discovered and applied environmental principles and practices to regional and urban design problems.
- **Learning Outcome** – Students will apply information about environmental, regional and urban systems, sites, and construction as needed to address unique new sites, developing technologies, and emerging development needs.  
**Measurement** – Discovery, presentation, and application of published, web-based, and observational sources of information in regional and urban sites, systems, and construction.

### Year Four

- **Learning Outcome** – Students will demonstrate skills in research, data collection, and creative conceptual discovery utilizing standard professional conventions typical of the design process in landscape architecture.

**Measurement** – Students will produce written statements and graphically summarized data indicating their ability to assess project opportunities and constraints.

- **Learning Outcome** – Students will demonstrate soft professional skills such as organization, time management, prioritization, and leadership.  
**Measurement** – Students will indicate competency by taking a capstone project and creating an outline, schedule, and scope of work in order to self-lead and successfully move a professional level project from idea formation through completion.
- **Learning Outcome** – Students will demonstrate the ability to apply skills and knowledge, current technologies, and communication skills developed through their educational career toward the development of a successful design project similar to the process in professional offices.  
**Measurement** – Students will complete a sequential and systematic design process including site inventory and analysis, concept and design development, design synthesis, and construction documentation as independent work and demonstrate competency and readiness to enter professional practice.
- **Learning Outcome** – Students will protect the health, safety, and welfare of the public as defined by the Council of Architectural Registration Boards (CLARB).  
**Measurement** – Students will demonstrate through design documentation drawings their understanding of health, safety, and welfare standards set by the Council of Architectural Registration Boards (CLARB).
- **Learning Outcome** – Students will demonstrate a depth of knowledge in a special topics area of contemporary practice after completion of a signature studio.  
**Measurement** – Students will produce detailed design solutions addressing a specialized need or user group and demonstrate specialized knowledge beyond general landscape architecture.