

# BLA Learning Objectives : Competency Areas by Course

Dept. of Landscape Architecture and Environmental Planning

**Learning Levels:** U= *Understanding*; A= *Application & Analysis*; E= *Evaluation*

Learning levels reflect the ascending hierarchy of abilities that students should progress through as they advance in the BLA. This progression in skill level culminates in evaluative abilities, however not every competency area will necessarily see students achieving that level.

**Competency Emphasis:** P= Primary Area S= Secondary Area

Competency emphasis reflects the relative level of importance of each listed competency area. A primary area of competency is of the highest importance.

	Year One		Year Two					Year Three							Year Four							
	1030	1200	1300	1350	2300	2600	2700	2720	3100	3120	3300	3500	3600	3610	3700	4910	4100	4110	4120	4130	4350	4920
<b>Natural Systems</b>																						
Have a proficient <b>understanding</b> of natural systems and how they work with particular emphasis on plants and animals and their communities.	U/S						U/P	A/S	A/S	U/S	U/S	UA/P						U/S	UA/P			
Have a proficient <b>understanding</b> of soils, and surface and subsurface hydrology.	U/S					U/S	U/P	A/S	A/S	U/S		U/S	UA/S	UA/S					UA/S	UA/E/P		
Be able to use plants as design elements in the living system, and <b>evaluate</b> the use and <b>application</b> of plants in planting designs.								A/S	A/S	U/S		UA/P						U/S	A/P	UA/S		
Have an <b>understanding</b> of the use of plants in the design process and <b>evaluate</b> their responsiveness to environmental and cultural context, functional concerns and aesthetics based on an <b>understanding</b> of design theory and principles.												UA/P						U/S	A/S	UA/S		
<b>Understand</b> the principles of sustainability and be able to <b>synthesize</b> and <b>evaluate</b> their application.								A/S	A/S			UA/P	UA/S	UA/S						UA/S		
<b>Understand</b> and <b>apply</b> conservation biology and landscape ecology methodologies and principles.																				UA/P		
<b>Apply</b> the concepts of conservation biology in planning, design and management solutions that preserve, enhance or restore habitat.												U/S								UA/P		
<b>Cultural Systems</b>																						
<b>Understand</b> the basic attributes of human behavior and how they affect perception and the use of space.	U/S			U/S			UA/P	UA/S	A/S	U/S		U/S				A/S		A/S				
<b>Understand</b> user needs through varying age and abilities, and be able to <b>apply</b> them in the design of responsive environmental settings.							U/P	UA/P	A/S									A/S				
<b>Understand</b> attributes of personal space, territory, home range, home base and how they affect human behavior.							U/P	AU/S	A/S			U/S										
<b>Understand</b> and be able to <b>apply</b> and <b>evaluate</b> the issues of multiculturalism and cultural points of view with respect to design in public and private spaces.							U/P	U/S	U/S									U/S				
<b>Understand</b> the components of the phenomenal environment (human, physical and experiential) and how they affect and are affected by human behavior.							U/P															
<b>Apply</b> the understanding of human behavior to the planning and design of use relationships, circulation and general organization of site plans.							U/P	UA/S	A/S									A/S				
<b>Design and Planning Theory</b>																						
Develop an in-depth understanding of and apply and evaluate design theory and principles in the discipline of landscape architecture.	U/S			A/P	U/S		UA/S	UA/P	A/S	A/P		UA/P	U/S	U/S				U/P	A/S	UA/P		
<b>Apply</b> a range of approaches (conceptual, perceptual and analytical) to describe and design solutions.												UA/P							A/P	UA/S		
<b>Understand</b> the role of the range of public and private stakeholders in the planning and design of sites.							U/S		U/P						U/S			A/P				
Attain a proficiency in <b>understanding</b> landscapes and <b>applying</b> design ideas three dimensionally.	U/S	U/S		A/P	U/S	UA/S	U/S	AU/S	AU/P	A/P	A/P	UA/P	UA/S	UA/S				A/P	A/P	UA/P		
Attain a proficiency in <b>understanding</b> and <b>applying</b> design ideas in the 4th dimension - time. in the 4th dimension- time.	U/S			A/P	U/S		U/S	AU/S	AU/P	A/P	A/P	UA/P	UA/S	UA/S				U/P	A/P	UA/P		
<b>Understand</b> the multiplicity of scale involved in design and its importance for quality in place-making, decision-making and larger planning issues.				U/S			U/S	U/P	A/P			UA/P	UA/S	UA/S				A/P	A/S	UA/S		
<b>Understand</b> the theories of aesthetics and beauty and be able to <b>apply</b> and <b>evaluate</b> them in the design process.												UA/P	UA/S	UA/S					A/S			
<b>Understand, apply</b> and <b>evaluate</b> land use and transportation planning theory.								U/S								A/P		U/S				
<b>Understand</b> and <b>apply</b> land use law, regulatory techniques and policy.								A/S	A/S								U/P			U/S		
<b>Understand</b> the importance of creative thinking and problem solving in the design process (the actions of seeing, thinking and doing) and be able to <b>apply</b> it in design solutions.				A/P			U/S	A/P	A/P			UA/P	A/S	A/S				A/S	A/S	UA/P		

# BLA Learning Objectives : Competency Areas by Course

Dept. of Landscape Architecture and Environmental Planning

	1030	1200	1300	1350	2300	2600	2700	2720	3100	3120	3300	3500	3600	3610	3700	4910	4100	4110	4120	4130	4350	4920
<b>Understand</b> regional landscape planning theory, methods, and applications and then <b>apply</b> them on real projects.							U/S												UA/P			
<b>Understand</b> how to integrate a variety of regional landscape planning project scales, from broad to site-specific.																	U/S		UA/P			
<b>Understand</b> the design process.		U/S		A/P				UA/P	A/P			UA/P	UA/S	UA/S			A/S	UA/S	UA/P			
Possess the ability to critically assess a design problem and apply the design process to develop a creative and functional product.								U/S	A/P			UA/P	UA/S	UA/S				A/S	UA/P			
<b>Understand</b> land use relationships and have the ability to <b>apply</b> this understanding in the execution of site plans.								A/P	A/P			UA/S	UA/S						U/S			
<b>Understand</b> and be able to <b>apply</b> principles of pedestrian and vehicular circulation.				U/S				UA/P	A/P								A/S	UA/S				
<b>Site Design and Engineering</b>																						
<b>Understand</b> and have the ability to <b>apply</b> site planning and design methodologies at the full range of scales.	U/S					UA/S	U/P	U/P	A/P	A/P	U/S	UA/P	U/S	U/S	A/S		A/P	A/S	UA/P			
<b>Understand</b> the process of developing a design program and have the ability to <b>apply</b> it to a site.							U/S	U/S	A/P	A/S	U/S	U/S	UA/S	UA/S	U/S		A/P	A/S	UA/P			
<b>Understand</b> and have the ability to <b>apply</b> site engineering and construction processes, materials and methods to a site.						UA/P			A/S			UA/P	UA/P					UA/P				
<b>Understand</b> local codes and building standards.								U/P	A/P	A/S			UA/S	UA/S	U/S		A/S	A/S				
Have the capability to <b>analyze</b> programs and landscapes- discern the essential problem or problems to be solved				U/S		A/P	UA/P				U/P		UA/S	UA/S		U/S	A/P		UA/P		U/S	U/S
<b>Understand</b> emerging areas in site engineering including on-site storm water management, bioengineering for erosion control and bioremediation.	U/S					U/S						UA/S	UA/S					A/S	UA/P			
<b>Understand</b> and <b>apply</b> principles of site grading, drainage and stormwater management.								A/S	A/S										UA/P			
<b>Understand</b> and <b>apply</b> the design of built structures.									A/S				UA/P	UA/P			A/S	UA/P				
<b>Communication</b>																						
Competence to conceptualize, portray and <b>evaluate</b> ideas graphically.		UA/P		A/P		UA/S	U/S	UA/P	A/S	A/P	A/P	UA/P	UA/S	UA/S	A/S	A/P	A/P	A/P	UA/S		A/P	A/P
Ability to convey ideas logically and persuasively through writing ( <b>application</b> ).	A/S			A/P			UA/S	A/S	A/S	A/S	A/S	UA/S	UA/S			A/P	A/S	A/S	UA/S		A/P	A/P
<b>Understand</b> proper citation and style formats and be able to <b>apply</b> them in written and visual documents.				U/S											A/S		U/S	A/P	UA/P			
<b>Understand</b> how to convey ideas through verbal communication and apply it.		UA/S					UA/S	A/S	A/S	U/P	U/P		A/S	A/S	U/S	A/P	A/P	A/S	UA/P		A/P	A/P
<b>Understand</b> the theories of public participation and <b>apply</b> them in real-world projects.																						
<b>Understand</b> and <b>apply</b> the model-making process.				A/P				UA/S	A/S										S/A			
<b>Understand</b> theories of negotiation and <b>apply</b> them in appropriate situations.																						
<b>Understand</b> and have the ability to <b>apply</b> the examination, organization and representation of information.												UA/S				A/P	A/S	UA/S			A/P	A/P
<b>Understand</b> various methods of visualizing information and be able to <b>apply</b> the conventions of landscape architectural representation.				A/P			A/S			A/P	A/P	UA/S	UA/P				A/S	UA/S				
<b>Understand</b> and <b>apply</b> time and budget management skills.																			UA/S			
<b>Research Skills</b>																						
<b>Understand</b> and be able to <b>apply</b> :																						
- methods of data collection and management							U/P	A/S	A/S			UA/S										
- methods of data analysis							U/P	A/S	A/S													
- processes of critical thinking									A/S			UA/S										
<b>Technologies</b>																						
Have a working <b>understanding</b> of CAD.			UA/P							A/P	A/P						U/S	A/P				
Have a working <b>understanding</b> of GIS and be able to <b>apply</b> it to solving planning problems.																						
Have a working <b>understanding</b> of other digital imaging programs and be able to <b>apply</b> them to the graphic communication goals.		UA/S								A/P	A/P					A/S	A/S	A/S			A/S	A/S
<b>Apply</b> a proficiency in hand imaging and hand lettering.		UA/P				A/S	A/P	A/S	A/S								A/S					
<b>History and Criticism</b>																						
Develop an <b>understanding</b> of visual landscape change related to human action throughout history.					U/P		U/S										U/S					
<b>Understand</b> the historical development of the landscape in the Intermountain West.																						
<b>Understand</b> the historical development and contemporary practice of the profession of landscape architecture.				U/S	U/P																	
<b>Understand</b> the development of landscape and planning theories, their roots and their evolution through time.					U/P			A/S	A/S						U/S							

**BLA Learning Objectives : Competency Areas by Course**

Dept. of Landscape Architecture and Environmental Planning

	1030	1200	1300	1350	2300	2600	2700	2720	3100	3120	3300	3500	3600	3610	3700	4910	4100	4110	4120	4130	4350	4920	
<b>Evaluate</b> landscape design within the broader context of historical change as affected by cultural, political, social and economic movements.					U/P																		
<b>Understand</b> and <b>apply</b> a vocabulary of design styles and elements based on historical antecedents.					U/P		U/S	A/S	A/S														
<b>Understand</b> the history, workings, and significance of the public lands in the western US.					U/S				U/S														
<b>Understand, analyze, evaluate</b> the important literature in the profession.																	U/A/S						
<b>Understand</b> and <b>evaluate</b> the planning and design of built works.																							
<b>Develop</b> a vocabulary of design styles and elements that is based on historical antecedents.																	A/S						
<b>Values and Ethics</b>																							
Have a clear <b>understanding</b> of professional practice norms and standards.								U/S				U/A/S				A/P					A/P	A/P	
<b>Understand</b> the historical evolution of a land ethic.					U/P				A/S														
<b>Understand</b> and <b>apply</b> the theories of environmental ethics.							U/P									U/P					U/P	U/P	
<b>Understand, apply and evaluate</b> land use law, regulatory techniques and policy.															U/S	U/S					U/S	U/S	