Handbook for the
Master of Landscape Architecture
Track 3, Graduate First Professional Accredited Degree Program

Fall 2013
August 21, 2013

Gene Bressler, FASLA, Professor and Head
Fernando Magallanes, PLA, Associate Professor and
Director of the Graduate Program (DGP)

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The intent of this Handbook is to provide our students and others interested in our MLA (first professional degree program at the graduate level) useful information about the program. Like the landscape, our program is a dynamic entity that adjusts to changes and opportunities as they arise. Please let us know if you need additional information, have questions or unique circumstances, or to report any errors in this document. This document will be updated on an as needed basis.

Thank you to the following people for your assistance with producing this document:

Tynner Tew, President, Student ASLA
Fernando Magallanes, Associate Professor
Kofi Boone, Associate Professor
Andrew Fox, Assistant Professor
Daniel Howe, Chair, Landscape Architecture Advisory Council
Morgan Nederhood, Academic Unit Program Assistant

Gene Bressler, Professor and Head
Department of Landscape Architecture
August 21, 2013
Prologue
By Daniel Howe, AICP, Assistant Professor of the Practice
Assistant City Manager, Raleigh, North Carolina

From *The Devil in the White City* by Erik Larson, he quotes Daniel Burnham at a fete at Madison Square Garden in NYC held in Burnham’s honor. Olmsted, ailing, was not able to attend. This is Burnham in reference to the World’s Columbian Exhibition of 1893:

> “Each of you knows the name and genius of him who stands first in the heart and confidence of American artists, the creator of your own and many other city parks. He it is who has been our best advisor and our constant mentor. In the highest sense he is the planner of the Exposition, Frederick Law Olmsted... An artist, he paints with lakes and wooded slopes; with lawns and banks and forest-covered hills; with mountain sides and ocean views. He should stand where I do tonight...”

The World’s Columbian Exhibition of 1893 is widely credited with changing America’s perception of its cities and launching the City Beautiful movement in the US. As Larson puts it on P 374:

> “The fair taught men and women steeped only in the necessary to see that cities did not have to be dark, soiled and unsafe bastions of the strictly pragmatic. They could also be beautiful.”

This combination of beauty and functionality is the core of Olmsted’s understanding of the profession he founded. Again from Larson, speaking of Olmsted:

> “Throughout his career he had struggled...to dispel the perception that landscape architecture was simply an ambitious sort of gardening and to have his field recognized as a distinct branch of the fine arts, full sister to painting, sculpture, and brick-and-mortar architecture.”

And as I like to point out to students, Larson notes that Burnham

> “…knew also that before launching the field of landscape architecture, Olmsted had been a writer and editor...(and) had a reputation for brilliance and tireless devotion to his work...”

The breadth of his knowledge of the world and his travels overseas, his discipline as a journalist to see and understand and describe, and sheer hard work and determination in the face of many...

> “men who failed to understand that what he sought to create were not flower beds and ornamental gardens but expanses of scenery full of mystery, shadow, and sun stippled ground...”

...made Olmsted into the beacon he was for this profession in the 20th Century. It will take similar skills to light the way into the practice of landscape architecture in the 21st.
Introduction

Landscape Architecture at NC State University
Rev. 8.13.2013

Welcome to the Department of Landscape Architecture in the College of Design at NC State University! This is North Carolina’s academic and scholarly home for the profession of landscape architecture.

We seek and value individuals from diverse backgrounds and perspectives who are committed to undertaking the design challenges and opportunities associated with land and landscape.

In what we teach, in the research and development we engage, and in the service learning, extension, and outreach we provide, NC State landscape architecture emphasizes evidence-based inquiry and design thinking that prepares students for current practice as well as leadership in the dynamic and transformative profession of the future.

Our strengths and reputation are built around delivering a strong general education in landscape architecture. We focus on the “normal to wicked” landscape architectural design issues, challenges, and opportunities facing existing and emerging, small to large communities and cities of the southeast United States and beyond.
In this context, our mission is to provide students with the intellectual capacity coupled with technical and form giving “design know-how” expected and required to create innovative, long-term solutions focused on human and ecosystem health, social equity, and quality of life. We expect graduates to apply their talents to lead and advance the knowledge and capabilities of the profession and to be competent, entrepreneurial, and competitive in the job market and within their communities.

The discipline and practice of Landscape Architecture is broad and continues to expand as landscape architects engage challenges of human settlement on the land.

The imperatives motivating the department’s academic, scholarly, research and extension activities and interdisciplinary approach are the challenges associated with:

- Urban growth and (re)development within the context of healthful landscape systems;
- The integration of resource-conserving urban infrastructure systems;
- Place-making embodying cultural and economic vitality;
- Adaptation to climate change;
- Planning and design for environmental disaster: hurricanes, tornadoes, flooding; and
- Promotion of environmental justice.

In our fully accredited landscape architecture programs, students learn (and continue to develop through professional practice) specific knowledge and skills in design, site planning, landscape ecology, land analysis, place-making, grading, drainage, site development systems, storm water management, construction materials and methods, planting design, drawing and digital 2 and 3D modeling, representation, and GIS, facilitation, team building, and leadership. Our student population is gender balanced 50/50%, multi-national, and experientially diverse. Our faculty is ethnically, age, and experientially diverse.
Our 6 decades of graduates have and continue work in private consulting firms, city and regional planning departments, universities, land trusts, state and federal agencies, and for others in the public and private realms who are responsible for making wise decisions about the design, management and protection of our environment. They have a rich history of undertaking project situations of various types, scales, complexities and stakeholders ranging from the ubiquitous to the most challenging for which new solutions are invented.

Faculty Interests

Diverse faculty teaching and scholarly expertise and achievements intersect and direct student attention on the design of emerging and evolving communities and cities. Specifically this includes:

- Our Interdisciplinary focus on urban infrastructural systems and the development and transformation of existing and emerging territories. The Southeast is growing in population. Where will these people live? In what form will future development take? How might existing gray and brownfields be reclaimed and repurposed? What are the consequences of doing nothing? What are the benefits of making strategically vital changes in how we plan and design for future populations in the interest of the public’s health, safety and welfare?
Our continuing decades long legacy of community engagement, participatory design, and service learning;

Our research, development, teaching, and application of sustainable and healthful landscape systems in site planning and design, design and construction technologies, design/build implementation, post-occupancy evaluation, and landscape asset management. In particular, the efforts currently being pursued recognize the need for sustainable and rapidly deployable post-disaster housing, with a strategic focus on resilient infrastructure, community planning, and relief-housing delivery efforts in the U.S.—all with a
strategic focus on North Carolina applications. These efforts are re-imagining the role design-centered solutions can play in preparation and recovery efforts;

- Our internationally recognized design of intergenerational landscapes, including children’s play and learning; research addressing impacts of outdoor environments on health outcomes, active lifestyles, learning processes, attention functioning, psychological restoration, and other markers of the wellbeing of living systems;
- Traditional and new digital communication and representation media that enhance constituent participation in analysis, design, presentation, and evaluation; and
Design education, effective teaching, and communication to serve the needs and expectations of communities, changing societal needs, and professional practices. A number of our graduates pursue careers in teaching, research, product development and public service.

Academic Programs

Within the Department of Landscape Architecture at NC State University, design inquiry and thinking is taught within an innovative interdisciplinary environment focused on making the world a better place!

Academic programs are delivered year round. They include core and advanced design studios and seminars that expose our students and faculty to multiple learning experiences in the Research Triangle Region, the many historic and contemporary urban destinations of the South East, the NC State University European base in Prague, and an interdisciplinary program in Ghana. Diverse seminars in sustainable design, healthful landscape systems, design build, site planning, environment and behavior, history and theory, media production, landscape planning, research and strategic thinking, and professional practices link designers with their constituents through participatory processes using the latest technology.

The department's academic programs include:

- An accredited graduate level first professional Master of Landscape Architecture (MLA) degree program (track 3) – This is an 84 credit hour program accredited by the Landscape Architecture Accreditation Board. Advanced standing in the program may be given on a case-by-case basis depending upon prior academic course work in landscape architecture and other design disciplines. (The undergraduate Bachelor of Landscape Architecture (BLA) program is in the 3rd year of a planned 5-year phase out; applications to this program are not being accepted).

- A post-professional Master of Landscape Architecture (MLA) degree program (track 2) – This is a 48 credit hour program for students who already hold an accredited Bachelor in Landscape Architecture (BLA) degree.

- An interdisciplinary graduate Certificate in City Design – This is a 15 credit hour program delivered jointly with the School of Architecture, that focuses on the existing and emerging planning and design issues, challenges, and opportunities facing small to large communities and cities.

Core Values

- Students benefit from close relationships with faculty and fellow students across the design disciplines within the College of Design and draw on the vast opportunities offered by a top-ranked research-extensive land grant university.

- Collective student and faculty core values reflect passions about the health and wellbeing of human and non-human communities and systems.

- We are dedicated to teaching, research, and engagement activities that inspire and prepare landscape architects to lead design processes that recognize and respect human interdependence with multiple concurrent social, ecological, and economical systems.
We are a commitment to understanding the consequences of human action on the land and to responding with community based, politically savvy solutions.

All share a sincere appreciation for each student and for one another predicated upon understanding that students learn design in different ways and possess non-uniform skill sets. This fosters learning interactions that build upon and develop each student’s unique interests and capabilities.

We join with the School of Architecture, the Department of Graphic Design and Industrial Design, the Department of Art and Design and the PhD in Design program in forming the academic units of the College of Design. Our students benefit from close and growing relationships with faculty and students in other disciplines within a small college community while drawing on the vast resources of NC State University.

About the journey

Design is both the means and the object of this landscape architecture program. Design Thinking involves the processes of synthesis through which ideas are generated, evaluated and developed. Learning to design requires questioning and challenging pre conceptions. It requires a conscious effort on the part of the student.

Fundamental to the teaching of design is the design studio environment. Fundamental to the design studio is the pedagogy of evaluative criticism. In order to develop, one’s design solutions are subjected to criticism through which both processes and products are scrutinized. While the role of the faculty, as critic is essential in discovering successes and areas for improvement, the development of the student’s own critical and self-evaluative facilities is encouraged throughout the program of study. Critical discourse is encouraged between teacher and student, between student and student, and between student and potential stakeholder or constituent. It is through these rigorous yet constructive interactions that one enhances and builds a body of knowledge and professional capabilities.
Formal education in design is a composite of many complex, interrelated factors. In the learning process, there is no way one can comprehend them all at once. Throughout your course of study, you will be challenged with a series of focused, objective exercises that isolate and explore one or more issues that have implications for design. In this way, you may see more clearly how important each issue is, understand the role each plays in a composition, and perhaps recognize when it is more appropriate to emphasize one instead of another.

The journey involves exciting, and demanding design thinking processes. You will discover, analyze and manipulate the interplays between information, values, ideas, forms, and outcomes. You will learn to distinguish between those ideas that have implications for form from those that do not. Design(ing), as you discover, involves numerous interactions and processes; there is no one prescribed recipe or formula. The path leading to the most successful solution for a given problem is rarely linear or step-by-step. The design thinking process is iterative, involving evidence, informed trial-and-error, creativity, and reflection.

Welcome opportunities to experiment. Learn from your “successes and errors.” Agility is one of keystones to good design.

Design is learned through initiation, hard work, and the willingness to explore. It is a journey that never ends.

Best wishes and enjoy your journey!!!

Gene Bressler, FASLA
Professor and Head
1 Governance and Administration

1 UNC System and North Carolina State University

The University was founded in 1887. It is one of two land-grant institutions in North Carolina and has evolved to become a nationally and internationally positioned research university. It is one of sixteen constituent institutions of the University of North Carolina. President Thomas Ross and a thirty-two-member board of governors, chaired by Benjamin S. Ruffin, administer the University System. Chancellor Dr. Randy Woodson, and a Board of Trustees govern NC State University.

Within NC State University are twelve colleges:

- College of Agriculture and Life Sciences
- College of Design
- College of Education
- College of Engineering
- Graduate School
- College of Humanities and Social Sciences
- Poole College of Management
- College of Natural Resources
- College of Sciences
- College of Textiles
- College of Veterinary Medicine
First Year College

2 College of Design

The Dean is the chief executive officer of the College and is responsible for setting basic goals, mission, policies, budget, enforcement of admission and graduation requirements, and for the general efficiency of all the programs within the College. Reporting to the Dean are: the four Department Heads (Landscape Architecture, Graphic Design, Industrial Design and Art + Design); school director (Architecture); Associate Dean of Academic Affairs and Director of the PhD program; the Associate Dean of Graduate Studies, Research, and Extension.

The College of Design has four degree-granting departments:

Architecture
Graphic Design/Industrial Design
Art + Design
Landscape Architecture
Interdisciplinary Ph.D. in Design.

All departments offer undergraduate professional degrees and both first-professional and advanced-studies masters degrees in their respective disciplines. The School of Architecture offers a four-year Bachelor of Environmental Design in Architecture and an additional one-year program for a professional Bachelor of Architecture degree. It also offers first and advanced professional degrees at the master’s level. The other departments offer four-year bachelors degrees, while landscape architecture offers a five-year Bachelor of Landscape Architecture.
The Department of Landscape Architecture has representation on all of College of Design standing committees: Faculty Council; Admissions; Undergraduate Courses and Curriculum; Graduate Studies; and Research, Extension and Outreach. During the past five years, landscape architecture faculty members have served as chairs of the Admissions Committee; the College Research, Extension and Outreach Committee; and the College of Design Faculty Council.

Members of the faculty serve on various University committees, including the Faculty Senate, the University Research Committee, the Extension and Community Development Committee, the Campus Planning Committee, the Physical Environment Committee, the University Open House Committee, the Tenure Committee, the University Council on International Studies and the State Employees Combined Campaign Committee.

3 College of Design Administration

Marvin Malecha, FAIA, Professor of Architecture,
Dean of the College of Design

Hernan Marchant, Professor of Art and Design,
Associate Dean for Undergraduate Studies and Academic Support

Arthur R. Rice, FCELA, Professor of Landscape Architecture,
Associate Dean for Graduate and International Studies
Director, PhD in Design Program

Dottie Haynes
Assistant Dean for Budget and Administration

Celen Pasalar, PhD, Assistant Professor of Landscape Architecture
Assistant Dean for Research and Extension

Carla Abramczyk
Assistant Dean, External Relations and Development

Tameka Whitaker
Assistant Dean for Student and Academic Services

Robin Abrams, AIA, ASLA, PLA, Professor of Architecture
Head, School of Architecture

Gene Bressler, FASLA, Professor of Landscape Architecture
Head, Department of Landscape Architecture

Chandra Cox, Professor
Head, Department of Art + Design

Tsai Lu Liu, Professor
Head, Department of Graphic Design and Industrial Design
Core Faculty

Kofi Boone*, Associate Professor
Gene Bressler, FASLA*, Professor and Department Head
Nilda Cosco, PhD, Affiliate ASLA Research Associate Professor
Carla Delcambre, PLA, Teaching Assistant Professor
Andrew Fox, ASLA, PLA, Assistant Professor
Fernando Magallanes, PLA*, Associate Professor
Robin Moore, Honorary ASLA*, Professor, Director, Natural Learning Initiative
Celen Pasalar, PhD, Assistant Professor and Assistant Dean for Research and Extension
Art Rice, FCELA*, Professor and Associate Dean for Graduate and International Studies, Director of the PhD in Design Program
Jay Tomlinson, ASLA, Research Associate Professor, Coordinator for Research and Extension (Research & Engagement)
Angelo Abbate, Professor Emeritus of Landscape Architecture

* Connotes tenure
PLA connotes registered landscape architect in the state of North Carolina

Faculty of the Practice (previous 2 years)

Derek Blaylock, Assistant Professor of the Practice
Carter Crawford, ASLA, PLA, Assistant Professor of the Practice
Charles Flink, FASLA, PLA, Executive in Residence
Walt Havener, ASLA, PLA, Assistant Professor of the Practice
Chris Hilt, FASLA, PLA, Assistant Professor of the Practice
Dan Howe, AICP, Assistant Professor of the Practice
Mark Hough, ASLA, PLA, Assistant Professor of the Practice
Michael Lattner, ASLA, PLA, Assistant Professor of the Practice
Julie Sherk, ASLA, PLA, Assistant Professor of Horticultural Science
Rodney Swink, FASLA, PLA, Professor of the Practice

Also supporting program delivery are a number local practitioners who participate as design studio critics, members of students’ final project committees, guest speakers, and mentors.
Landscape Architecture Advisory Council

The Landscape Architecture Advisory Council consists of alumni, practitioners, and friends of the Landscape Architecture program at NCSU. The Council meets periodically to discuss the direction of the program, offer advice about trends and issues in the broader Landscape Architecture community in North Carolina, and increase the department’s resources. The Council also considers issues of more broad concern in the profession, bringing attention to issues of interest to landscape architects in NC and across the country. In addition to its advisory function, Landscape Architecture Advisory Council members undertake projects to help connect current students and faculty connect with alumni of the program worldwide, helps organize the Landscape Architecture Lecture Series, and organizes periodic social and other gatherings among friends, students, faculty and supporters of the program.
2 | Accreditation Statement and Degree Requirements

The Department of Landscape Architecture in the College of Design at North Carolina State University is an accredited professional program and academic unit of the University of North Carolina System offering the field’s first professional degrees in landscape architecture at the bachelor’s (BLA) and master’s (MLA) levels. In order to maintain this status, the curriculum is designed to meet both the requirements of the NCSU Graduate School and the Landscape Architecture Accreditation Board (LAAB).

Accreditation

The Landscape Architecture Accreditation Board, a national organization chartered by the US Department of Education and recognized by the Council of Educators in Landscape Architecture (CELA), accredits both first professional degrees.

NCSU Graduate School Requirements

The NCSU Graduate School administers graduate education at NC State University. The MLA program conforms to the requirements and policies of the Graduate School. Students and faculty are directed to the Graduate School’s Administrative Handbook.

http://www.fis.ncsu.edu/grad_publicns/handbook/

Chapter 3, Matriculation to Graduation of the Graduate Handbook describes requirements for a Master’s degree in a designated field such as Landscape Architecture as follows:

A number of departments and programs offer Master’s degrees in designated fields. These are professional degrees and do not require a thesis.

Requirements include the following:

A minimum of 30 semester hours of graduate work in the degree program (unless the specific program requires more hours).

MLA Program Requirements

In order to meet accreditation standards the MLA curriculum exceeds the 30 semester hour minimum requirement of the NCSU Graduate School. The MLA curriculum requires 84 semester hours.

- A comprehensive written examination is not a requirement for the MLA degree.
- A thesis is not a requirement for the MLA degree, but the department does require a final advanced studio, either faculty led or self-directed.
- MLA candidates must successfully complete a Comprehensive Oral Examination.
- MLA Candidates must complete a study abroad design studio experience.
August 24, 2010

Professor Gene Bressler, FASLA, Professor and Head
Department of Landscape Architecture
College of Design
North Carolina State University
Campus Box 7701, Brooks Hall
Raleigh, NC 27695

Dear Professor Bressler:

The Landscape Architectural Accreditation Board at its August 6-7, 2010 meeting granted accreditation for a six (6) year period to the course of study leading to the first professional MLA degree at North Carolina State University subject to review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends June 30, 2016. Accordingly, the MLA program is next scheduled for a review during the spring of 2016.

In making its decision, the LAAB considered the program’s self-evaluation report, the visiting team report, the institution’s response to the team report, and discussions with team members and program faculty.

Enclosed is a copy of the final visiting team report and a list of recommendations affecting accreditation (to be responded to in annual reports) and suggestions for improvement. This list was developed by LAAB from the materials reviewed during the meeting.

On behalf of the visiting team, I would like to thank you for the hospitality extended to them by the faculty, staff, and students.

Sincerely,

Richard Hawks, FASLA
LAAB Chair

Enclosure

cc: Dr. Wenwick A. Arden, Provost
Curriculum

1 Overview
Entering students begin studies with the start of the first summer session. Required courses will include Landscape Architecture Design Foundations and Introduction to Digital Design Media.

Students following the typical program of study will be expected, thereafter, to take 12 semester credit hours for each of the fall and spring semesters that follow. In the summer following first year, rising second year students will be expected to take the Plant Identification (3 credits) and Plants and Design (3 credits) sequence and the Landscape Architecture Constructions Materials and Methods (3 credits) courses. During the following summer, there will be a several available free elective courses and an optional advanced studio.

All MLA students are required to complete an International Design Studio (LAR 565 – 6 credits) with in the College of Design’s Prague or Ghana studies abroad venues. This is typically taken during the fall semester of third year.

All MLA students receive individual and group advising through out their tenure in the program. In the fall of their second year, students participate in a required Progress Towards Degree advising session with the department dead and the director of the LAR graduate program (DGP) to review their academic performance and discuss both immediate and longer-term academic matriculation and career plans. Rising third year students are required to meet with the DGP to review their plans of work and other procedures required for graduation.

In the third year of study, MLA students may select either an Advanced Design Studio Laboratory (LAR 500 – 6 credits) or seek approval to undertake the Final Capstone Design Studio Project (LAR 505-6 credits) or the Self-Directed Advanced Research Design Project (LAR 679 - 6 credits) Policies describing these options are described below.

In accordance with the policies of the Graduate School, all MLA students in their final semester will take an Oral Examination. This exam, written by the Landscape Architecture faculty is intended to validate the students’ understanding and competence in application situations requiring critical design thinking processes. The MLA Oral Examination is described below.

2 Program Objectives
To develop excellence in design processes and skills that lead to the creation of landscapes of benefit to society and the environment.

- To learn and develop competence in the core content of the profession that includes landscape architectural history, theories and precedents, technologies and materials, natural and cultural systems, and communications and inquiry media.

- To learn and apply methods to engage independent research and design investigations based upon rigorous, original, and creative thinking, which lead to the completion of a definitive self-directed design project or advanced design studio laboratory project.

- Convey a working knowledge of the institutional framework within which the design process occurs.
• Apply and extend course work, research, and creative work to real world situations through service activities.

3 Upon graduation our graduates are expected to be able to:

Enter the rigor of professional practice, as it is presently known, competent in the core themes, skills, and practices of the profession, inclusive of LAAB standards.

Responsibly address the environmental and cultural factors in order to design regionally responsive urban, suburban, and rural landscapes.

Develop one’s ideas, convey one’s values, and criticize one’s work.

Challenge existing methods or norms of landscape architectural practice when appropriate with the goal of creating, developing, and providing better ways to accomplish their missions, achieve better outcomes, and enhance the knowledge and capability of the profession.

Act as a steward of the landscape, educator of clients, and ethical role model and source of inspiration to future generations.

4 Primary areas of advanced study presently include:

1 Design of sustainable healthy and inclusive city, suburban, and rural landscapes to accommodate new projected population growth and development, regenerate brown field and gray landscapes, and in anticipation of natural disasters facing our region and other emerging areas;

2 Scholarship and research in evidenced based inquiry to learn from past experiences, develop new knowledge, and evaluate outcomes;

3 Development and application of technologies (materials, methods documentation, digital technologies) to provide the know-how to better inform, simulate, design, test solutions and predict outcomes;

4 Learning to teach in a design field to pursue a career in higher education and to enable others, such as potential clients and stake holders, and the public at large (and one’s self) to learn, appreciate, participate in and challenge landscape thinking;

5 Working productively with increasingly diverse clients and user groups within local, regional, national, or international contexts to develop creative solutions to the problems confronting society.
# Masters of Landscape Architecture Semester Display and Curriculum

84 Credits - Track 3, First Professional Degree,
Effective: May 2013 for Incoming First Professional MLA Students, subject to change

## Typical Program of Study

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>Summer Session 1: 2013</th>
<th>Summer Session 2: 2013</th>
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<tbody>
<tr>
<td>LAR 582</td>
<td>Design Fundamentals</td>
<td>LAR 582</td>
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<tr>
<td>LAR 582</td>
<td>Intro Digital Media Applications</td>
<td>3 HT(r)</td>
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<tr>
<td>LAR 510</td>
<td>LA Drawing/Representation</td>
<td>3 DG(r)</td>
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<tr>
<td>Total</td>
<td>required hours 9</td>
<td>Total required hours</td>
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**Fall: 2013**  
LAR 444 History of Landscape Architecture  
LAR 501 Intro LA Design Studio: Design Thinking, Place Making, and Representation  
ARC 590 Natural Systems  
Total required hours 12

## SECOND YEAR

<table>
<thead>
<tr>
<th>Summer Session 1: 2014</th>
<th>Summer Session 2: 2014</th>
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<tbody>
<tr>
<td>LAR 457 Landscape Construction Materials</td>
<td>3 SW(r)</td>
</tr>
<tr>
<td>LAR 582 Plant Materials</td>
<td>3 SW(r)</td>
</tr>
<tr>
<td>LAR 582 LA Planting Design Workshop</td>
<td>3 SW(r)</td>
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<tr>
<td>Total required hours 9</td>
<td>Total required hours 0</td>
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**Fall: 2014**  
LAR 503 Design Development Studio  
LAR 582 LA Design Theory and Criticism  
LAR 582 Interface of Planning and Landscape  
Total required hours 12

## THIRD YEAR

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<tr>
<th>Summer Session 1: 2015</th>
<th>Summer Session 2: 2015</th>
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<tr>
<td>LAR 582 Free Elective TBA</td>
<td>3 HT(e)</td>
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<tr>
<td>Available advanced studio</td>
<td>6 DS(o)</td>
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<tr>
<td>Total required hours 0</td>
<td>Total required hours 0</td>
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</table>

**Fall: 2015**  
LAR 565 International Studio  
Free electives | varies(e) |
Total required hours 6

## Notes:

1. LAR 582 is a number designated for Special Topics courses until they are approved as official courses.
2. Faculty-Directed Advanced Studio Design Laboratory: Advanced faculty led inquiry based design studio "lab". Subject focus of greater complexity and scope such as large area planning, community planning and development, urban design; may be collaborative; may require certain pre requisites. Students may alternatively pursue Self-Directed Design Project, in accordance with program policies or approved studio in another discipline, study abroad venue, or other LAR advanced designed studio offered.
3. LAR 565 International Studio will be offered Summer 2014 (Ghana) or Prague (Fall 2014)
4. Elective courses may be taken during summer sessions and/or during fall or spring semesters. LAR 500, Advanced Design Studio /Laboratory, may be taken during the summer.

TOTAL REQUIRED CREDIT HOURS 84

r = required core,  e = elective,  o = optional
## Revised Curriculum Display effective June 2013

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Credit</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>DS-DESIGN</strong> (36 hours: 24 required core studio hours + 6 hours additional studio option)</td>
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<td><strong>Required</strong></td>
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<td>r</td>
<td>Intro LA Design Studio</td>
<td>LAR 501</td>
<td>(6)</td>
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<td>r</td>
<td>Site Planning and Design Studio</td>
<td>LAR 502</td>
<td>(6)</td>
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<td>r</td>
<td>Design Development Studio</td>
<td>LAR 503</td>
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<td>International Studio</td>
<td>LAR 565</td>
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<td>r</td>
<td>Advanced Design Studio Laboratory</td>
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<td><strong>Group Studio Electives</strong></td>
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<td>o</td>
<td>Self-Directed Design Project</td>
<td>LAR 679</td>
<td>(6)</td>
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<td>Final Project</td>
<td>LAR 505</td>
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<td>Swing Studio</td>
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<td><strong>SW-SITE WORKS</strong> (15 hours)</td>
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### DC-DESIGN Communications (6 hours)

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<td>Introduction to Digital Media</td>
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<td>LA Digital Representation and Modeling</td>
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## PROFESSIONAL PRACTICE (3 hours)

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* = required core,  e = elective,  o = optional

### Notes:

1. LAR 582 is a number designated for Special Topics courses until they are approved as official courses.
2. **Faculty-Directed Advanced Studio Design Laboratory:** Advanced faculty led inquiry based design studio “lab”. Subject focus of greater complexity and scope such as large area planning, community planning and development, urban design; may be collaborative; may require certain pre requisites. Students may alternatively pursue **Self-Directed Design Project**, in accordance with program policies or approved studio in another discipline, study abroad venue, or other LAR advanced designed studio offered.
3. **LAR 565 International Studio** will be offered Summer 2014 (Ghana) or Prague (Fall 2014)
4. Elective courses may be taken during summer sessions and/or during fall or spring semesters. LAR 500, Advanced Design Studio /Laboratory, may be taken during the summer.
4 | Course Sequences and Course Descriptions

The Department maintains a Course Prospectus for each course. Included are the course description, statement of learning objectives, course requirements, performance/grading policies, and readings. “Course Prospectus” are updated and reviewed each semester, and electronically distributed to the entire faculty and student body. Courses are continually revised and improved in response to changes in practice, departmental resources and opportunities, and student needs. The following narrative describes the various sequences in the Curriculum.

1 Design Studio Sequence – 36 credit hours required including one studio/semester abroad

The MLA curriculum requires students to complete 6 content-based 6-credit hour studios for a total of 36 credit hours. For the typical student, this is a studio in each of the six semesters in the MLA program. Design studios are hierarchically sequenced. They introduce, cover, and require the student to build understanding of and skills in specific content and application areas of design and in design thinking. Particular emphasis is on discovery and developing the means, skills and issues associated with understanding landscapes and landscape interventions. Content and methods developed within the subject area courses pertaining to media, history and theory, site works, research and professional practice are integrated within all studio venues at levels appropriate to specific studios.

Core Studios:
LAR 501, Introduction Studio: first year, fall semester
In this first landscape architecture studio, students discover and explore ideas of landscape architectural design. Several studio projects serve as vehicles to learn concepts and methods associated with design thinking, place making and representation. Various representational methods including drawing, physical, and computer modeling are learned and applied to explore site conditions, program relationships, scale, and place making. The studio introduces students to landscape architectural design by focusing on fundamental problem solving, and graphic concepts, methods, and skills that set the stage for more advanced studies.
Specific studio objectives of the studio include:

- Learning to ask the questions that lead to informed decisions
- Evaluating and discussing one’s perception of places and design ideas, particularly as related to context
- Enhancing design visualization abilities that enable communication
- Learning variety of intuitive and analytical methods used by landscape architects
- Reflecting on “things learned”

The instructors provide a supportive environment for students to experiment with many alternative ways to solve a problem, evaluate their ideas, learn from their successes and errors, and evolve their own approaches to design. Students are strongly urged to work in the studio. “Design is something you cannot do in isolation”.

**LAR 502, Site Analysis, Planning, and Design Studio:** First year, Spring semester

The Site Analysis, Planning and Design Studio expands upon the ideas, practices, and complexity associated with creating landscapes responsive to the needs of people, site, and context. Concepts and methods associated with site analysis, programming, and site planning and design are emphasized. A balance between rational and intuitive thinking is integral to the studio structure and project assignments. Central to studio investigations are questions that pertain to how landscapes are understood, represented, revealed, and transformed.

Site planning processes taught include basic parameters for understanding a site, site analysis and its relationship to building program and site concept, and preparation of site plans. Syntheses of ecological, functional and aesthetic considerations through landscape suitability/opportunities/constraints modeling are applied.

The course further provides students with tools required to understand and approach site planning and design, the opportunities and limitations presented by a site, and program development as an expression of the needs of a variety of land use types. Functional, market and aesthetic considerations characteristic of specific land uses are reviewed. Assigned projects increase the student’s understanding of site planning issues and problems at a variety of scales and programmatic complexity. Field trips and guest lectures are an integral part of the course.

The studio expects students to utilize and expand upon ideas of landscape ecology, plants, landscape architecture history, site development (grading, drainage, storm water design and management) and hand and digital graphic media covered in the current and previous semesters.

**LAR 503, Design Development Studio:** Second year, fall semester.

In this intensive studio, students are given a relatively small site, typically less than one acre, on which to develop a design for an urban open space. They proceed to refine their respective design proposals to a level sufficient to generate construction documents including grading, layout, and planting plans and an array of construction details. A teaching team consisting of registered landscape architecture practitioners and faculty deliver this studio. It builds upon the course work of the previous year. Subject area courses taken concurrent with this studio include LSR 582-Research and Strategic Thinking and LAR 582- History Theory and Criticism. Practitioners are invited into the studio on at least two occasions to critique the students’ work. In one of these sessions, known affectionately as the “Red Pen Crit,”
practitioners review a preliminary set of drawings with the students “redlining” areas needing correction and/or further refinement. Students apply both hand drawn and computer-generated methods in design and presentation.

**Advanced Design Studios:** second year, spring and third year fall and spring semesters

**LAR 500, Advanced Landscape Architecture Studio Laboratory:** Third year, fall semester and spring semester (if not pursuing the Self-Directed Design Project option)

*Advanced Design Studio Laboratories* are the Faculty-Directed Advanced Studio Laboratories that are purposefully inquiry based, and therefore may be taken in the student’s final semester of matriculation. The addition of the word “laboratory” is intended to convey the expectation that both students and faculty will use this venue to learn and apply important professional practices and advance knowledge and capability of the profession. That is to purposefully venture into emerging areas, to test or evaluate known practices, or to literally experiment with evolving design theories or technologies. The Advanced Studio Laboratories require students to rigorously think about, identify, clearly define and engage more complex sets of questions or issues that influence or become influenced by situation conditions.

Specific areas of capability and expertise developed and reinforced in these studio experiences include but are not limited to:

- Understanding and utilizing both site-specific and contextual natural (land, climate) and cultural (social, economic, legal) factors
- Programming
- Strategies for design, development and evaluation
- Site planning and design at various scales of resolution,
- Place-making
- Regionalism
- Communication: graphics (drawings and models), written, and oral presentations
- Collaboration

These studios reflect the specific research interests of the faculty delivering the studio. Recent topics addressed in the advanced studios include: community planning and design, brown field re-development, sustainable design, campus planning, large area resource planning, city design, and “the Office.” Integration, application, and reinforcement of subject area course material including history and theory, landscape technologies, plants, media, and professional practice courses is expected.

Courses taken concurrently include choices in a number of free electives.

**LAR 505, Final Capstone Design Project:** third year, spring

This final capstone project studio requires students to carry out an individual, semester-long project that demonstrates their capabilities in a full range of professional design and production skills. Students must select a landscape design situation to focus on. The course is intended to provide a professional situation simulating the world they are about to enter with the added requirement for experimentation and testing. It gives students opportunities to apply their communication skills, to explore design processes, and interact with faculty and faculty and professional mentors.

**LAR 565, International Urban Design Studio:** third year, fall semester (commencing 2014)

Students are expected to fulfill the department’s requirement for an international study experience. Most students choose to attend the NC State Prague Institute where they typically take a six credit hour urban-oriented advanced studio and six credits of free electives. Students choosing not to attend the Prague
Institute have the option of taking the summer Ghana International Studio or enrolling in an approved international study abroad venue offered by another University. In this venue students are exposed to design situations having different cultural and natural characteristics and imperatives. In addition to their actual studio work, students have opportunities to live in and experience life in a different context. Special considerations and arrangements will be made with the approval of the Department Head on a case-by-case basis for students unable to participate in this particular studio venue.

LAR 679, Self-Directed Design Project: Third year, spring semester
Please refer to the appendix and curriculum sections for more detailed information.

Swing Studios:
Students may elect to take an approved studio offered by another unit in the College or another institution upon the consent of the Department Head and the Director of the Graduate Program.

2 History, Theory and Criticism Sequence – 12 credit hours required
History, theory, and criticism is a pervasive theme underlying and woven throughout the entire MLA curriculum. It is a central element of all design studios and subject area courses. Within this area the Curriculum offers three required courses, Design Thinking, History of Landscape Architecture, and Landscape Architecture Theory and Criticism.

Required:
LAR 582.xxx, Landscape Architecture Design Foundations: summer, first year
This basic design course is comprised of a series of focused, objective exercises that isolate and explore one or more issues that have implications for design. In this way, students may see more clearly how
important each issue is, understand the role each plays in a composition, and recognize when it is more appropriate to emphasize one instead of another. Exercises will begin with more theoretical, abstract subjects and end with more practical, comprehensive subjects. There is a great deal of overlap and repetition in these exercises, often with differing contexts. The exercises are approached with a sense of rigor, clarity, craft, and enthusiasm. Exercises are designed to work in somewhat of a “building block” manner. This will allow one to gradually increase awareness, skills, and confidence. Students will make decisions within a set time limit and must understand and accept the design implications of these decisions. As problems posed in the exercises become more technically complex and demanding, the potential for richness of expression also increases.

**LAR 444, History of Landscape Architecture:** first year, fall semester
Students learn the range of landscape styles and historical thinking within landscape architecture. The course develops critical thinking skills through exercises, readings, writings, lectures, and discussion. Students develop a mastery of historic landscape styles, vocabulary, and significant concepts and figures of each era. Course requirements include exams and papers in which students demonstrate growth in their understanding of history. The course requires a final paper and physical model of an historic landscape.

**LAR 582.010, Landscape Architectural Theory and Criticism:** second year, fall semester
This course introduces the pervasive principles, concepts, movements, and applications developed within the last century. It takes a case study approach exploring the various theoretical underpinnings of the profession. Students are required to critically examine these ideas, present them to classmates, and engage in serious debate. The final project requires students to critically examine an “iconic” work of landscape architecture, submitting a written paper and formal presentation. Students also take the Design Development Studio and the Landscape Construction Materials, Methods and Documentation classes during this semester. The intent here is to balance and connect detail design implementation with the world of theoretical ideas and criticism.

**Elective courses within the History, Theory, and Criticism area:**
Courses recently or currently delivered include:
- Contemporary Landscape Architecture
- Historic Preservation: Contemporary Design Challenges
- Design Strategies for Community Building
- Environmental Justice and Design

Elective courses such as these reflect the research and scholarly interests of the faculty. They are offered as resources permit and as faculty are available.

Students are also encouraged to seek and take elective courses in the area of History, Theory, and Criticism from other academic units in the College and the greater University. (This past fall, 2009, the Heads of each of the College’s academic units circulated their open elective courses to each other. These lists were in turn transmitted via email to all the students with the urging that they take it upon themselves to investigate these offerings.)

**3 Research:** 3 credit hours required
Research is pervasive within the Curriculum. All MLA courses incorporate elements of research and inquiry as part of their respective syllabi. Research is also a fact of life on this campus as NC State University is a “Research 1 University.” The faculty conduct research as part of their tenure and post tenure requirements. These factors, combined with the mandates of the profession to pursue research, propel research and the world of inquiry as a core mandate of the curriculum.

**Required:**
LAR 582, Research and Strategic Thinking: second year, spring semester
This course introduces students to ideas, basic research methods and tools necessary to design research-informed responses to the past, projected change and uncertain futures. It also aims to develop the techniques and skills necessary to develop project proposals and scopes of design work, as well as to learn problem solving approaches. Students learn how to use research tools systematically in design situations; select, synthesize and use environmentally critical information; and understand and appreciate the importance and value of research-based design. This helps students draw clear connections from primary research to real-world application of techniques and practices specific to landscape architecture.

Elective courses within the research area
Courses recently or currently delivered include:
- Environment and Behavior
- Human Use of the Urban Landscape
- Final Project Preparation
- Independent Study

Elective courses such as these reflect the research and scholarly interests of the faculty. They are offered as resources permit and as faculty are available.

Students are also encouraged to seek research-oriented courses offered in other academic units. In recent years numbers of students have taken such courses in the College of Natural Resources and the College of Engineering. The College’s PhD in Design program offers courses in advanced research methods. Admission to such courses is available on a space available/consent of instructor basis.

4 Site Works Sequence: 12 hours required
Site Works refers to the array of courses traditionally associated with the core of landscape architectural practice in the areas of site analysis, ecological design, site planning, grading and drainage, constructions materials and methods, plants, and planting design. Many of these courses are strategically placed within the first half of the curriculum to provide students grounding in the core aspects of landscape architectural practice. In the second half of the curriculum students take courses and studios that build upon and extend in greater depth the material covered in the first half. Material covered in the Site Works area is explicitly applied and reinforced in the design studios at all levels.

Required:
LAR 582, Plants in the Landscape: summer following first year
Plants in the Landscape is primarily concerned with developing a working knowledge of commercially available plant materials including trees, shrubs, groundcovers, and grasses. Perennials and native plant communities are also briefly examined. The emphasis of the course is on design matters rather than on horticulture, and a basic goal is for students to begin to develop individual philosophies of design, particularly as they relate to the use of plants.

Because many students in the class have no background in the identification of plant materials, a certain amount of memorization is necessary. However, a concerted effort is made to avoid the formulaic rigidity that such a process sometimes engenders. Over the course of the semester, the students are introduced to approximately 150 species and cultivars, examples of most of which are within walking distance of the College of Design, either on campus or nearby. The students are provided with maps that show the locations of each of the plants. In addition, they have access to upwards of 1,000 photographs of the same plants made by the instructor over the course of the seasons, thereby providing a reference system that they can carry forward to the Plants in Design course. There are typically several off-campus field trips during the semester. Local nurseries provide the students a look at the production and delivery to the market of many of the species we see on campus. Often there are opportunities for the students to
visit landscape contractors’ shops and construction sites to observe the process of installing new plant material.

**LAR 590, Plants and Design: summer following first year**
The planting design workshop is a class about exploring plants and plant communities as design elements, which are complex and continuously changing, and how they are used as organic elements strategically in designing landscapes for people that are sensitive to the environment, expressive of the place and are aesthetically valuable. Planting design provides landscape architects an opportunity to play a direct role in the creation of the human/natural landscapes, that make our outdoor spaces safe, comfortable, ecologically healthy, visually clear, attractive and functional on many levels. The possibilities of designing properly with plants can range from affecting the thermal aspects of micro-climates, which have the ability to reduce our use of fossil fuels to creating spaces that lift the spirit.

From the earliest medicinal gardens to the elaborate contemporary design landscapes of today, plants have been a principle architectural, expressive, and ecological medium in the creation of high quality landscapes for people. Students explore the structural, spatial, aesthetic, and regenerative ecological potential of vegetation and the most favorable uses of plants as strategic design elements in the landscape.

High quality planting design is based on the understanding of complex systems. There are multiple levels of design criteria to consider such as site conditions, plant associations, plant cultural requirements (such as moisture, light, and soil conditions) ecological requirements, general aesthetics, artful massing/grouping composition, timing of blooms, and other site specific and programmatic criteria. Designing with living plants also requires that over time designs must accommodate constant change, growth, environmental impacts, seasonality, and death. This class will address how landscape architects design and plan for plant growth, and how we develop our design ideas and communicate them to clients, using illustrative graphics and construction document formats.

Although design strategies are the primary focus, a secondary emphasis is placed on implementation techniques and maintenance protocols. Best sustainable practices of planting design will also be addressed.

**LAR 582, Landform, Grading and Site Systems: first year, spring semester**
This course is an introduction to site grading and drainage, slope analysis, landforms, and manipulation of landforms to create built landscapes and the processes used to reshape the earth’s surface and convey water runoff. Emphasized are the preparations of technical calculations and documents, as an integral part of the entire landscape design process. Observations about landforms, soils, and surface water runoff in site analysis inform the conceptual design process. Costs (economic, environmental, etc.) incurred by manipulation of the earth’s surface impact the evaluation of schematic design alternatives as well as the construction and implementation phases. In addition, students learn issues and practices associated with balancing the needs of a land use with the patterns of landforms, soils, and surface water hydrology as critical factors leading to the long-term function of any site design.

Students learn the vocabulary, methods, and principles landscape architects use to make critical site decisions. The course is structured around examples and case studies (presented in lecture) and assignments (ranging from short to long term exercises).

**LAR 457, Construction Material, Methods and Documentation: summer following first year**
This course focuses on landscape architectural construction materials, methods, and implementation practices. It serves as the forum for introducing core knowledge about best practices, and information about construction technologies, strategies, and applications.
This course dovetails with LAR 503—Design Development Studio—to provide an integrated approach to the dissemination and application of the course materials. The studio will be the forum for direct study and application of theories and lessons learned. This connectivity creates a common thread between abstract design and the concrete realities of dynamic landscape architectural practice to build a strong foundation of applied design + construction knowledge.

Together, these two co-requisite courses cover three major areas including an introduction to the artful craft of construction detailing and material selection; the application of construction details in integrated systems within the built environment; and the process of preparing landscape architecture construction documents. Throughout the semester, the exploration of the critical topics relating to contextually responsive and environmentally responsible design and development practices will be highlighted.

The goal of the course is to arm students with an understanding of the integration and the application of physical materials and structures in the landscape; most specifically fostering each student’s ability to successfully communicate their design intent through the use of concise, descriptive, and technically accurate construction documentation.

Elective courses within the Site Works area:

- Advanced Landscape Construction Technologies
- Landscape Architecture Field Studies

Students are encouraged to seek research-oriented courses offered in other academic units. In recent years numbers of students have taken such courses in the College of Natural Resources and the College of Engineering.

5  Planning Sequence: 3 credit hours required

Students may choose from a variety of courses offered within the Department or by other academic units

Required:

LAR 511, Community Design Policy: not offered 2012-13
The primary objective for this course is to help students understand how local, state and Federal governments affect community design, so students can be successful in dealing with, or working for, governments. Students taking this class will learn:

- the different levels of government and what they do - with particular attention to functions of city and county government related to physical growth and development of a community. This includes planning for land use, transportation, community facilities, housing, historic preservation and open space, and implementing those plans.
- why it is important for local governments to be able to affect the development of their community, and why they have the power to control use of privately owned land.
- a working knowledge of the various techniques used to affect the use of land and why different processes are followed for different types of land use approvals.
- how things have changed and why changes have shown us need for new approaches to planning and implementing those plans. (Sprawl, watershed management, property rights, smart growth, and growth management.)

Or

LAR 585, The Interface of Planning and Landscape Architecture fall, second year
This class provides understanding of the common genesis of both professions and the ebbs and flows of the two parallel evolutionary paths in the Twentieth Century. The course emphasizes the shared and
complementary skills of professionals of either discipline, and the common core of professional practice centered on the public realm and the design of cities and public spaces.

Upon completion of this course, the student will:

- Understand the historical context within which the professions of landscape architecture and city planning were created and evolved through the Twentieth Century.
- Distinguish the specific skills that are both unique to each profession and shared between the practitioners of each.
- Understand the American philosophical, legal and procedural framework that governs the use of land in urban environments, how it is changed and altered in growing urban areas, and how professional expertise is brought to bear on these changes by both landscape architects and planners.
- Be able to apply the same concepts used by Olmsted and others by developing physical solutions in public space that address not just aesthetic and functional, but also broader urban social, legal, political and symbolic goals as planners do.
- Understand how planning tools work, how development is governed, and how landscape

Planning related courses offered by faculty in landscape architecture have included:

- Brown Fields
- Design Practicum
- Place and Place Making
- Garden City to New Community

Elective courses such as these reflect the research and scholarly interests of the faculty. They are offered as resources permit and as faculty are available. Students are also encouraged to seek and take elective courses in the area of Planning (as well as in other areas) from other academic units in the College and the greater University such as the College of natural Resources, the College of Engineering, and the College of Agriculture and Life Sciences.

The Department of Landscape Architecture and the Department of City and Regional Planning at UNC Chapel-Hill are in the final steps of codifying a dual degree plan at the Master’s level. Meantime, with advising, students from either unit may take courses offered from the other. Landscape Architecture students, therefore, have access to a number of high quality planning courses.

6 Design Communications Sequence: 6 credit hours

Delivery of verbal, hand and computer based communications, as well as theory, methods, and applications, are woven virtually throughout the MLA curriculum. It is universally understood that communication in written, spoken, and graphic media are vital imperatives in society, and in landscape architectural thinking and practice. Communication is, therefore, required, developed, and enhanced in all courses. Specific courses in this area are not required. However, the content-based studios are required to incorporate, teach and assist students with learning and applying written, verbal, and graphic (both hand drawn and computer generated) communication skills.

Writing and speaking are fundamental requirements in all landscape architecture studios and subject area courses. The curriculum is designed and delivered so that landscape architecture education enhances students’ learning through writing and speaking activities to help students communicate competently in academic and professional contexts. Because effective communication in these contexts often demands proficiency in the use of information technologies and resources, students gain a basic understanding of how information is identified, organized, and accessed, in both the print and digital environments.
Design studio courses expect students to give both informal and formal presentations to student peers, faculty, and external reviewers. Written papers and reports are required in these courses, as well. Final grades in these courses reflect students' performance in written and oral communications. Students may take additional media courses, as free electives, offered by the Department of Landscape Architecture as well as those offered by other disciplines in the College and University.

Primary delivery and development of hand drawn graphic methods begins in the summer MLA Design Foundations Workshop preceding first year. Various graphic conventions including traditional diagramming, plan, section, and perspective construction and rendering are delivered and enhanced in subsequent design studios. Entering students having little or no previous experience in hand drawing and those students wishing to enhance their capabilities in hand drawing methods are advised to take LAR 510, Landscape Architecture Graphics. This course is an advised elective spring semester.

**Required:**

**LAR 582.011, Introduction to LA Digital Design Media:** summer prior to first year
This course is required for entering MLA Track 3 students. Each student will develop an understanding of the digital drawing process, drawing vocabulary, methods of digital production and use of computers in the creative pursuit of ideas. We will search for excellence in presentation techniques and communication skills using Adobe Suite and Computer-Aided Drawing.

We approach a drawing, measuring tools in hand, survey data collected, interpretation defined. Each step leads to a final drawing; a manipulation of information. Digital modeling and computer-aided design in landscape architecture is the framework that allows designers to operate, to manipulate the land. The integration of digital data in visualization of the past, existing and future designs will be strategically implemented to generate new forms and understand more fully how things work (how they operate, function, perform).

**LAR 582.012 Digital Representation and Modeling:** first year, spring semester
Digital modeling, renderings, and other forms of representations for design solutions in landscape architecture provide a framework for designers to operate and manipulate the land, as well as those structures and materials that are placed on the land. In this class, digital methods in the visualization of existing site conditions and design concepts will be explored. The course is also intended to inform how digital methods can not only be implemented to communicate and represent design ideas, but that they can also be implemented strategically to generate new forms and ideas during the design process and to provide a further understanding of how a particular design may operate, function, and perform. These include data management and project flow in the use of two-dimensional raster imaging, vector graphics, photo simulation and manipulation, and three-dimensional modeling. In this course we will take advantage of multiple digital software applications, and how those applications can work together, to provide a working understanding of how digital media can inform new landscapes. Students will explore how to apply digital media applications in at least the following areas:

> Data gathering / base map creation
> Site analysis / diagramming
> Design rendering techniques
> Photo simulation/montage techniques/digital sketching
> Mixed media approaches
> Site modeling techniques (including terrain)
> Design communication for presentation or marketing

Applications used in the field of landscape architecture that will be utilized in the course will include ArcMap, Adobe Creative Suite (Photoshop, InDesign, Illustrator, Acrobat Professional) Sketch Up and Google Earth. Other digital applications available and used in an office setting will be discussed, and when possible demonstrated through examples of work or hands on demonstrations. These applications may include 3D...
Bonzai, Civil3D CAD, and others. A prior knowledge of these applications is not required; however, a basic knowledge of computers is.

**Elective Courses:**
- **Landscape Architecture Graphics**, spring semester, 2nd or 3rd year
- **3D Digital Modeling and Design**, fall semester, 2nd or 3rd year

7 **Professional Practice**: 3 credit hours required

Considerations of professional practice weave through the entire curriculum by virtue of the participation of landscape architect practitioners in all studio and subjects courses. The practitioners serve as critics, present lectures, deliver a number of core and elective courses, and meet with students and faculty in many informal contexts.

**Required course:**
*LAR 582, Imperatives of Landscape Architectural Practice*: third year, spring semester

(This Course was previously listed as: Vales and Theory of LA Practice.)

This professional practice course, typically delivered by a registered landscape architect, exposes students to the full range of practice opportunities open to landscape architects with an overview of career opportunities in the public and private sectors as well as in non-traditional roles. The major areas covered by this course include development of the profession’s core values, related theories and a survey of the techniques and methods of their development. The course format includes lectures, discussion, student presentations, guest speakers, possible office visits and topical site visits. Students receive an overview of U.S. landscape architecture history, professional ethics, the language and jargon of the profession, business practices, and the legal framework within which landscape architects practice. Students will write short papers and deliver short oral presentations as a means to reinforce and practice written and verbal communication skills.

**Elective Courses in the area of Professional Practice:**
- **LAR 495 Landscape Architecture Internship**: any semester, 3 credits

The Department encourages students to complete an internship within a professional Landscape Architectural, Architectural, or Civil Engineering (private or governmental) organization. The purpose of the internship is to enhance and broaden the student’s knowledge of and appreciation for the practice of landscape architecture. The local Triangle metropolitan area is the home of many diverse firms and agencies that offer internship opportunities. Students may also serve internships elsewhere nationally or internationally. In response to student and practitioner suggestions, the faculty developed and approved the following policies and requirements regarding internships:

Students seeking an Internship experience are to initiate a relationship with a potential Landscape Architectural practice. The student and the prospective employer are to discuss the potential internship experience with the goal of identifying and defining the work to be undertaken and performance expectations.

It is the responsibility of the student to develop and submit a Work Plan. The Work Plan must identify the firm and principal responsible for administrating the Internship experience, describe the work to be performed and the anticipated products or outcomes during the internship.

Internships may be paid or unpaid. Any question about remuneration must be resolved between the student and prospective employer. The University shall in no way become party to or be involved in remuneration issues. An internship earning 3 credit hours in one semester requires a minimum of 112 hours of work. The student is required to maintain a Log Sheet documenting hours worked. The Log Sheet is to be signed by the employer.
Internships are graded Pass/Fail. Upon completion of the internship and before the last day of the semester, the employer is required to verify the student’s attendance, describe the work assigned, and evaluate the students’ performance. The student is required to submit a report that documents the work undertaken during the internship, evaluates the quality of the experience in terms of what was learned, and provide examples of work generated during the experience.

**LAR Charette**
There has been a long-standing tradition that landscape architecture students actively participate in community planning and design charettes. These may or may not involve academic credit. These intensive 3-4 day events engage students in current planning /design challenges faced by many North Carolina communities. The charettes are managed jointly by the Department of Landscape Architecture with the Community Planning and Design Initiative, a component of the College of Design’s Laboratory for Healthy Communities.

Other elective for credit courses that qualify in the area of professional practice include:

- **Design Practicum**
- **Teaching Practicum**

Students may take Professional Practice related courses offered by other academic units.

**The Mentor Program (not for academic credit)**
The *Landscape Architecture Mentor Program*, initiated in Spring 2007, pairs individual students with professional landscape architects. It provides students invaluable exposure to the practice of landscape architecture. The Mentor Program requires the student to invite their respective mentor into their studio at least once during the semester for a detailed discussion about the student’s work. Mentors are also invited to attend their student’s interim and final reviews. The students, in turn, are expected to visit with their respective mentor at the mentor’s place of work. This enables students to have exposure to the workings of a professional office, see work currently “on the boards,” and to ask questions of their mentors concerning the practice of landscape architecture. A number of students have been invited to “shadow” their mentors as they go to meetings with clients, attend hearings, and meet with other consultants. Since the launch of the Mentor Program in 2006, over 110 student/practitioner relationships have been initiated. Members of the Student Advisory Council and the Landscape Architecture Alumni Board now manage the Mentor Program jointly.
MLA Final Design Studio/Laboratory Options

In the final semester of study, MLA students have a choice of design studio venues that are motivated by:

- A research question requiring research and a design application,
- An extension based project situation requiring research and a design application, or
- Another project situation requiring research and a design application.

Following are final design studio choices:

1. **LAR 500, Advanced LAR Design Studio Laboratory**
   The subject and strategy is planned and delivered by a faculty member. This studio experience gives students the opportunity to pursue advanced research and design within the context of a faculty directed structured course. These studios focus on specific topics or problems defined by the faculty for which research and a design application are required. The topic or focus of the advanced studio typically reflects the research and/or professional interests of the faculty person(s) assigned to deliver the studio. A list of acceptable advanced studio options will be made available.
While faculty delivered studio courses and their respective structures might differ, it is expected that the work and rigor of the faculty directed advanced studios will be equal in quality and quantity to that required of students pursuing the Self-Directed Design Project, described below.

2  LAR 505, Final Capstone Design Project Studio
The subject is student initiated; the studio instructor defines requirements and schedules and mentors the students throughout the semester. This studio experience is geared for students wanting the opportunity to work on a project of their own choosing that is geared towards conventional landscape architectural practice. LAR 630, Independent Study (2 credits) is a prerequisite for undertaking LAR 505. The Independent Study, to be taken in the semester prior to undertaking LAR 505, will be mentored by a senior member or members of the faculty.

3  LAR 679, Self Directed Research Design Project
The subject is student initiated and implemented with mentoring by a chaired faculty committee. Specific requirements must be met to qualify for the undertaking of this option. The Self Directed Design Project (SDDP) provides the opportunity for a student or team of students (up to 4 people) to initiate and develop their own advanced research and design project, with the advice and consent of a chaired faculty committee. The SDDP is intended for individuals seeking to pursue independent research in a specific area of design. It requires that the research be used in a design application of Landscape Architecture and will further the discipline by its quality and rigor of thinking and scholarly methods. Students eager to continue their research study at a PhD level or possibly as a university instructor should undertake this option. The work deriving from the SDDP should be of the quality presented in a scholarly publication, conference, or awards competition. The expectation is that the substance, quality and rigor of design thinking and scholarly outcomes contributes to and advances the discipline and/or practice of landscape architecture.

LAR 697, Self Directed Final Project Research is a prerequisite for undertaking LAR 679. This involves the preparation of a written Project Proposal that demonstrates to the LAR Faculty that the student(s) satisfactorily:

- Defined the central problem, question, or situation to be examined through design inquiry and application.
- Identified a substantial body of supportive materials that will inform the project.
- Prepared a strategic plan of action for undertaking the project, including timelines, resources, and expected deliverables.

The Project Proposal also lists the names of three faculty, including the chair, who agree to serve as Faculty Committee for the subject Self Directed Design Project.

A committee of the Landscape Architecture Faculty appointed by the Department Head will evaluate the Project Proposal to determine whether or not to approve and recommend proceeding with the project. In addition to assessing the merits of the Project Proposal, this committee will review the past academic performance of the student(s) during their tenure in the MLA program. Results of this review process will be shared with the student during a scheduled conference. Students whose proposals are rejected will be advised to pursue one of the two options described above, in order to fulfill requirements for the MLA degree. Students whose proposals are approved will be invited to proceed with the project’s Faculty Committee.

The Faculty Committee must be chaired by a member of the Department’s Graduate faculty. Other committee members include faculty from within the Department of Landscape Architecture.
In the event the student is simultaneously pursuing a dual degree or a minor in another area, one committee member shall be a faculty member from that subject area.

Following is a detailed description of the Self Directed Final Design Research Project:

The Self Directed Design Research Project (SDDRP) option
Rev. April 30, 2008

The Self Directed Design Research Project (SDDRP) provides the opportunity for a student or team of students (up to 4 people) to engage independent inquiry leading to the completion of definitive scholarly work in design applications.

The SDDP is intended for individuals seeking to pursue independent research in a specific area of design. It requires that the research be used in a design application of Landscape Architecture and will further the discipline by its quality and rigor of thinking and scholarly methods. Students eager continue their research study at a PhD level or possibly as a university instructor should undertake this option. The work deriving from the SDDP should be of the quality presented in a scholarly publication, conference, or awards competition. The expectation is that the substance, quality and rigor of design thinking and scholarly outcomes contributes to and advances the discipline and/or practice of landscape architecture.

It requires 3 courses over 3 semesters consisting of:

LAR 582G (3): Research and Strategic Thinking (prerequisite) typically taken in the fall of second year
LAR 697 (3): SDDRP Independent Study typically taken fall of third year
LAR 679 (6): SDDRP Studio typically taken spring of third year

1. Eligibility:
   a) The completion of design studio courses totaling a minimum of 24 credit hours, or as approved by the Department
   b) An accumulated GPA of 3.50 or greater

2. Procedure:
   a) Students wanting to pursue the SDDRP Studio who meet these criteria are required to submit an Application of Intent to the Head of the Department of Landscape Architecture 30 days prior to start of the semester in which the SDDRP Independent Study is planned to commence. An LAR Graduate faculty member who agrees to mentor the student during the subsequent Independent Study must sign the Application of Intent.
   b) Within 10 days of receipt of the Application of Intent, the Department Head will call a meeting with the student and the proposed Independent Study faculty member to discuss the student’s scholarly intentions and the Department’s expectations for the SDDRP. The faculty member and Department Head and, if appropriate, other faculty will make a decision and specify any concerns about allowing the student to proceed with the SDDRP Independent Study. Granting approval to proceed with the Independent Study does not constitute the Faculty’s automatic approval of the SDDRP. The student must satisfactorily complete SDDRP Independent Study as described below.

3. Requirements for the SDDRP Proposal (to be completed during the SDDP Independent Study – 6 credits):
   a) An Abstract of no more than 150-200 words that succinctly states the principal question or questions to be studied in the SDDP Studio.
   b) A summary of the research (field work, data gathering, analysis, listing of maps and photographs of the site, as well as other relevant site or project information supporting the validity of the inquiry, etc.) to date leading to the formulation of the Proposal. Where applicable, this should include the 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.) Key contact or reference persons outside the University should also be listed, with their subject of expertise.
   c) An annotated bibliography of selected references.
   d) A detailed description of the proposed SDDRP scope of work including:
i) The topic and the imperatives motivating the work

ii) The problems or themes to be addressed, hypotheses to be tested, question or questions, and/or design project to be undertaken

iii) The intended milestones with anticipated dates and products to be completed in the SDDRP Studio

The names of the proposed SDDRP Faculty Committee. The Committee must consist of a Chair who is a member of the Landscape Architecture Graduate Faculty and two other consenting faculty, including adjuncts from within the University and professional practice. The Chair of this Committee must approve all proposed committee members who reside outside the Department of Landscape Architecture.

4. Approval to proceed with the SDDRP Studio:
The Chair of the student’s Faculty Committee and the Head of the Department of Landscape Architecture (and other LAR Faculty, if appropriate) will review SDDRP Proposals at the end of the semester in which the Independent Study is undertaken and notify the student of its findings and recommendations. Once approved, the SDDP Proposal will stand as the document guiding subsequent work unless it is modified in progress with the consent of the student’s SDDRP Faculty Committee. It is expected that engagement of the SDDRP Studio Project begins in the semester immediately following approval of the Proposal. A student wishing to begin the SDDRP two or more semesters after the semester in which the Proposal was approved will be required to resubmit the Proposal.

Unsatisfactory Proposals may be re-submitted one to two weeks after the end of the semester (at a date to be specified) in which the Independent Study is undertaken. Proposals requiring additional work will be dealt with on an individual case basis up to the beginning of the next semester when the SDDRP Studio begins.

Students whose proposals are not approved will be advised to register for the LAR 500 Advanced Design Studio Laboratory or LAR 505 Final Capstone Design Project in order to meet graduation requirements.

5) The SDDRP Studio (6 credits):
a) The SDDRP Faculty Committee is responsible for monitoring the student’s progress during the semester in which the Studio is undertaken. The SDDP Faculty Committee will review all SDDPs at least three times during the semester during public presentations scheduled at dates to be specified by the Committee Chair.

b) The SDDRP Faculty Committee will grade the project at midterm (calendar) based on the work developed to that point and provide written feedback to the student that summarizes its evaluation of the work including mention of any deficiencies and/or outstanding attributes. The final form (written volume, drawings, maps, digital images) of the SDDRP is to be approved by the SDDRP Faculty Committee.

c) Upon completion of the SDDRP (typically at the end of the semester) the student is required to make a formal public presentation to faculty and peers upon completion of the project at a date and time to be planned with the Faculty Committee and the Head of the Department. The SDDRP Faculty Committee will evaluate the work and issue a final grade. The grade of I-Incomplete (IF/IW per CU policies) may be given only in the event of extenuating circumstances such as illness of the student or in the family, death in the immediate family, national emergencies, and the like, as specified in grading policies delineated by the NCSU Graduate School.

The final product, including graphic materials, must be submitted in a hard copy form and signed by the student and each of the members of the SDDP Faculty Committee prior to Commencement. Within 10 days thereafter the student shall submit 5 bound copies of the SDDRP (Committee member, Department, Library) to the SDDRP Faculty Committee Chair. Two digital copies of the project are to be submitted, one the Department Head and one to the Committee chair.
MLA Oral Examination

In accordance with policies of the NCSU Graduate School, all MLA students take an *Oral Examination* in the final semester of their matriculation. The exam process and questions are written and administered by the faculty of the Department. This exam is intended to test the students’ understanding and competence in application situations requiring critical design thinking processes. Responsibility for implementation and compliance of the Oral Examination with the NCSU Graduate School resides with the Director of the LAR Graduate Program (DGP).

The Oral Examination consists of two parts: Presentation and Defense.

1. **Presentation**
   
   Typically, the exam consists of two questions. The questions are prepared by the LAR Graduate faculty and distributed to the students approximately 30 days in advance of the presentation. The questions expect students to reflect upon, apply, and communicate a significant body of knowledge and skills learned during their tenure as graduate students in the MLA program.

   The presentation is public meaning faculty, students, and others are welcome to observe. The exam presentation is formal in the sense that the student is expected to give a verbal and graphic presentation that responds to each of the 2 questions, and stand for questions and comments from the assigned landscape architecture graduate faculty Advisory Committee. Students are given 10 minutes to respond verbally and graphically to each of the 2 questions.

   **LAR Graduate Advisory Committee** consists of three or more Graduate Faculty members who are appointed by the LAR Director of the Graduate Program (DGP). In the event a student concurrently seeks a minor in another discipline, one member of the Graduate Advisory Committee must represent that discipline.

2. **Defense**

   Following this presentation, students are given up to 20 minutes to respond to questions and comments delivered by the LAR Graduate Advisory Committee and others attending the Oral Examination.

3. **Grading**

   Upon conclusion of the *Oral Examination* the LAR Graduate Advisory Committee convenes to discuss and grade the examination. The LAR DGP then informs the student about their exam performance and completes and transmits all required documentation and forms to the NCSU Graduate School for processing. Please read, below, paragraphs “b” through “d” that explain grading policies and procedures as set forth by the NCSU Graduate School.

   **Format of the exam.** Candidates for Master’s degrees must pass a comprehensive oral examination to demonstrate to the advisory committee that he/she possesses a reasonable mastery of the subject matter of the major and minor fields and that this knowledge can be used with promptness and accuracy. The Graduate advisory committee of three or more Graduate Faculty members is appointed by the DGP. In the event a student concurrently seeks a minor in another discipline, one member of the Graduate advisory committee must represent that discipline.

   This examination may not be held until all other requirements, except completion of the course work taken during the final semester, are satisfied. After obtaining DGP approval, a student must file a Request for a Permit to Schedule the Master’s Oral Examination with the Dean of the Graduate School only after the above conditions are met.
**Passing the oral examination.** The Graduate School will determine whether the advisory committee and the courses taken by the student meet Graduate School requirements. If all requirements are met, the Request for a Permit to Schedule the Master's Oral Examination will be granted and a permit, entitled Admission to the Final Master's Oral Examination, will be forwarded to the DGP within 10 working days of receipt of the request. Upon receipt of this permit, the student may proceed to schedule the exam at a time that is agreed upon by all members of the advisory committee.

Within five (5) working days of completing the exam, the student's DGP must forward a permit form (Admission to the Final Master's Oral Examination) that displays the date that the exam was conducted, the result of the examination and the signatures of all advisory committee members to the Dean of the Graduate School. A unanimous vote of approval of the advisory committee is required for passing the oral examination.

**Conditional Pass.** Students may get a 'conditional pass' contingent upon completion of additional work to the satisfaction of the advisory committee. A formal re-examination will not be required in this case. The DGP must notify the Graduate School when the conditions of the pass have been removed. (This notification is in addition to the notification of the conditional pass within five working days after the exam.) The date upon which the Graduate School is notified of the pass establishes the student's graduation date.

**Failure to pass** the oral examination. Failure of a student to pass the oral examination terminates the student's graduate work at NC State unless the graduate advisory committee unanimously recommends a re-examination. Only one re-examination will be given. If the Graduate School denies the request, the student's program is terminated. A student may appeal all committee actions by written application to the Dean of the Graduate School (refer to NC State policy on grievance procedures for students).
Distinctive Educational Opportunities

Students are encouraged to work closely with the Department, the Director of the Graduate Program and their faculty to pursue an area of expertise related to their special interests and background. Opportunities to concentrate one’s studies in a particular area extend to elective coursework, certificates, graduate minors and dual degrees, an independent study with a specific instructor, and the final advanced studio. All final studios include a major research component in addition to a design component. Student develops the project research to dovetail with his or her area of interest.

1 Graduate Minors and Certificates

Graduate Minors and Certificate programs exist through many departments in the graduate school. Graduate minors are available to all students and consist of nine credit hours of courses in 400-level or above in another graduate degree granting discipline. A member of that degree’s faculty may serve as a third member of the student’s final project committee. Certificates offered in GIS, Public Policy and Horticultural Science may be of particular interest. Please visit the Graduate School website for more information.

http://www.ncsu.edu/grad/degree-programs/degree-links.php

There is also a Certificate of Accomplishment in Teaching (CoAT) that is offered through the Preparing Future Leaders programs. See the website for more details.

http://www.ncsu.edu/grad/preparing-future-leaders/index.php

Within the College of Design, several certificate programs are in the discussion/planning stage. They include:

- Landscape Design for Children and Families
- Design/Build,
- GIS Applications
- Community Planning and Design
- Teaching in a Design Field

In spring 2012, the Graduate Certificate in City Design was approved. Following, is a description of this Certificate Program and its requirements:

Graduate Certificate in City Design

Introduction

The Graduate Certificate in City Design is a joint certificate program between the School of Architecture and the Department of Landscape Architecture in the College of Design at North Carolina State University.

We have reached a significant turning point in the planning and design of American cities. It is now an accepted fact that American culture has moved into the post-automobile era, which has major ramifications for the design of cities. This is largely due to three factors: 1) a major study published in the New England Journal of Medicine linking the high rate of cardio-vascular disease in America to the way American cities are designed - to discourage walking and failing to promote healthy lifestyles; 2) the sprawl of American cities has reached a point where it is no longer possible to develop raw land within a reasonable commute to the city center; and 3) a significant shift in American lifestyles away from the
nuclear family, requiring increased diversity in housing provision. These factors have caused a widespread renewal of interest in center city redesign/ redeveloper on the part of architects, landscape architects, urban designers, city planners and the property development community. Revitalization of the nation’s urban infrastructure is a key element of the federal administration’s incentive package.

The aim of this certificate program is to certify that students undertaking the program have had extensive exposure to the knowledge base and practice of design at an urban scale. This is accomplished through a 15-hour sequence of courses centrally focused on the design of cities, history and theories of urbanism, and city design methodologies, including a minimum of one advanced city design studio. Students are required to undertake a nine-hour course sequence comprised of a theory and skill-based workshop (3 hours) and a city design studio (6 hours). They will take a further six hours of elective courses, as described below.

Intent of Graduate Certificate Program
The certificate program is intended to promote design inquiry and application at the scale of the city, for students and practitioners of architecture, landscape architecture, and city and regional planning. The program’s objectives are:

- to consider the human condition, particularly in making significant urban places;
- design integrated systems of movement, with increased accessibility;
• promote a greater mix of and association of uses and amenities within a well-scaled urban fabric, bringing a fuller sense of equity to the city;
• foster new opportunities for energy production, collection, and saving at the local scale;
• define new means of “greening” the city;
• capture greater senses of identity, meaning, and quality within the city fabric;
• promote interdisciplinary and inter-university studies between departments at NC State and between NC State and the Department of City and Regional Planning at UNC Chapel Hill.

Market for Graduates
Design practice concerned with aspects of environmental design and planning is diversifying in light of the pressing human, ecological and economic needs faced by current society. Strong demand for such skills exists on the part of landscape architecture, urban design and architecture practices, as well as development agencies in the private, governmental, and non-profit sectors. This demand is likely to increase further due to the federal administration’s goal to significantly increase investment in urban infrastructure. Karen Alschuler, Director of Urban Design + Planning at SMWM San Francisco gave a presentation on urban design education in May 2009 at the American Institute of Architects national convention. She stated that “demand for graduates with urban design skills is outstripping supply”, and that there are not enough American students graduating with the skills specific to city design: equal facility in drawing, writing and speaking; a wide breadth of travel experience; ability to engage with others; ability to handle complex problems; familiarity with research and analysis. American students were finding it difficult to compete with international students for jobs in city design because they lack experience addressing design at an urban scale. She said her firm was looking for graduates who could “inspire, diagram, draw, and tell a story”.

Interdisciplinary Initiative
This certificate is an interdisciplinary and inter-university initiative, reflecting the nature of city design practice. It aims to bring together students and faculty from landscape architecture, architecture, and city and regional planning into an interactive and team-based learning context. Implementation of this certificate program requires NO additional investment of resources.

This is a joint program of the School of Architecture and the Department of Landscape Architecture.

Program Coordinator:
Robin Abrams
Head, School of Architecture
Brooks Hall 214
North Carolina State University
(919) 513-4841
robin_abrams@ncsu.edu

Academic Requirements for Participants
Graduate Certificate students are expected to complete a total of 15 hours of coursework. This coursework can be completed within the existing curricula of the Master of Architecture (Tracks 1, 2, and 3), and the Master of Landscape Architecture. Additionally, it is possible to earn this certificate as a post baccalaureate student. There are three methods of fulfilling this requirement: 1 studio option; 2 studio option; no studio option. Studios must be approved by the certificate coordinator in advance, as to whether they fulfill all, or a majority of the intentions of the certificate program, as stated on the first page of this document.
### Single Studio Option M.Arch Tracks 1, 2, and 3 & MLA Students

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### Two Studio Option M.Arch Tracks 1, 2, and 3 & MLA Students

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### Non-Studio Option

#### Practitioner Post-Baccalaureate Student

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### Required Coursework

**ARC 570/LAR 582 Anatomy of the City**

A morphological investigation of cities throughout urban history, with emphasis on formal principles of spatial organization. Part one: examination of the descriptive properties of cities in terms of interdisciplinary concepts and principles. Part two: examination of the organizational characteristics of urban space. Includes introduction of design methodology.

**ARC 503/LAR 500 Advanced Graduate Studio (for studio options)**

This is an advanced design studio focusing on projects of an urban scale, that require team approaches to urban-scaled problem solving, and also providing opportunity to explore the integration of smaller scale architecture, landscape architecture, and physical planning projects within the larger design context.

### The Elective Menu (3 hours for 2 studio option; 6 hours for studio options; 12 hours for non-studio option)

**SCHOOL OF ARCHITECTURE, NC STATE**

- ARC 503 Advanced Architectural Design (Urban)
- ARC 503 Advanced Architectural Design (International)
- ARC 548 Vernacular Architecture
- ARC 571 Urban House
ARC 574 Place and Placemaking
ARC 575 Participatory Design in Architecture
ARC 576 Community Design
ARC 577 Sustainable Communities
ARC 578 Ecological Design
ARC 590 Special Topics \( \text{(topics vary, by approval of certificate coordinator)} \)

Examples of applicable seminars that have been taught since 2010
History of American City Planning (Schaffer)
City of New Orleans (Schaffer)
World Trade Center (Schaffer)
Plan of Chicago (Schaffer)
Architecture as Infrastructure (Queen)
Affordable Housing (Bizios)

DEPARTMENT OF LANDSCAPE ARCHITECTURE, NC STATE
LAR 500 Advanced Studio
LAR 511 Community Design Policy
LAR 565 Landscape Architecture International Studio
LAR 576 Community Design
LAR 577 Sustainable Communities
LAR 579 Human Use of the Urban Landscape
LAR 582 Special Topics \( \text{(topics vary, by approval of certificate coordinator)} \)

Additional Opportunities
Students in the City Design Graduate Certificate Program will join an academic and professional community that offers a broad range of extracurricular activities. These include the College of Design annual Urban Design Conference, visiting lecturers, colloquia, and City Forum, a regularly scheduled series of brown bag discussions coordinated by the City of Raleigh Urban Design Center.

With permission of the certificate coordinator, students may register for one elective course in the Department of City & Regional Planning at the University of North Carolina Chapel Hill as part of inter-institutional registration. Such courses may include:

PLAN 741 Land Use and Environmental Planning
PLAN 550 Evolution of the American Urban Landscape
PLAN 636 Urban Transportation Planning
PLAN 637 Public Transportation
PLAN 651 Urban Form and the Design of Cities
PLAN 738 Transportation Policy and Planning
PLAN 744 Development and Environmental Management
PLAN 745 Development Impact Assessment
PLAN 757 Planning for Historical Preservation
PLAN 760 Real Estate and Affordable Housing
PLAN 762 Central City Revitalization
PLAN 763 Urban Neighborhood Revitalization
PLAN 765 Real Estate Development
PLAN 799 Diversity and Inequality in Cities

Application Process
Applicants must complete an application form to be considered for the certificate program (example attached).
To qualify for admission to the Graduate Certificate in City Design, students must be enrolled in, or have completed, a professional program in architecture, landscape architecture, or urban planning. Students must have at the time of application a 3.00 grade point average in their professional degree program.

City and Regional Planning students have two pre-requisites to become eligible for the Graduate Certificate Program: PLAN 714 Urban Spatial Structure and PLAN 752 Site Planning and Sustainable Design.

Graduate Certificate Completion
To receive a Graduate Certificate, a student must complete 15 hours of coursework, and have a minimum 3.00 grade point average (GPA) on all certificate course work. All grades on courses taken towards the certificate program in courses numbered 400 and above are included in the GPA. Courses at the 300 level and below are not eligible for certificate credit and subsequently do not affect the graduate GPA.

The minimum grade to receive certificate credit can be no lower than a grade of B-. GCP students who take letter-graded 400-, 500- and 700-level courses do not have the option of taking the courses for “credit only” if they intend for the course to be part of their GCP. Transfer credit from other institutions is not allowed for GCP. All course work must be registered for through NC State University. All GCP requirements must be completed within four (4) calendar years, beginning with the date the student commences courses applicable to the GCP, unless a more restrictive time limit has been established by the program or academic college/school. A student may obtain more than one certificate. Each certificate must have at least nine (9) credit hours that are unique to it.

Note: Academic success might have a strong bearing on admission to a degree program, but completion of a certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application process.

2 Independent Study
The Landscape Architecture Department encourages students to take advantage of LAR 630, Independent Study, to pursue inquiry and scholarly activities in Landscape Architecture beyond that which are provided in the curriculum. It is the student’s responsibility to initiate Independent Study with a consenting faculty member.

Policies:
Any student seeking to engage Independent Study is required to prepare and submit a written Proposal to a potentially interested faculty member. The faculty member has the right to accept or decline solicitations to participate in Independent Study.

A faculty member agreeing to work with a given student within an Independent Study arrangement is required to approve the student’s written proposal and sign appropriate College documents. Such approvals must be completed prior to registration and commencing Independent Study.

A student may register for up to 6 credit hours of Independent Study as elective credit hours counting towards the MLA degree with 3 credit hours being the maximum allowed in any given term.

Independent Study earning 3 credit hours in one semester requires a minimum of 112 hours of work. The student is required to maintain a weekly Log Sheet documenting hours worked. The Log Sheet is to be signed by the participating faculty member weekly.
Independent Study is graded on the basis of letter grades per Departmental policy.

3 Inter-institutional Study

Students at NC State University may also register for courses at local universities (UNC–Chapel Hill, UNC-Greensboro, and Duke University) paying NC State University credit fees. Our students have an exceptional range of courses and programs open to them through these inter-institutional study opportunities.

A cooperative agreement between the NCSU Department of Landscape Architecture and the Department of City and Regional Planning exists that enables students to matriculate in both programs and earn CONCURRENT degrees from both institutions. Certain elective requirements from each program are reduced to facilitate this agreement. Students must comply with each institution’s specific policies and rules governing matriculation. Please seek advisement to discuss your interests and matriculation plans with the department heads and/or DGP’s at both institutions.

Students may also take courses at the other Raleigh colleges that are members of the Cooperating Raleigh Colleges organization. (Currently Meredith College is the only one of these colleges to offer graduate-level courses.)

4 Interdisciplinary Study

Students take courses in diverse disciplines in the University and College as free electives and/or to fill requirements of academic minors.

5 International Study
NC State University encourages its students to explore other cultures and other design environments through our international study opportunities. All students in the Landscape Architecture program are required to participate in a study abroad experience. It is recommended that this experience be one semester in duration and involve study in a design field. Typically, this requirement is fulfilled by completing the LAR 565, International Design Studio (offered by the College for Prague and Ghana venues), taking an international swing studio offered through another program in the College of Design, or completing a design related study abroad experience offered by landscape architecture or design program from another university. Students wishing to participate in a non College of Design program must receive prior approval from the Landscape Architecture Department Head.

In 2005, the College of Design Prague Institute in the Czech Republic was founded. It has since become the NC State Prague Institute open to other academic units. During this 90-day intensive experience, BLA and MLA students explore the historic and complex urban environments of Prague to examine how contemporary interventions become part of the urban cultural fabric and the natural systems of the city. Students observe the urban structure of the city and develop strategies to visualize and interpret urban space. The program expects the number of students going to Prague to increase as the result of the international student requirement for all MLA students, effective with the incoming class, 2010. Accommodations in Prague will be managed to accommodate additional students.

In 2005, Assistant Professor Kofi Boone developed a summer program in Ghana in collaboration with the Department of Art + Design. Professor Boone has taken 3 groups of 7 -10 BLA and MLA students in 2006, 2007 and 2009 to Ghana. In the seminar course students focus on issues of eco tourism with an emphasis on infrastructure, including way-finding and facilities. The studio course includes studies in visual analysis, sketching, and small-scale design for projects of local interest. We expect the numbers of students going to Ghana to increase as the result of the international student requirement for all MLA students. Accommodations in Ghana will be managed to accommodate additional students.

It is also understood that it may be difficult for some students to fulfill this requirement due to specific personal or financial considerations. If so, the Department Head has the authority to work with individual students to develop other mechanisms for fulfilling this requirement. This may include, but is not limited to, special course work at NC State, guided independent study, and or other forms of international travel experiences.

6 Downtown Urban Studio

Associated with the College's Urban Design Center located in downtown Raleigh are design studios that accommodate landscape architecture, architecture and graphic design that focus on urban issues. Landscape architecture studios typically use this facility each spring semester. The benefit of this location is its proximity to the City's Planning Department and other urban facilities and cultural venues. Students access the Downtown Studio via bus (free), auto and bicycle. In addition to studio space the facility has a seminar room that accommodates design studio pin ups, reviews, and the delivery of small seminar classes.

7 Competitions

This past fall semester, Professor Carla Delcambre’s advanced Landscape Architecture studio submitted entries for an urban design competition focusing on a brownfield redevelopment site in Ashville, NC. Over 50 teams from universities around the country submitted entries.

This spring 2010, Professors Andy Fox and Gene Bressler led an advanced studio that submitted an entry to the ASLA Student Awards Competition.
As part of a new urban design course delivered by Visiting Professor Simon Atkinson with faculty advisor Robin Abrams, Landscape architecture graduate students teamed up with Architecture and City and Regional Planning students from UNC Chapel Hill to submit entries in the Annual ULI Hines Urban Design Competition. One team, including our students Rebecca Myers MLA ’10 and Matt Tomasulo MLA/MRCP ’11, advanced to the finalist stage, and ultimately won, beating teams from Harvard, U. Penn, and the University of Maryland.

Students also have the opportunity to identify and participate in other competitions. Faculty members have sponsored submissions to the ASLA Student Awards competition and others. It is in the students’ interest to proactively identify and pursue these opportunities, especially evaluating whether the submission requirements dovetail with studio work.

8 Research and Extension

Students have many opportunities to apply their academic experiences and work on projects associated with faculty research and the College’s Extension office. The LA department has a long-standing history and tradition of Service-Learning. Undergraduate BLA students and MLA students work together with faculty, and local citizen groups to address planning and design situations pertaining to economic development, eco-tourism, streetscape design, overall land use and transportation planning, historic preservation, downtown rejuvenation, and recreational development.

Please see the section on Employment and Service Opportunities for more information.
9 Charettes

Over the past 15 years, “the charrette” is a traditional annual event of the Department organized as a three-four day intensive planning and design experiences open to all the students and faculty. Faculty and students travel to a North Carolina community, meet with local officials and citizens, and participate in a three-day design study intended to generate a diversity of design solutions for the community to consider. Student design teams are intentionally vertical in nature, allowing new students to work with more advanced students.

10 LA Lecture Series

The Student ASLA (SASLA) chapter, together with the Landscape Architecture Advisory Council, North Carolina ASLA, and the Department sponsors and produce the annual lecture series. Students are involved with the identification of potential speakers, hosting lectures and conducting informal question and answer sessions.

The purpose of this series to is expose students, faculty, alumni, practitioners and others to the breadth of players, situations, issues, challenges, technologies and methods, controversies, collaborations, and achievements of the profession. These evening lectures occur approximately twice a month and alternate with lectures sponsored by the School of Architecture. Please refer to the College of Design’s events calendar.

11 Conferences

“Institute for Emerging Issues Forum”

“The Institute for Emerging Issues (IEI) is a public policy, think-and-do tank that convenes leaders from business, non profit organizations, government and higher education to tackle some of the biggest issues facing North Carolina’s future growth and prosperity.

Through research, ideas, debate and action, we prepare leaders to address North Carolina’s future challenges and opportunities. North Carolina has long been a model state in the Southeast, with a legacy of forward-thinking leadership and effective collaboration, and IEI seeks to mirror and encourage these values.”

Past forum topics have included energy, growth and development, and creativity and innovation. This year’s topic focuses on healthcare. The forum is held in February.


“Urban Design Forum”

The Annual Urban Design Forum, coordinated by NC State University College of Design and the Raleigh Department of City Planning/Urban Design Center is held in Mid February or early March. This year’s, the 10th Annual Urban Design Conference, “Emerging Mid Sized Cities: Leading by Design.” The conference will feature keynote presentations and several case study tracks. Planning is currently underway. Updated information will be disseminated.

“Growing in Place Symposium”

This annual Symposium, sponsored by the Natural Learning Initiative, takes place on the same weekend as the Urban Design Forum. Last year, the symposium “stimulated discussion about how planners and designers can meet the challenge of enhancing the wellbeing of urban families in North Carolina, across the nation, and the world. As cities grow and develop, opportunities to support family life in a healthy public realm should multiply. European design innovations such as “home zones” together with community participation processes and design guidelines will serve as triggers for discussions about how cities can grow in harmony with the needs of their citizens across the life span.”

http://www.naturalearning.org/training/gip2010/about.html
“ASLA Annual Meeting”
“More than 6,000 landscape architecture professionals from across the U.S. and around the world will gather in Phoenix AZ., September 10–13, to earn up to 21 professional development hours, to enjoy the fellowship of our profession, and to reconnect with the fundamental elements of design.”
http://www.asla.org/2010meeting/

“LABASH”
An annual, student-driven landscape architecture conference hosted by departments all over the country and in Canada. In 2004 the students assisted in the planning and hosting of the LABASH Conference. 2011 venue TBA.

11 NC ASLA Conferences
The NC ASLA professional chapter produces two conferences each year, one in November and the other in June. Our students are encouraged to attend and will receive special registration discounted rates if they are also members of the Student American Society of Landscape Architects. The conferences are primarily educational events where practitioners attend and participate in a number of continuing education courses. Doing so enables the practitioner to accumulate the required number of Continuing Education Units required by law to maintain their professional licenses. Our students and faculty participate in the delivery of some of these courses. This year our department will make several presentations covering the work developed in our academic, research, and service/extension areas by students and faculty.
Community Involvement

There are many ways to get involved in the community of landscape architecture and design at the departmental, college, local and national levels. The organizations within the Department and College of Design include the Landscape Architecture Student Advisory Council (SAC), The Mentor Program, the Student ASLA, and The Design Council.

1 Initiatives within the College

The College of Design Research, Extension and Engagement initiatives, as organized under the Office of Research and Extension, are a critical aspect of the College’s effort to “enhance the meaning and quality of life”. Its goal is to create an interdisciplinary research and extension environment that engages scholars, students and the public; in creating knowledge, artifacts and places that support long term health and well being for all.

While each initiative focuses on specific issues that reflect faculty expertise related to human health and sustainability, the goal is to maintain and further develop the interconnection among disciplines to promote an inclusive, sustainable and healthy designed environment. The College’s Office of Research and Extension is comprised of eight interrelated initiatives.

- Natural Learning Initiative
- Community Design Initiative
- Home and Housing Design Initiative
- Affordable Housing and Sustainability Initiative

MLA students and faculty continue to play leading roles in the Community Design Initiative, Downtown Design Initiative, and the Natural Learning Initiative, in particular. The research and engagement activities, projects, and events associated with these areas contribute to the academic, research, and service missions of the MLA program. Students and faculty undertake projects that serve diverse external constituencies by providing direct planning and design products and benefits. Funds received to underwrite many service and research projects provide employment opportunities for faculty and students.

Research assistants, such as those retained by Professor Moore of the Natural Learning Initiative, assist with designing and implementing user surveys, mappings, interviewing subjects, and writing.

Extension assistants, such as those retained by Extension Associate Professor James Tomlinson of the Community Design Initiative, and Celen Pasalar, of the Downtown Design Initiative, participate in charrettes, data gathering and synthesis, mapping, site analysis and design simulations, public presentations, and field work (surveys, site characteristics, verifications).

NLI - The Natural Learning Initiative  http://naturalearning.org/

Mission. The Natural Learning Initiative (NLI) is a research and development, community engagement, and professional development unit of the College of Design. Founded in 2000, embracing the overall land grant mission of NC State University, the NLI mission focuses on design applications to support the health of children, their families, and the outdoor spaces of daily life:

Creating environments for healthy human development and a healthy biosphere for generations to come.
**Research and development approach.** NLI applies design thinking at community level as a preventative health research and development intervention. The aim is to create demonstration sites modeling best practices to educate local professionals about how to enhance quality of life in underserved communities.

**A trans disciplinary field.** Using design inquiry strategies, NLI participates in multiple fields to create the evidence base and metrics to inform sectors of design practice, including the urban public realm, parks and recreation, non-formal education, formal education, and early learning. Research support includes the National Institute of Environmental Health Sciences, the Robert Wood Johnson Foundation, Blue Cross and Blue Shield Foundation of North Carolina, US Fish and Wildlife Service, and currently the US Forest Service.

**Professional collaboration.** NLI collaborates with architects, landscape architects, urban planners, educators, environmental educators, play workers, public officials, and all professional groups working with or on behalf of children and families. For many years, NLI has for example collaborated nationally with Michael Van Valkenburgh and Associates, and regionally with Frank Harmon Architect, on evidence-based, award-winning urban landscape architecture/architecture projects.

**Research into practice.** NLI works with allied professionals to translate and transfer scientific knowledge into practice through a variety of activities, including education sessions at national and regional professional conferences (ASLA, NRPA, NAAEE, NAEYC, ALR, CEFPI), NLI professional development events (Growing In Place, Annual Design Institute), customized professional training courses (University of Cincinnati, College of Design, Architecture, Art, and Planning), and customized research methods training (Toledo Zoo/Bowling Green, Arlitt Center/University of Cincinnati).

**Early childhood focus.** NLI’s contribution is best represented by specialized work with the Partnership for Children (Smart Start) who are leading Shape NC, a three-year effort tied to the Clinton Global Initiative, funded by BCBS, including the UNC Gillings School of Public Health and Be Active North Carolina. Thirty demonstration outdoor learning environments are being developed across the state to model best site development and management practices aimed at increasing children’s daily physical activity and experience of edible landscapes (from year one, children will understand where food really comes from).

**Healthy childhood leadership partner.** At the 2012 Smart Start National Conference, Shape NC symposium, federal and state leaders noted that North Carolina leads the nation in tackling health issues through early childhood preventive strategies. NLI is participating in a unique state effort through the NC Institute of Medicine, to implement a preventive strategy targeting young children, families, and the communities where they live. NLI has helped pioneer a cost-effective “naturalization” approach to improving the quality of outdoor learning environments, as a more feasible option for the 5000 childcare centers in NC, mostly located in under-served communities.

**Professional development and training.** A critical component of the strategy to fulfill the NLI mission is professional development and training. NLI is in the final stages of launching a NC State Certificate Program in Intergenerational Design. Supported by Blue Cross and Blue Shield of North Carolina Foundation, NLI is also preparing educational modules for outdoor learning environments to be adopted by programs in early childhood, landscape design, landscape architecture (A&T), landscape contracting, and horticulture, to be delivered through the NC Community College system.

**Creating a new subfield of practice.** NLI’s long-term goal is to help promote and develop intergenerational design as a new landscape architecture subfield and to train practitioners to contribute to its growth and development.
**Community Design and Downtown Design Initiatives**

In North Carolina there are numerous small communities in need of growth management and economic development assistance. Communities that have historically relied on traditional industries and farming to fuel their economies are now seeing population movement and economic pressures that require change. The need is for encouraging growth compatible with the current scenic agricultural environment and controlling developments that may have negative impacts on community character and environment.

The work of the Community Design and Development Initiative and the Downtown Design Studio assists towns and cities to discover alternative strategies for creating and maintain community economic vitality and character. During the last 10 years more than 75 communities have been directly served by this Initiative. These communities have come from all parts of the state. Of the 100 North Carolina counties, 53 have benefited directly from these efforts.

These Initiatives are currently working with the City of Raleigh Planning Department, the Triangle J Council of Governments, the Raleigh Urban Design Center, and the North Carolina Community Development Initiative on a variety of projects intended to improve the quality of the state’s urban and rural environment. Plans are under way to develop a workshop specifically for community officials and extension agents to increase their understanding of the link between physical development and economic development.
9| Student Leadership

Students represent diverse genders, cultural, academic, and experiential backgrounds, the sum of which contributes to the vitality and vigor of the program. They are intelligent, creative, passionate, and have been known to be “feisty.”

The quality of work and performance generated by the students improves annually, as stated by outside reviewers who attend design studio juries on a regular basis and by representatives of the NCASLA who review student work submitted for NCASLA, and ASLA Merit and Honor Awards, and the Mentor Program. The faculty also notes an increased level of scholarship as revealed in the outcomes of various independent study and design studio projects.

Our students have taken on a significant leadership role in the life of the program. Fall 2008, the Student Advisory Council was formed. Students, invited by the Department Head, meet regularly to discuss issues of concern and to plan events. One such issue was the need to reinvigorate the Student ASLA. New elections were held and a new plan for the student chapter was developed.

The Student ASLA Chapter plays an active role in the life of the program and the College.

- Issues of concern to students are presented and discussed.
- Events such as lectures, the new Brown Bag Lunch Series, lectures, field trips, and scholarly initiatives are planned.

The Student ASLA (SASLA) conducts meetings of the entire student body covering topics related to events, professional development, program/curriculum and relations with other professional disciplines within the college. Participation in the Student ASLA continues to grow.

The following describes the Student ASLA, the Student Advisory Council, the LAR Practitioner – Student Mentor Program, Women in Landscape Architecture (WILA), and the College’s Design Council.

Student ASLA (SASLA)

The mission of NC State's Student ASLA is to connect students, faculty, and local practitioners in the field of landscape architecture in order to enhance the educational experience of students and to promote the profession within the local community and beyond. In support of this mission the club will actively seek to accomplish the following objectives:

Promote student camaraderie within the NCSU Department of Landscape Architecture and the College of Design
- Promote greater understanding of the professional practice of landscape architecture
- Provide feedback to the Landscape Architecture Department in order to improve the student educational experience
- Develop skills relevant to the professional practice of landscape architecture
- Facilitate student interaction with the professional design community
- Promote and provide service to the community

During the 2012-2013 academic year, SASLA will focus on the follow three main goals:

1. Establish a sense of permanence in regards to the chapter’s organization and role within the LAR Department, College of Design and larger community
2. Enhance chapter recognition through marketing and branding

3. Create opportunities for student connections across disciplines within the College of Design and within the larger professional community

SALA plans to further strengthen students' roles within the LAR department to ensure SASLA vitality and to establish a permanent presence and voice within our design community. Through the creation of a new logo and brand SASLA seeks to enhance chapter recognition and autonomy. SASLA will create opportunity for student outreach efforts in the triangle community while working to enhance partnerships with local professionals. The Mentor Program, a student-led initiative that pairs students with local practitioners, will be a vital asset in this effort. Finally, SASLA will participate in the organization of the lecture series, a monthly event held at the College of Design in which practitioners and educators from all over the world speak about their work and experiences.

2012-13 SASLA Leaders

Tyner Tew, President

Tyner is a rising 2nd year MLA student and a native of Clinton, NC. In 2007, he graduated from NC State University with a Bachelors in Horticulture Landscape Design. Prior to his present journey in the MLA program, he worked for 5 years in the commercial landscape maintenance industry with two of the nation’s largest landscape contractors (Valley Crest and Brickman), holding various management and sales positions in the Raleigh-Durham metro area.

Since entering the MLA program in 2012, Tyner has strived to explore and plug himself into the LAR department’s various organizations where he can best use his past career experience. He is currently a member of the department’s Professional Development Program and serves on the Student Advisory Council.

In his time away from school, Tyner enjoys taking his wife, Mary, out on dates, playing with their two yellow labs, hanging out with friends, and taking mini vacations to the beaches and mountains of NC.

The president's role is to lead the NC State Chapter of the Student ASLA and serve as the student's liaison to professional world of landscape architecture, as well as to other disciplines

Sean Stokes, Vice President

Born and raised in Cornelius, NC, Sean came to the MLA program after graduating from NCSU's Horticulture program. Currently Sean is a 2nd year MLA, interning with Kimley-Horn in Sarasota, Florida during the summer of 2013. He is also the Director of the Professional Development Program. He is also a representative for the LAR Student Advisory Council. Outside of school, Sean enjoys fishing, biking, gardening, and climbing. His two biggest passions are plants and design.

The vice president’s primary role is to mediate between the student body and SASLA. This includes, but is not limited to membership, communication, advocating for students and bringing forth their ideas. Additionally, the vice president will assist the president and other officers.
with planning and coordinating SASLA duties and events and in achieving the overall goals of the chapter. The vice president will also serve to mediate between SASLA and other departmental committees.

Mindy Johnson, Secretary

Mindy Johnson is a 5th year BLA student with a minor in Horticulture. She grew up as the youngest of three children in Greensboro, NC. She enjoys being outside, exploring new places, hanging out with friends and family, drawing, and learning to cook. She likes that landscape architecture connects people with one another and the natural world around them.

As secretary Mindy will record the minutes at SASLA meetings and at other meetings when action items are decided upon that need to be on record. She will also send reminders about upcoming meetings to SASLA members, maintain a SASLA Google Calendar and SASLA Student Listserv, and administer election ballot survey and results.

Mikey Goralnik, Treasurer

Mikey is a concurrent City Planning and Landscape Architecture masters student, born and bred in St. Louis Missouri. As a designer, he is really interested in shaping spaces so that they encourage resilience, both structural and social, to natural hazards and extreme weather. His favorite animal is the blue whale. His favorite tree is the General Sherman tree. Generally speaking, his favorite food is pizza, but he's anxious to see what happens with this poutine fad. Mikey also enjoys riding his bike, baseball, and loves living in North Carolina.

The two major roles of the treasurer will be to manage SASLA's finances and membership lists. The treasurer is also responsible to attend and advise the SHIFT Budget Committee as SHIFT is a subgroup of the SASLA.

Student Advisory Council

The Department Head initiated the Council in fall, 2008 as a means to connect with students. It consists of a number of student leaders, both undergraduate and graduate, interested in the well-being of students, the program, and the profession. This group meets at least monthly with the Department Head and sometimes other invited guests, to discuss areas of mutual concern. Recent topics included: the curriculum, specific courses, faculty searches, assignment coordination among classes, planning for the annual student awards dinner, student competitions and scholarships, interdisciplinary collaborations, internship opportunities, and other issues of concern to the students.

Creation of the SAC gives students direct and transparent access to the Department (and others). Within this venue student leaders discuss their concerns about their present education and Department, and
their aspirations for the future. The ideas and synergies generated within this group are viewed as an important resource for shaping the future of the program.

**LAR Professional Development Program**

The LAR Professional Development Program includes the Mentor Program that pairs current students with local practitioners, a new emerging leaders program, the Brown Bag Lunch series, topical workshops, internships, and the LARE Prep Course. Students have opportunities to learn about landscape architecture and the practitioners rekindle their enthusiasm for academic inquiry. Exchange visits to professional offices and the College are required. The Student Advisory Council, in cooperation with the Landscape Architecture Advisory Council, manages the Mentor Program.

Coordinating the Mentor Program this year is third year student, Casey Cline.

“The Mentor Program provides an excellent addition to your study of landscape architecture at NC State. Students and practitioners are paired based on mutual needs and interests. This provides students a strategic way into the professional world as well as experienced feedback on your work. Practitioners get to see what is going on in the academic world as students prepare to enter the field.

Mentors and students are encouraged to:
- Spend time together at the office
- In the studio
- Attend student critiques together
- Attend conferences and other social events together

While this is an excellent learning opportunity, it is important as students to understand and appreciate how lucky we are to have local practitioners who are interested and dedicated to improving our learning experience. They volunteer their time to us. Therefore, if you choose to participate in the Mentor
Program, it is your responsibility as the student to contact and facilitate the relationship with your mentor. It is highly recommended that you agree with your mentor upfront how often you will meet and what each other’s expectations are. Please be willing to commit.

We hope you will consider participating in the mentor program! A survey will be sent out soon so that we can best match you with a local professional.

The LAR Mentor Program “Kick-off” event will be scheduled for early October.

Women in Landscape Architecture - WILA

Women in Landscape Architecture (WILA) is a student group in association with Student American Society of Landscape Architects (SASLA) that reaches out to the professional community to strengthen networking opportunities for women in the profession. WILA hosts networking events regularly throughout the school year attended by NCSU students and faculty, and with local professionals. In 2010-11, WILA, along with the LAR Mentor Program, organized the Innovation Gallery Show, that showcased student work. Garnering much attention by professionals, as well as the general public, the event was held at the City’s Urban Design Center on First Friday.

In the Spring 2011, WILA hosted University of Virginia landscape architecture professor Kristina Hill, PhD, who presented her research related to rising sea levels and climate change in the LAR Lecture Series. Last January 2012, Carol Franklin, FASLA, co founder and principal of Andropogon in Philadelphia who gave a presentation in the lecture series and met with students in a brown bag lunch forum.

Men are invited to participate.

Design Council

The Design Council is an organization for students in the College of Design designed to meet the needs of all students in any design curriculum. It is a university funded organization that Design Council meets weekly. The Design Council hosts an annual BASH, possibly the largest Halloween party in Raleigh. The Design Council is also responsible for the recycling program in the College of Design. All students are welcome and the Design Council is limited only by the student’s imagination.
10 | Employment and Service Opportunities

Qualified students may be hired as teaching, research, or extension assistants. The hands-on experiences offered through the following assistantships enables students to extend and enhance the material learned in their “regular” courses. The opportunities to work under and with faculty and student colleagues provides NCSU MLA students unique and challenging venues and opportunities to advance the profession. Assistantship funding is set in accordance with College of Design policies.

1 Teaching Assistantships

Teaching assistantships are awarded to advanced second professional degree MLA students and to first professional degree MLA students who are in their second and third years. Teaching assistants are involved in the process of developing course syllabi, course materials, delivery, grading, and other tasks assigned by the instructor.

There are three kinds of teaching assistantships:

Simple paid assistantship: In this case the TA is assigned to a specific class, paid a flat rate based upon a predetermined number of hours worked per week, and works under the instructor of record for the course. (Example: For a semester TA appointment requiring about 8 hours per week, the TA earns approximately $1500).

Graduate Student Support Plan (GSSP): In this case the TA is assigned to both a specific class and the department, paid a flat rate based upon a predetermined number of hours worked per week, receives tuition for the semester (fees not included) and health care benefits, receives no academic credit for the course, and works under the instructor of record for the course and the department head. (Example: For a semester GSSP appointment requiring 12 hours per week assisting the instructor of record with course delivery and 4 hours per week assisting the head of the department, the GSSP TA receives approximately $3100 plus tuition for the semester (fees not included), and health care benefits.

Master’s Supervised Teaching: In this case the TA registers for LAR 685, Master’s Supervised Teaching, and acquires teaching experience under the mentorship of a faculty member who assists the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluates the student upon completion of the semester. For this, the student is graded, receives academic credit that is documented on the official transcript, and is not paid. If interested in this option, please discuss with the particular faculty member who you’d like to have as your mentor.

Students interested in pursuing teaching assistantships are required to complete and submit an application form. Decisions will be made by the Department Head on the basis of the applicant’s past academic performance in the program, recommendations of the instructors of record, funding and budget resources.

http://www.ncsu.edu/grad/financial-support/index.php
http://www.ncsu.edu/grad/support-plan/

2 Internships

The Department encourages students to complete an internship within a professional Landscape Architectural, Architectural, or Civil Engineering (private or governmental) organization. The purpose of the internship is to enhance and broaden the student's knowledge of and appreciation for the practice of landscape architecture. The local Triangle metropolitan area is the home of many diverse firms and agencies that offer internship opportunities. Students may also serve internships elsewhere nationally or internationally. Many firms advertise for full time summer interns, while local firms may employ part time...
interns during the fall and spring. Internships with a registered Landscape Architect are eligible to count towards professional practice hours as part of the requirements to sit for the Landscape Architecture Registration Exam (LARE). Internships are also eligible for elective credit. Please see the course descriptions for more information.

Students seeking an Internship experience are to initiate a relationship with a design practice. The student and the prospective employer are to discuss the potential internship experience with the goal of identifying and defining the work to be undertaken and performance expectations.

Internships may be paid or unpaid. Any question about remuneration must be resolved between the student and prospective employer. The University shall in no way become party to or be involved in remuneration issues.
11 | Facilities

The College of Design is housed in three adjacent buildings: Brooks Hall, Kamphoefner Hall, and Leazar Hall. Brooks Hall, built in 1925 as the original library of North Carolina State College, has been the central building of the College of Design since 1956, when a new north wing was added. To accommodate the College’s rapid growth, a south wing was added in the 1960s, and the College of Design Addition (now Kamphoefner Hall) was completed in 1978. Together, these facilities create a physical community blending traditional and modern architectural styles. The buildings house the College’s library, gallery, auditorium, resource centers, laboratories, classrooms, and offices, and provide all students with a desk space of their own.

Leazar Hall houses the College of Design’s materials lab, loom, design basics studios, painting and sculpture studios, seminar spaces and faculty offices. Leazar Hall was built in 1912, and has undergone three renovations, in 1922, 1983 and 2006. During its 96-year history, Leazar has served as a dining hall, student store, print shop, housing rental office, and payroll benefits office.

Kamphoefner Hall, built in 1977, has four floors of studio and lecture space. It also houses the College’s largest auditorium space (seating about 250). Landscape Architecture studios, two faculty offices, a review room, a 9 station computer cluster with scanners and large format plotter are located on the second floor. Architecture studios are located on the third and fourth floors; graphic design studios occupy the first floor.
1 Studio Space

Each student in the Department enrolled in a studio is provided with a desk and chair. Each desk has lockable storage and serves as the student’s home base. This arrangement has been very effective in bringing the students together as well as creating a central location where the department may display notes, advertisements, and mailboxes for delivering information. The student lounge has a refrigerator, microwave, toaster oven, two couches, and a Xerox machine operated by the university.

Raleigh Downtown Urban Studio is a 3000 square foot facility located on the second floor of a building in downtown Raleigh. Each semester two studios that accommodate a total of 26 students from the College are taught there. The facility includes studio space for twenty-four students, a conference/review room, classroom and office spaces and computer cluster with plotters and printers.

2 Materials Lab

The Materials Lab is a College of Design resource available to all students and faculty in the College. Landscape architecture students and faculty make extensive use of the College of Design Materials Lab facilities. Landscape architecture students primarily use the Lab to build site models. This facility provides space, equipment, and trained personnel to assist students in working with wood, metal, and plastic. It includes an extensive range of power equipment and hand tools. Students are encouraged to use the lab resources to explore form, materials, and construction methods.
There are three laser cutters in a separated room with their own specialized filtration and exhaust ventilation systems, capable of cutting up to 1/4 inch in cardboard, cardstock, wood or certain specified plastics. Usage of the laser cutter by landscape architecture students has dramatically increased during the past two years as students discover the ease of being able to produce models.

4 Information Technology Laboratory

The Information Technology Laboratory provides computer-based and communications-related equipment and facilities in support of an orchestrated professional design education. The facility provides three central computer lab/classrooms, 10 distributed departmental computer “clusters,” a lending service of computing, audio-visual, and photographic and video equipment, and offers a photography studio and photographic darkroom. Students are permitted to borrow equipment and return it normally within 24 hours. The Central Labs are open for use ninety-one hours a week. Use of these facilities is limited strictly to students currently enrolled in College of Design courses.

All students are introduced to the Information Technology Laboratory as they enter the Landscape Architecture program. They are expected to make full use of the equipment, software, and expertise that is available through the lab. Application of computer and information technology is a requirement of most of their curricular courses.

5 Library and other Information Systems Resources

Students and faculty from all disciplines of the College of Design use the Harrye B. Lyons Design Library, a branch of the NCSU Libraries. The 4,000-square-foot facility is located in Brooks Hall and houses a comprehensive collection of design-related books, periodicals, slides, videos and DVDs. The Design Library collection is especially strong in the areas of architecture, landscape architecture, and graphic and industrial design, although all Library of Congress classifications are represented. An attempt is also made to consider the needs of the whole university and the local community. As a result, some books are bought for the main collection in the general arts area.

The D. H. Hill Library, the main library at NC State University, is located within 10 minutes’ walking distance of the college. Patrons can use the main library reference service twenty-four hours a day, five days a week; reference service is also available through chat, text messaging, email, and instant messaging from early morning until midnight most days. The NCSU Libraries is ranked forty-first among research libraries in the nation. The Libraries’ collection comprises 4.3 million volumes and 69,223 print and electronic serial subscriptions. Library policies and information are available on both the Libraries’ website at www.lib.ncsu.edu and the Design Library website at: www.lib.ncsu.edu/design.

Electronic Access

All electronic databases, e-journals, and e-books provided by the NCSU Libraries are available to Design students. Patrons can log into electronic resources from their studio workstations, from computers located in the library, or from remote locations. Patrons can also check their borrowing account and renew materials online.

Other libraries at NC State University also hold materials of interest to design researchers. A number of collections in architecture, horticulture, and natural resources are available in the Special Collections Research Center at D.H. Hill Library. Landscape architecture students and faculty may also find materials of interest at the university’s Natural Resources Library. Students and faculty can request that material at other libraries on campus be delivered to the Design Library.

The NCSU Libraries is a member of the Triangle Research Libraries Network, and NC State University students and faculty may use the libraries at Duke University, the University of North Carolina, and North Carolina Central University. They may also have materials delivered from Triangle libraries or from libraries across the nation through interlibrary loan.
6 Other Resources

The University Visual Arts Center has established a classroom for studying art objects and architectural drawings in its collection. It also has major exhibits for classroom visits.

There are several arboreta available for students to study. The Horticulture Department maintains an extensive plant collection arranged in garden form on six acres, known as the J. C. Raulston Arboretum. The arboretum contains a variety of demonstration and theme gardens (designed by students, including landscape architecture students), a substantial lath house, and a Japanese Garden. In addition, the small M. E. Gardner Arboretum on campus serves as an "urban" site. Nearby UNC-Chapel Hill is home to the North Carolina Botanical Garden, an extensive arboretum collection of native plant communities and herb, and medicinal gardens sited on a large farm property, as well as the smaller Coker Arboretum located on the main Chapel Hill campus. At nearby Duke University in Durham are the Sarah P. Duke Gardens, which includes an extensive woodland garden and an Asian arboretum.
12 | Faculty Bios

Kofi Boone, Associate Professor of Landscape Architecture
BSNR, University of Michigan, 1992
MLA, University of Michigan, 1995
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Professor Boone focuses on the changing nature of communities, and developing tools for enhanced community engagement and design. Through scholarship, teaching, and extension service, Professor Boone works in the landscape context of environmental justice, and his research includes the use of new media as a means of increasing community input in design and planning processes. Professor Boone is the recipient of several awards including the Opal Mann Green Engagement Scholarship Award, the Department of Landscape Architecture Professor of the Year, and the Alumni Association Outstanding Teacher.

Professor Boone developed the use of new media and digital tools to more effectively engage Environmental Justice communities. In addition to traditional workshop-based approaches, Professor Boone has extensive experience with a wide array of tools. For the Old Carver School Vision Plan, digital video shorts were developed to provide stakeholders with highly graphic introductions to the principles of defensible space and urban security. For Idlewild, Michigan, DVDs of narrated digital video summaries were distributed to community residents and a website was created to post videos and engage those unable to participate in design workshops. Additionally, an online survey was used to solicit feedback. For the South Park East Raleigh Neighborhood Preservation and History Program, a protocol for stakeholder self-authored digital videos was developed to allow residents to independently conduct asset-mapping using smartphones. The resultant digital videos were mapped, made available to the public using an online map, and used in support of designation of a cultural district.

Professor Boone serves as co-director of the College of Design’s Ghana Study Abroad Program and taught 6 courses in West Africa. Most recently, he led an International Service Learning partnership with Women In Progress/Global Mamas to develop concepts for new facilities and product lines. The partnership featured direct engagement with Batik artists, and field documentation of Ghanaian craft villages. The coursework was featured in several venues including on the Huffington Post.

Boone’s published articles appear in journals including Prism, Intensions and Journal of Tourism Analysis. His work is featured in the Journal of Planning Literature, and the recently published book, Becoming a Landscape Architect. Professor Boone is an active member of the American Society of Landscape Architects (ASLA), serving as the past state liaison to the Historic American Landscape Survey (HALS). He served as a presenter at the Council of Educators in Landscape Architecture (CELA), the Environmental Design and Research Association (EDRA) the American Society of Landscape Architecture National Meeting and Expo, and at numerous Colleges and Universities.

Prior to joining the faculty at NC State University, Kofi was a studio leader at JJR (formerly Johnson, Johnson, and Roy) working on a wide range of interdisciplinary urban design and planning projects. He received his Master of Landscape Architecture and Bachelor of Science in Natural Resources from The University of Michigan.

Gene Bressler, FASLA
Professor and Head of Landscape Architecture
BLA, SUNY ESF, 1968
MLA, Harvard Graduate School of Design, 1970
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Professor Bressler was appointed Head of the Department of Landscape Architecture in 2006. He teaches the First-Year Fall MLA Design Studio along with Professor Art Rice and was appointed to the College’s PhD Faculty. Bressler devotes his efforts towards working with and mentoring the faculty
and students on their scholarly and academic projects, courses, and careers. His major accomplishments include leading the undergraduate BLA and the graduate first professional MLA programs to successful re-accreditation. He initiated and produces of the Department’s Lecture Series and the Mentor Program that pairs local practitioners with students.

As department head, Bressler serves on the Dean’s Administrative Council and Steering Committee for the College’s Annual Urban Design Forum held each spring and on numerous committees within the College and University including the Campus Review Pane and the Provost’s Department Head Advisory Council. His areas of research and teaching focus on urban growth, sustainable development, and the planning and design strategies for “Challenging Suburbia.” In June 2009, he co-authored with University of Colorado Professor Allan Wallis the chapter, “Oh Give Me Land, Lots of Land,” for the book Healing the West by Professor Patricia Limerick.

In Fall 2008, Gene was named by Chancellor to lead the State Employees Combined Campaign. Bressler also sits on the Executive Committee of the North Carolina Chapter of the American Society of Landscape Architects and has served on its annual professional awards jury for two years. In 2009, Governor Perdue appointed Bressler to the NC Board of Landscape Architects. In 2010 Vice Chancellor Leffler appointed Gene to co-represent NC State University on the Blue Ridge Road Planning Task Force.

From 1997 to 2006, Bressler served as Chair of the Landscape Architecture Department at the University of Colorado, Denver, College of Architecture and Planning. For several years, he co-taught an annual series of advanced interdisciplinary design studios with Architecture Professor Keith Loftin focused on challenging existing residential landscape and architectural design development paradigms. In 2003, he was named Director of the Colorado Center for Sustainable Urbanism and was responsible for producing the 2004 and 2005 “Colorado Tomorrow” public forum that focused on population and urban growth challenges facing the State. He was a founding member and president of the Colorado Community Design Network and consulting principal for the Denver-based firms Landscape Strategies and Design Studios West. In addition, he chaired the College’s Information Technologies Committee charged with creating and implementing the College’s Interdisciplinary IT Strategic Plan that included the integration of computer aided design, visualization and modeling, and GIS technologies.

Prior to his work at Colorado, Gene was on the faculty of the University of Oregon, Eugene, from 1971 to 1985. There, his teaching and research activities pioneered the development of computer driven suitability modeling technologies used to evaluate opportunities and constraints to development, infrastructural costs, environmental impacts, and alternative urban planning and design strategies. This led to his accepting a position from 1985 to 1995 with Dynamic Graphics, Inc., a developer of internationally recognized software used in numerous terrain and land use mapping, modeling, and visualization applications.

In 2006, Bressler was recognized with the national award, Outstanding Administrator of the Year, from the Council of Educators in Landscape Architecture (CELA) for his leadership and for his contributions to teaching. In 2007, he was awarded Fellow by the American Society of Landscape Architects. At the request of Dean Marvin Malecha, Gene delivered the Fall 2010 College of Design Commencement Address, “Game Changing One’s Way to the Main Thing.”

Nilda Cosco PhD, Research Associate Professor, Education Specialist for the Natural Learning Initiative

Educational Psychology, Universidad del Salvador, Buenos Aires
PhD in Landscape Architecture, Heriot Watt University, Scotland
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Professor Cosco’s research focuses on the impact of outdoor environments on health outcomes such as obesity, sedentary lifestyles, attention functioning, and well-being. Her current research is supported by the National Institute of Environmental Health (NIEHS), the National Science Foundation (NSF), and the Buffalo Hospital Foundation. She was the Co-PI of the Post Occupancy Evaluation (POE) of Kids Together Park sponsored by the Center for Universal Design in 2005.

She is the co-author of “Well-being by Nature: Therapeutic Gardens for Children” available from Landscape Architecture Technical Information Series, ASLA (www.asla.org).
In January 2000, Dr. Cosco co-founded the Natural Learning Initiative (NLI), College of Design NC State University, with responsibilities for design programming and research of outdoor areas for children with and without disabilities.

Before settling in the USA, Dr. Cosco was director of the National Lekotek Center of Argentina, an institution that manages a national system of toy libraries and playrooms, and runs programs for children with special needs and at-risk youth. She coordinated the development of the design guidelines and specifications for the rehabilitation of the headquarters in Buenos Aires, and delivered national and international play-leadership training courses for children with disabilities. In 1995, she trained professional staff for the opening of the National Lekotek Center of Brazil, São Paulo.

Carla Radoslovich Delcambre, PLA, Teaching Assistant Professor
BA Architecture, UNC Charlotte, 1989
MLA, University of Pennsylvania, 2001
cfdelcam@ncsu.edu

Professor Delcambre holds both an architecture degree from the University of North Carolina at Charlotte and a Master of Landscape Architecture from the University of Pennsylvania where she was a Chairman’s Merit Scholarship recipient. While at Penn, she was also a design award recipient for her entry in the Institute of Contemporary Art’s rooftop garden competition.

Before coming to North Carolina State University she was a Senior Landscape Designer at Olin Partnership in Philadelphia where she worked on a variety of project types encompassing urban design, master planning and public gardens. She has worked professionally in several states including Oregon, Pennsylvania, North Carolina and New Mexico on projects ranging from large master planned communities to institutional work and private gardens.

Her passion in teaching is focused on environmental and ecological issues particularly those related to sustainable design, storm water management and brown field redevelopment. She has taught graduate and undergraduate design studios and seminars in digital media, urban design, site development and construction. When not teaching, Carla is gardening with her family and furthering her interest in promulgating environmental awareness and interest in young children.

Having traveled extensively across the United States she continues to explore places that orchestrate powerful spaces of discovery. This fall Carla will teach LAR 500, the Advanced Landscape Architecture Design Studio and LAR 210, Digital Drawing

Charles Flink, FASLA, PLA, Executive in Residence
BLA, NC State University, 1982
chuckflink@altaplanning.com

Chuck Flink is pleased to join the LAR faculty at the College of Design as Executive in Residence. Chuck is a 1982 graduate of the program. He was elected to the American Society of Landscape Architects Council of Fellows in November 2003 and is the 2006 College of Design Distinguished Alumnus. He currently serves on the College of Design Leaders Council and is Chair of the NC State University Board of Visitors, which is advisory to the Chancellor and Board of Trustees. Chuck is President of Alta/Greenways in Durham, North Carolina. He is widely regarded as one of the nation’s leading greenway planners, having completed comprehensive greenway, trail and open space plans for more than 235 communities within 36 States and consulting work in Argentina, Canada, China, the Czech Republic, Japan and St. Croix, USVI. Chuck co-authored two award-winning books, Greenways: A Guide to Planning, Design and Development and Trails for the Twenty First Century. He has been featured for his work in national and international publications including National Geographic, Landscape Architecture, LA China, American Planning, Good
Housekeeping and Southern Living. Chuck has lectured on the creation of greenways at more than 200 national and international conferences.

Andrew Fox, ASLA, PLA, Assistant Professor of Landscape Architecture
BGS, University of Michigan 1995
MLA, Louisiana State University, 2001
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Professor Fox specializes in the areas of applied landscape architecture, urban design and site construction. Fox is a registered landscape architect with 15 year of experience in the landscape design and construction industry. His experience includes projects that range in scope from citywide transportation and urban design initiatives, to public parks and school sites, to small-scale design-build applications, to landscape architectural education.

Fox’s work is most interested in public landscapes and is significantly influenced by public involvement. More specifically, he is interested in the development of sustainable landscapes and their resultant impacts on cognitive, social, cultural and consumer behaviors. His teaching, research and outreach efforts include the design, development and study of naturalized educational environments, integration of low impact development strategies and context sensitive solutions at all scales, and the art and craft of construction detailing and implementation.

As an active practitioner, Andrew has been involved with the design, management and construction administration of numerous projects throughout the United States, including the Pacific Northwest, Gulf Coast, and Great Lakes regions. Notable projects include a 2006 American Institute of Architects (AIA) Committee on the Environment Top Ten Green Award (1 of 10 nationally) and the 2005 Council of Educational Facilities Planners International (CEFPI) James D. MacConnell Award for School Facility Excellence (in recognition of the top school facility development project in North America). Fox’s other significant awards include a Teaching Award for Outstanding Contributions from Louisiana State University’s College of Design, an ASLA Merit Award for Excellence in the Study of Landscape Architecture, and designation as a Clearing Scholar from The Clearing Landscape Institute. Andrew has also held appointment at the University of Georgia (UGA) College of Environment & Design. While at UGA, Fox was the instructor of record for multiple award-winning student competition submittals.

Mark Hough, ASLA, PLA, Assistant Professor of the Practice, Campus Landscape Architect, Duke University
BA in English, UNC-Chapel Hill, 1988
MLA, NC State University, 1997
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Mark Hough has been the campus landscape architect at Duke University since 2000. He is involved in all aspects of design, master planning, sustainability, and historic preservation on the Olmsted Brothers’ designed campus. In his time at Duke he has overseen the site design for the university’s largest period of growth since it was originally constructed in the late 1920s. During this process, he has collaborated with dozens of landscape architects, planners and architects working today.

Outside of Duke, Hough lectures frequently across the country on topics such as campus design, environmental sustainability and the evolution of cultural landscapes. He is also an award winning writer and recipient of the 2011 Bradford Williams Medal, which is awarded by the American Society of Landscape Architects (ASLA) for excellence in published writing on landscape architecture. He has written for various publications, including Landscape Architecture Magazine and the Chronicle for Higher Education. He has been actively involved in ASLA for several years, serving on several committees and chairing the Campus Planning and Design Professional Practice Network.
for four years. He was also a member of the design jury for the 2011 Professional Awards and currently serves as ASLA’s national vice president for communication.

Hough is also involved in the leadership of the Society for College and University Planning (SCUP), where he serves as a member of the Professional Development Committee. He was a member of the SCUP/AIA design awards jury from 2008 to 2010. His volunteer service and leadership extend to his Durham community, where he currently serves as a member of both the Historic Preservation Commission and the Cultural Advisory Board. Through his involvement with the Public Art Committee – which he currently chairs – he has been instrumental in creating and implementing the city’s first funding program for public art.

He is a licensed landscape architect in North Carolina and South Carolina.

Daniel A. Howe, ASLA, AICP, Assistant Professor of the Practice
BCP, University of Virginia, 1977
MLA, NC State University, 1985
Daniel.howe@raleighnc.gov

Daniel A. Howe is the Assistant City Manager for the City of Raleigh, NC. He is involved with downtown redevelopment, energy and sustainability policies including the City’s LED lighting initiative, economic development and human resource development for the City. Dan comes to this position after a 15-year career in the Raleigh City Planning Department where he was the head of the City’s Development Management Team, and also served as an urban designer and senior planner.

In addition to his work with the City, Dan has worked internationally with the Gulf Oil Real Estate Development Company as a land planner, and held a jointly-funded position (NCSU / City of Raleigh) to manage a community design process on Hillsborough Street. Dan has taught undergraduate and graduate level courses and seminars at Wake Technical Community College, the Institute of Government at UNC- Chapel Hill, and NCSU College of Design. He has edited the periodical NC Landscape Architecture (NCASLA) and the Citizen Planner Training Program (NCAPA), and has published articles in Carolina Planning, Planners’ Casebook (APA), Appalachian Trailway News, and authored a NC Bar Association CLE training publication on conditional use zoning. He has served on the Executive Committee of both NCASLA and NCAPA and is recipient of an NCASLA Honor Award, an NCAPA Outstanding Planning Award, the Marvin Collins NC Chapter Service Award (NCAPA), the 1999 George C. Franklin Memorial Award (NC League of Municipalities), and the 2012 Downtown Advocate Award (Downtown Raleigh Alliance). Dan has also been a harpsichord-maker’s apprentice, briefly ran a musical instrument manufacturing business, through-hiked the 2100-mile Appalachian Trail and rode his bicycle the 469-mile length of the Blue Ridge Parkway.

Derek Blaylock, Assistant Professor of the Practice
BS Horticulture, Montana State University, 2006
MLA NC State University, 2010

Derek’s experience ranges from high-end residential projects to international resort master plans. Derek excels at sustainable planting design, construction documentation, three dimensional modeling and digital rendering. His most recent work includes the site planning and construction administration for the new Chancellor’s Residence on NC State’s campus and rendering services for various local design firms. Upon completion of the Chancellor’s project, Derek accepted a full time design position with Haden Stanziale in Durham
Fernando Magallanes, PLA, Associate Professor and Director of the Graduate Program
BSLA Texas A & M University 1968
MLA, Harvard Graduate School of Design, 1981
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Professor Fernando Magallanes, a registered landscape architect, teaches graduate and undergraduate design studios. He also teaches Landscape Architecture History, Drawing, First Year Experience (Foundation year for Design students in 5 design disciplines). He believes in methods supporting the teaching of landscape architecture to fit the societal needs of current practice and era. He has won 7 outstanding teaching awards including the national award for Outstanding Educator from the Council of Educators in Landscape Architecture.

Fernando’s publications and conference papers focus on various topics including Landscape Surrealism, use of analytical drawings in understanding historic landscapes, drawing, urban landscapes, landscape architecture education, interdisciplinary professional practice in community design, and the works of Mexican designer Luis Barragan. His Landscape Surrealism essay can be found in Thomas McIal’s book Architecture and Surrealism, 2005. Several of his drawings are published and can be found in Rendow Yee’s Architectural Drawing: A Visual Compendium of Types and Methods, 2003, and in Uddin, M. Saleh’s book Axonometric and Oblique Drawing, 1997.

He is responsible for administrative duties as the Director of the Graduate Program and is involved in graduate advising, recruitment, enrollment planning, and application coordination/review.

He travels and has been involved in international travel programs to Santander, Spain; Berlin, Germany; Buenos Aires, Argentina; Mexico City, DF, Mexico; and Prague, Czech Republic. It is through travels and discussion, documentation, drawings, reading the landscape, and walking that he develops as primary activities to heighten site observation skills. He and students engage in an empirical method for observing history, landscape environments, design spaces, and a critical basis for design decisions and the making of “place.”

Robin Moore, ASLA, Professor of Landscape Architecture, Director of the Natural Learning Initiative
Diploma in Architecture, Bartlett School of Architecture, 1962
Master of City Planning, Massachusetts Institute of Technology, 1966
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Robin Moore holds degrees in architecture (London University) and urban planning (MIT), and for most of his career has worked in the field of landscape architecture as educator, researcher, and consultant. Moore is an international authority on the design of children’s play and learning environments, user needs research, and participatory public open space design. His designs for children’s spaces in the USA include the well-known Environmental Yard, in Berkeley, California (recipient in 1988 of the Outstanding Contribution to the Practice of Design Research by the Environmental Design Research Association (EDRA).

As a design consultant, Moore has been involved in the design of the Kids Together Park, Cary; Blanchie Carter Discovery Park, at Southern Pines Primary School (featured in the New York Times, October 1999); the Playspace Family Play Center in Raleigh; and Playport in the Raleigh-Durham Airport. Design projects in Argentina include the Lekotek Play Library; Vilas Racket Club child and family center; Friends Club Adventure Playpark, and the Ecological Village. Currently, he is a public participation consultant to an interdisciplinary team working with the City of Lisbon, Portugal. He was design consultant to the Chicago Zoological Society for the programming and design of Explore!, the new children’s facility at Brookfield Zoo, Illinois; and for the City of Durham for the programming and
design of renovations to Duke Park as well as the development of the Durham Parks and Recreation Master Plan. As director of the NC State University Natural Learning Initiative, Moore is currently involved in the design and/or renovation of dozens of outdoor spaces for preschools, special education facilities, and schoolgrounds in North Carolina.

Recently completed works include renovation of the outdoor play and learning environments at the Bright Horizons Family Solutions Child Development Center, Research Triangle Park. Robin Moore has won many awards for his contributions to the field of design. Countries including Sweden, Japan, and Argentina have honored him, where his work in the design of outdoor play facilities for children and families is used as a model. Moore has many years of international experience in design facilitation and participatory design program development, including the North Carolina Botanical Garden, University of North Carolina at Chapel Hill, and the Museum of Natural Sciences, Raleigh, N.C. Robin Moore is a member of the eight-country Growing Up in Cities action research project sponsored by UNESCO and is co-director of the Buenos Aires and Jordan field projects.

He has lectured in many countries on issues of childhood and environment and responses to those issues through landscape design. Moore is the author or co-author of Childhood's Domain: Play and Place in Child Development (1986), Plants for Play (1993), the Play for All Guidelines (1987), the Complete Playground Book (1993), Natural Learning (1997), and numerous articles on the use of the outdoor environment by children and youth and families, and their involvement in the planning and design process. He was the principal investigator for the US Access Board update of the Uniform Federal Accessibility Standards for Children's Environments. Professor Moore is past president of the International Association for the Child's Right to Play (IPA), and for twenty years was editor of the IPA magazine, PlayRights.

**Morgan Nederhood, Academic Unit Program Associate**  
BA Marist College, 2010  

From handling meeting and appointment requests to assisting in annual reports and the accreditation process, Morgan provides support for the heads of the four respective departments. She also coordinates a variety of special projects while interfacing with students, faculty, and other visitors to the offices of the Department Heads.

Prior to joining the College of Design, Morgan worked as a Research Assistant for Yale University’s School of Public Health, Global Health Leadership Initiative (GHLI), and Global Health Institute (GHI). She received her undergraduate degree in English with a concentration in writing and a minor in journalism from Marist College in Poughkeepsie, New York. She also spent four months studying philosophy, literature, and British history at the University of St Andrews in St Andrews, Scotland.

Morgan’s interests include history, reading, drawing, Native American history/culture, and running when she’s not feeling lazy.

**Celen Pasalar, PhD, Assistant Professor of Landscape Architecture, Assistant Dean for Research and Extension**  

BArch, Middle East Technical University  
MS Urban Design/City and Regional Planning, Middle East Technical University  
PhD in Community and Environmental Design, NC State University  

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Dr. Celen Pasalar’s expertise involves organizing and promoting numerous design and planning projects for the benefit of communities
Pasalar received her undergraduate degree in architecture (1997) from Middle East Technical University in Turkey and her master's degree in urban design (1999) from the same university. She has received her doctorate degree from the College of Design, NC State University with a focus on Community and Environmental Design in 2004.

Pasalar’s research interest involves architectural design, urban design, the relationships between human behavior and the built environment, such as urban streets; public spaces; and educational settings (K-12 school environment, university campus environment). Her research also focuses on community design, downtown revitalization, the role of design and its impact on the quality of life and the natural environment, smart growth, new urbanism, and children’s environment.

Pasalar has been published in the proceedings of conferences such as Environmental Design Research Association (EDRA) and International Association for People-Environment Studies (IAPS). She also collaborated on research publication “School Building Assessment Methods” (2004) sponsored by National Clearinghouse for Educational Facilities, Washington. She is a recipient of the first prize Environmental Design Research Association Student Award for Research Project Design as well as the College Level Nomination for Nancy Pollock Dissertation Award.

Pasalar is a registered architect in her home country, Northern Cyprus and active member of the Union of the Cyprus Turkish Engineers and Architects, which is also a member section of UIA (The International Union of Architects). She has practical experience in Turkey, Northern Cyprus, and United States where she worked for various architectural firms and construction companies. Pasalar is an active member of The Honor Society of Phi Kappa Phi (serving also in various committees) since 2002. She also serves as an active member in Appearance Commission at Town of Apex, North Carolina.

**Art Rice, FCELA, Professor of Landscape Architecture, Associate Dean for Graduate and International Studies, Director of the PhD in Design Program**

BLA, University of Oregon, 1973  
MLA, Harvard Graduate School of Design, 1978  
[Art_rice@ncsu.edu](mailto:Art_rice@ncsu.edu)

Professor Rice received a BLA degree from the University of Oregon in 1973. After practicing professionally in California he attended the Harvard Graduate School of Design where he received a Master of Landscape Architecture with Distinction in 1978. At graduation he also received the Charles Elliot Traveling Fellowship. In addition, Professor Rice was awarded an International Research and Exchange Board Fellowship, which combined with the Elliot Fellowship, made it possible for him to go to Russia, at that time the Soviet Union, for six months as a visiting lecturer and researcher at the Moscow Engineering and Building Institute.

Professor Rice taught at the Harvard Graduate School of Design, Tufts University, the University of Washington, and the School of Design at North Carolina State University. Professor Rice came to the NC State School of Design in 1990 as Head of the Department of Landscape Architecture and served in that capacity for ten years. He has also been involved in teaching advanced graduate design studios and has been asked to speak nationally and internationally on his research related to landscape architecture education and affective teaching/communication methods.

In 1992, as President of the Council of Educators in Landscape Architecture (CELA), Professor Rice worked to improve international communication among educators in landscape architecture. He helped to initiate formal interaction between CELA and the European Council of Landscape Architecture Schools (ECLAS).

Professor Rice has traveled extensively and has lectured and taught design studios in Russia, Venezuela, Spain, Peru, China and the Czech Republic. In the fall of 1999 he was invited to Lima, Peru as a speaker and panel moderator for an historic conference. Professor Rice worked with other invited international guests and the organizing committee to formulate guidelines for the profession and lay the groundwork for professional education in the country. In 2002 he initiated an effort to establish a branch of the College of Design in the Czech Republic and in 2004 chaired a task force that developed the Prague Institute Feasibility Study. In January of 2005 Professor Rice
arrived in Prague to finalize the setting up of facilities and taught the first part of that spring semester in Prague. In fall 2005 the College of Design Prague Institute grew to become the NC State University Prague Institute, an initiative of the College of Design. He has recently been elected chair of the NC State University Council on International Programs.

His research for the past ten years has concentrated on improving design education. He is the author and co-author of a number of articles related to research on the impact of visualization media on design and the understanding of space and the role of metacognition on the development creativity abilities. Currently the College of Design is in the process of publishing a book on design thinking and design education and Professor Rice is a major contributor to this upcoming publication.

**Julieta Trevino Sherk, ASLA, PLA, Assistant Professor of Horticultural Sciences**
MLA and Minor in Horticulture Science, NC State University, 1992
BS in Biology, Meredith College, 1985
jtsherk@ncsu.edu

Julieta Trevino Sherk is Assistant Professor in the Horticultural Science Department at the NC State College of Agriculture and Life Sciences and is a registered landscape architect in the state of North Carolina. She teaches a variety of studios to undergraduate and graduate students and teaches lecture classes in graphics, landscape horticulture, site planning, construction materials and methods, planting design, plant identification, and the senior project seminar.

Julieta has coordinated community engagement projects and executed a variety of service learning projects in her practice and with her students. She has presented at conferences on the topic of “The Participatory Design Process,” “Low Energy Landscapes,” “Designing with Trees in the Urban Environment” and “Designing with Edibles.” She is dedicated to working with clients to create relevant, stimulating places that artfully enhance the health of the community and the environment as a whole. She is particularly interested in the use of landforms and of plants as design elements and believes in the critical role these play in improving and enhancing the human/natural experience and creating a sense of place.

Julieta used her bilingual abilities to lead a study abroad course to Córdoba, Mexico during summer 2011. It was a course in community design strategies involving a service learning design project in which NC State students in conjunction with students from the Universidad Veracruzana, Córdoba conducted community workshops and developed small urban design improvement alternatives.

**Scott Simmons, Assistant Professor of the Practice**
BS Engineering, NC State University, 2006
MLA, NC State University, 2010

Scott Simmons received his Bachelors of Science in Civil Engineering from North Carolina State University. After gaining engineering and site development experience he went on to receive his Masters of Landscape Architecture from NC State. Through his academic career he developed an interest in the relationship between people, health and the physical environment. He also is interested in integrating social spaces with natural systems, specifically sustainable stormwater management strategies.

Scott served as a teaching assistant through for the grading and site systems class during his graduate degree. He continued to pursue his interest in teaching by assisting in the development and implementation of the inaugural 2010 Design-build Studio that constructed the Syme Hall Rain Garden and he also has co-taught the grading and site systems class.
Scott currently works for HadenStanziale in Durham, North Carolina. Scott is involved with the design; management and construction administration of several LEED certified projects that integrate natural systems with social spaces on college and medical campuses around the triangle. He has also worked on environmental graphics and way-finding projects.

Scott has traveled throughout Europe, cycling from London to Rome. He has also worked in Ethiopia helping in the construction and planning of a summer soccer camp and community garden. As an active participate in his community, he continues to pursue how to create better places for people and the environment.

**Kimberly J. Siran, RLA, LEEP AP, Assistant Professor of the Practice**
MLA, NC State University, 1997  
BS, The Pennsylvania State University, 1995  
Kimberly@coalydesign.com

The principal of Coaly Design, PC, Kimberly J. Siran has been practicing land design and planning in the State of North Carolina for 15 years. Kimberly started her own design firm, Coaly Design, in 2005.

Kimberly’s interest in the stewardship of the land began as a child listening to her grandfather tell stories of his life spent farming. These stories led to an interest in land conservation and a graduate degree in landscape architecture, with an emphasis on land conservation. A registered landscape architect, Kimberly received her bachelor’s of science degree in Landscape Contracting from Pennsylvania State University and her master’s degree in Landscape Architecture from the North Carolina State University.

Kimberly is currently serving as Vice Chair of the City of Raleigh’s Parks, Recreation, and Greenway Advisory Board and leads the Streetscape and Park Committee for the Downtown Living Advocates.

**Rodney L. Swink, FASLA, PLA, Professor of the Practice**
MLA, NC State University, 19  
Rodney.swink@att.net

Rodney is a consultant to communities, firms and non-profits in the areas of downtown development and community revitalization as well as an adjunct faculty member of the NC State University College of Design. Previously he directed the North Carolina Main Street Center in the state's Department of Commerce for 24 years, leading downtown revitalization and development efforts statewide. His award-winning work resulted in more than $800 million of new investment in Main Street community downtowns during his tenure as director.

A registered landscape architect, Rodney has been active in the American Society of Landscape Architects (ASLA) for more than thirty years serving as Chair of the Council of Fellows, as national president, and as Vice President for Policy. He received the ASLA President’s Medal in 2006 and The LaGasse Medal in 2008.

Rodney currently serves as Vice chair, Chair-elect for Preservation North Carolina and is on the Board of Advisors for the J.C. Raulston Arboretum. He is a founding member of the NCSU Caldwell Fellows Alumni Society board and is...
also on the board of North Carolina Partners of the Americas, a non-profit organization working with Cochabamba, Bolivia.

In 1998 Preservation North Carolina presented Rodney with the Robert E. Stipe Professional Award. More recently he was the recipient of the 2003 North Carolina Award from the N.C. Chapter of ASLA, the 2002 Frank B. Turner Award from the NC State Construction Office, and the 2001 Bramham/Marcus Humanitarian Award from NC Partners of the Americas.

An adjunct faculty member of the College since 1997, Rodney is a 2004 recipient of the "Wings on Wings" award of the NC State University College of Design and was recognized as its 2004 Distinguished Alumnus. He also sits on the College of Design Leaders' Council.
Fall 2013 - Spring 2014 Rates

Master of Art and Design (MAD),
Master of Industrial Design (MID),
Master of Graphic Design (MGD),
Master of Architecture, Master of Landscape Architecture (MLA)

A $688 Mandatory Health Insurance charge will be included on your account unless you waive out of the semester premium charge.

### Residents of North Carolina

<table>
<thead>
<tr>
<th>Hours</th>
<th>Tuition</th>
<th>Required Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>$1,071.62</td>
<td>$363.16</td>
<td>$1,434.78</td>
</tr>
<tr>
<td>3-5</td>
<td>$2,143.25</td>
<td>$363.16</td>
<td>$2,506.41</td>
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<tr>
<td>6-8</td>
<td>$3,214.88</td>
<td>$726.31</td>
<td>$3,941.19</td>
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<tr>
<td>9+</td>
<td>$4,286.50</td>
<td>$1,089.58</td>
<td>$5,376.08</td>
</tr>
</tbody>
</table>

### Nonresidents of North Carolina

<table>
<thead>
<tr>
<th>Hours</th>
<th>Tuition</th>
<th>Required Fees</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>0-2</td>
<td>$2,613.87</td>
<td>$363.16</td>
<td>$2,977.03</td>
</tr>
<tr>
<td>3-5</td>
<td>$5,227.75</td>
<td>$363.16</td>
<td>$5,590.91</td>
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<tr>
<td>6-8</td>
<td>$7,841.63</td>
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<td>$8,567.94</td>
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<td>9+</td>
<td>$10,455.50</td>
<td>$1,089.58</td>
<td>$11,545.08</td>
</tr>
</tbody>
</table>

If you have further questions about the given rates, please contact The College of Design.

**Special Rates**

- Degree Seeking On Campus Student (on-campus subplan) takes either all on-campus courses or a mixture of on-campus and Distance Education (DE) courses:
  - Billed at on-campus stair-step tuition and fees (no extra charge for either DE or on-campus credits above full time level of 9 SCH for a Graduate student or 12 SCH for an Undergraduate student).
- DE Student (DE subplan) takes all DE courses:
  - All billed at DE rate.
- DE Student (DE subplan) takes some DE courses and some on campus:
  - Billed at DE rate (tuition and DE fees) for DE courses.
  - Billed at On-campus stair-step tuition and fees for on-campus courses.
• Non-Degree Seeking (NDS) Students:
  • Billed per credit hour at DE rates for DE classes.
  • Billed at On-campus stair-step tuition and fees for on-campus courses.
• All Undergraduate Studies (UGS) students are charged at the Undergraduate Rate. Post-Baccalaureate Studies (PBS) students who enroll in any 100-400 level courses only are also charged at the undergraduate rate. PBS students enroll in any 500-800 level courses are charged at the graduate rate for all courses for which they are registered.
• Cooperative Education Program Fee: $430.00. Students enrolled for both co-op and other course work must pay the rates applicable to both type registrations.
• Full-time faculty/staff course: Completed waiver for a given semester must be received in the Cashier’s Office no later than 5:00 pm on the 10th day of classes for a Fall or Spring semester or the 3rd day of a summer session. For information concerning regulations, please visit Faculty Staff Tuition Waiver Regulations.

Audits
• Undergraduates Degree students: the fee to audit a course is the same as if the course is taken for credit.
• Graduate Degree students: when registering during the Fall or Spring semester and paying for other on-campus coursework, may register for one on-campus audit course at no charge. Distance Education courses do not qualify as “other on-campus course work” and are not eligible for the free audit.

When registered for more than one audit course, or for an audit course only, the rates are the same as for credit.

Courses changed to Audit after the 10th day of a Fall or Spring semester are not eligible for the free audit. New audit courses added after the 10th day are not eligible for the free audit.
## NCSU 2013 Fall Semester Academic Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>21</td>
<td>Wednesday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August</td>
<td>27</td>
<td>Tuesday</td>
<td>Last day to add a course without permission of instructor. MyPack Portal closes for adds at 11:59 p.m. (After this day, please contact the instructor in order to add a class.)</td>
</tr>
<tr>
<td>September</td>
<td>2</td>
<td>Monday</td>
<td>Holiday (Labor Day); university closed</td>
</tr>
<tr>
<td>September</td>
<td>3</td>
<td>Tuesday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>Wednesday</td>
<td>Last day to enroll (register) or to add a course. Last day for undergraduate students to drop below 12 hours due to a course drop or a change from credit to audit. Last day for a tuition adjustment due to a reduction in hours.</td>
</tr>
<tr>
<td>October</td>
<td>4</td>
<td>Friday</td>
<td>Schedule for 2014 Spring Semester published</td>
</tr>
<tr>
<td>October</td>
<td>9</td>
<td>Wednesday</td>
<td>Fall break begins at 10:15 p.m.</td>
</tr>
<tr>
<td>October</td>
<td>10-11</td>
<td>Thurs - Fri</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October</td>
<td>14</td>
<td>Monday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>October</td>
<td>18</td>
<td>Friday</td>
<td>Last day to withdraw or drop a course without a grade at ALL levels. Last day to change from credit to audit at ALL levels. Last day to change to credit only. MyPack Portal closes for Undergraduate and Graduate drops at 11:59 p.m. Note: Students enrolled in mini-courses should consult the Eight-Week Calendar below regarding drop deadlines.</td>
</tr>
<tr>
<td>October</td>
<td>22</td>
<td>Tuesday</td>
<td>Enrollment (Registration) for 2014 Spring Semester begins</td>
</tr>
<tr>
<td>November</td>
<td>27 - 29</td>
<td>Wed - Fri</td>
<td>Thanksgiving Vacation for students; no classes</td>
</tr>
<tr>
<td>November</td>
<td>28 - 29</td>
<td>Thurs - Fri</td>
<td>Thanksgiving Holidays; university closed</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>Monday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>December</td>
<td>2-5</td>
<td>Mon - Thurs</td>
<td>&quot;Last Week of Semester&quot; - Lab tests, semester project reports and presentations are permissible during the final week of classes. Papers and homework may have a due date during the final week of classes only if scheduled in the syllabus. However, in order for students to prepare for final examinations, faculty members may not assign other tests, quizzes or additional papers during the final week of classes. Assignments should not have a due date during the final exam period unless the assignment constitutes a part of the final exam. Exceptions to this policy must be approved in advance by the department head and the dean of the college involved. Students should contact the appropriate instructor or department head if they believe an assignment is not in compliance with this regulation.</td>
</tr>
<tr>
<td>December</td>
<td>5</td>
<td>Thursday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December</td>
<td>6</td>
<td>Friday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December</td>
<td>9 - 17</td>
<td>Mon - Tues</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December</td>
<td>18</td>
<td>Wednesday</td>
<td>Fall Graduation Exercise</td>
</tr>
<tr>
<td>December</td>
<td>19</td>
<td>Thursday</td>
<td>Grades due by 5pm</td>
</tr>
<tr>
<td>Dec - Jan</td>
<td>24 - 1</td>
<td>Tues - Wed</td>
<td>Winter Holiday; university closed</td>
</tr>
</tbody>
</table>
# NCSU 2014 Spring Semester Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>Monday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>January 20</td>
<td>Monday</td>
<td>Holiday (Martin Luther King, Jr. Day); university closed</td>
</tr>
<tr>
<td>March 10 - 14</td>
<td>Mon - Fri</td>
<td>Spring break; no classes</td>
</tr>
<tr>
<td>April 17-18</td>
<td>Thurs - Fri</td>
<td>Spring holiday; no classes</td>
</tr>
<tr>
<td>April 23</td>
<td>Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>April 24-25</td>
<td>Thurs - Fri</td>
<td>Reading Days</td>
</tr>
<tr>
<td>April 28 - May 6</td>
<td>Mon - Tues</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 10</td>
<td>Saturday</td>
<td>Spring commencement</td>
</tr>
</tbody>
</table>

**Note:** A more complete calendar will be distributed when it becomes available
Where to find out more information about....:

**Graduate Student policies:**
http://www.ncsu.edu/grad/

This web page contains information about:
- NC State University
- The Graduate School
- Admissions
- Financial Support
- Graduate Programs
- International Students\Research opportunities and
- Student Life:
  - Student Health,
  - Women’s Center,
  - Counseling,
  - Student Organizations
  - Sports and Recreation
  - Arts and Activities
  - Community Services
  - Housing
  - Food
  - Diversity and Safety

**The profession of Landscape Architecture (ASLA):**
http://www.asla.org/

This web page contain information about:
- Membership in ASLSA
- Professional news
- Meetings and Events
- Education
- Advocacy
- Professional

**The North Carolina Chapter of ASLA:**
http://www.ncasla.org/

**CELA – The Council of Educators in Landscape Architecture:**
http://www.thecela.org/

The Council of Educators in Landscape Architecture is composed of virtually all the programs of higher learning in landscape architecture in the United States, Canada, Australia and New Zealand. There also are individual and institutional members from many other parts of the world who belong to the CELA family. All members of the faculties from these institutions are invited to participate in CELA as are others who possess an interest in the academic practice of landscape architecture. The Council of Educators in Landscape Architecture can trace its beginnings to 1920 and for more than ninety years it has been concerned with the content and quality of professional education in landscape architecture. CELA
publishes the highest quality research conducted in the profession through its refereed publication, Landscape Journal. For subscription and advertising information regarding Landscape Journal please contact the University of Wisconsin Press at

http://www.wisc.edu/wisconsinpress/journals/journals/lj.html

NC State University:
http://www.ncsu.edu/

The College of Design:
http://design.ncsu.edu/

The College of Design on LinkedIn:
http://www.linkedin.com/groups/College-Design-NC-State-University-910827/about

University Registrar:
http://www.ncsu.edu/registrar/
This web page contains information about:
  • MyPack Portal
  • Academic calendars
  • Course information
  • Registering for classes
  • Course forms
  • Registration information
  • Transcripts
  • Veterans Affairs
  • Transcript requests

Living in Raleigh:

• University Housing:
  This web page contains information about housing offered by the university for graduate students
  http://www.ncsu.edu/housing/index.php

• NCSU and Raleigh:
  This web page contains information from NCSU about
  ▪ Transportation
  ▪ Arts and culture
  ▪ Things to do in the area
  http://www.ncsu.edu/about-nc-state/raleigh/

• Go Downtown Raleigh:
  This web page contains information about:
  ▪ Neighborhoods of Raleigh
  ▪ Residential real estate
  ▪ Places of worship
  ▪ Education
  ▪ Nightlife, restaurants, entertainment, culture
  http://www.godowntownraleigh.com/live
Emergency Contact Numbers:

**Campus Police**
- Emergency: Dial 9-1-1
- Non-emergency: 919-515-3000
  http://campuspolice.ehps.ncsu.edu/contact/

**Raleigh Police Department**
http://www.raleighnc.gov/safety/content/Police.Articles/PolicePhoneNumbers.html

**Raleigh Fire Department**
http://www.raleighnc.gov/safety/content/Departments.Articles/FireDepartmentMain.html
Epilogue

By Wiltold Rybczynski, A Clearing in the Distance, p.364

"Vaux considered design to be his paramount responsibility. Once a project was conceived and committed to paper, its implementation was more or less a mechanical task undertaken by others…Olmsted, perhaps because of his farming background, understood the difference between building design and landscape design…He, more than Vaux, appreciated the extraordinary organizational skills that would be required to flesh out this sketch, and to orchestrate the construction of a project as colossal as Central Park. He was also interested in the administration of the park after its completion. He understood that a landscape designer, unlike a building designer, was setting in motion a process that would take years and ultimate decades to complete."