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

Fall 2015
November 5, 2015

Gene Bressler, FASLA,
Professor and Head

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College of Design
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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.

Gene Bressler, Professor and Head
Department of Landscape Architecture
August 19, 2015
Prologue
By Daniel Howe, AICP, Assistant Professor of the Practice

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

Welcome to Landscape Architecture at NC State University!
Gene Bressler, FASLA, Professor and Head, Department of Landscape Architecture, August, 2015

There’s probably nothing cornier than showing a picture of the iconic building that houses the College of Design, but this is where you will hang out for a few years. It may be an old building, but it’s rich in student achievement, experiences and great moments in design, and it has provided thousands of students over the past 65 years, or so, an incredibly supportive environment for bringing out our best creative ideas. There’s no place like home. So, on behalf of my faculty colleagues and current student body, I welcome you to your new home in the College of Design!

Some Context:
One of the things I like most about the College is that landscape architecture resides within the diverse milieu of design creativity and excitement. Joining us are the disciplines of architecture, graphic design, industrial design, and art and design. While teaching is at the very heart of what we do, our studies are enriched and enhanced by the various forms of research and engagement activities that involve the faculty, students, college staff and the professional community. And, beyond the College of Design compound is the vast extended NC State University that includes Colleges of Agriculture and Life
Sciences, Natural Resources, Sciences, Management, Engineering, Education, Humanities and Social Sciences, Veterinary Medicine, and Textiles. In all, there are about 34,000 students and more than 2,000 faculty at NC State.

To give you the broader context about NC State, I’ve lifted the following statements from the University Web page:

“NC State: Think and Do”

“NC State was founded with a purpose: to create economic, societal and intellectual prosperity for the people of North Carolina and the country. We began as a land-grant institution teaching the agricultural and mechanical arts. Today, we’re a pre-eminent research enterprise that excels in science, technology, engineering, math, design, the humanities and social sciences, textiles and veterinary medicine.

NC State students, faculty and staff take problems in hand and work with industry, government and nonprofit partners to solve them. Our 34,000-plus high-performing students apply what they learn in the real world by conducting research, working in internships and co-ops, and performing acts of world-changing service. That experiential education ensures they leave here ready to lead the workforce, confident in the knowledge that NC State consistently rates as one of the best values in higher education.”

“Design for Life”

In the context of the NC State’s research extensive culture, the mission of NC State Design is to:

“explore through reflection and action with the prospect of advancing the human condition with respect for the environment, to pursue scholarship and advance professional conduct, all while teaching students to design for life.” (You’ll hear this phrase a lot.)

We are: design thinkers and makers, human centered, and we are characterized by inclusive and engaged approaches and global intentions. We utilize DESIGN INQUIRY as a comprehensive, agile, evidence inspired, creative and critical, and engaged, multi-disciplinary approach to address grand challenges in the areas of:

• Environment and energy
• Human well-being
• Critical and creative education
• Humanity, technology, and entrepreneurship, and
• Understanding cultural context

About NC State Landscape Architecture

The Department of Landscape Architecture is entering its last year of a planned, 5-year phase-out of the Bachelor of Landscape Architecture program. As a result, we have had the opportunity to devote resources to enhancing graduate programs by offering new, in-depth graduate seminar courses and engaging significant research projects. Courses and research focus on: urbanization and population growth; landscape asset stewardship and project life-cycle modeling; the development of advanced digital tools to evaluate landscape performance; and the impact of global warming on sustainable resilience.
design practices. Collaborations have increased both inside and outside the university, as the department partners with programs in the colleges of Natural Resources, Agriculture and Life Sciences, Engineering, the Poole College of Business, and with public and private landscape architecture practices.

**NC State’s Landscape Architecture** curriculum and scholarly work provides students with the intellectual capacity coupled with technical and form giving “design-thinking know-how” expected and required to create innovative, resilient solutions for landscape situations focused on human and ecosystem health, social equity, and quality of life. **We emphasize evidence based inquiry and design thinking that positions students and graduates to engage with and propel the landscape architecture profession into the future as it evolves in response to environmental and societal imperatives.** Landscape architecture, as you can imagine is an expanding field. Our particular niche, reflective of faculty research and scholarship, resides within:

- Landscape dynamics and resilient design;
- Community planning and design;
- Design for children and trans-generational families;
- Evidence based research and design strategies for landscape asset management and life cycle stewardship; and
- Emerging digital design tools for representation, simulation, and evaluation.

So, that is the context within which our department lives. Now I want to provide you with some important information to help you plan your life within our program.

**1. Courses and Curriculum:**

There are two categories of students seeking the Master of Landscape Architecture degree. Most have bachelors’ degrees in non-design fields and seek a **first professional accredited 84 credit hour graduate MLA degree (Track 3)**. A smaller but growing number of students who already have a BLA or BARCH are here to obtain a **post professional, advanced topics/research-oriented 48 credit hour graduate MLA (Track 2)**.

*We recognize that each of you have specific educational and career objectives and goals, and come to us having diverse educational backgrounds and experiences that might qualify for certain courses to be waived. For that reason, we will schedule individual advising appointments to discuss your particular situation.*

**Summer and Fall Classes for First Professional-Track 3 Students:**

This summer you will take the following classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 582.004</td>
<td>2</td>
<td>Introduction to LAR Digital Media Applications</td>
<td>Blaylock</td>
<td>M W 5:30 - 8:00pm</td>
<td>Brooks Computer Lab</td>
<td>Required for entering MLA Track 3 students</td>
</tr>
<tr>
<td>LAR 582.005</td>
<td>3</td>
<td>Intro to LA Drawing</td>
<td>Magallanes</td>
<td>M W 8:00 – 11:45am</td>
<td>KAM 200</td>
<td>Required for entering MLA Track 3 students</td>
</tr>
</tbody>
</table>
This Fall you will take the following classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 582.006</td>
<td>3</td>
<td>LAR Grad Design Fundamentals Workshop</td>
<td>Magallanes</td>
<td>T TH</td>
<td>8:00 – 11:45 am</td>
<td>KAM 200</td>
<td>Required for entering MLA Track 3 students</td>
</tr>
<tr>
<td>LAR 444</td>
<td>3</td>
<td>History of LA</td>
<td>Magallanes</td>
<td>MW</td>
<td>10:15-11:30</td>
<td>320 Brooks</td>
<td>Required 1st year MLA</td>
</tr>
<tr>
<td>LAR 501</td>
<td>6</td>
<td>Intro MLA Design Studio</td>
<td>Bressler Rice Boone</td>
<td>WF</td>
<td>1:30-5:30</td>
<td>200 Kam</td>
<td>Required 1st year MLA</td>
</tr>
<tr>
<td>LAR 582.003</td>
<td>2</td>
<td>Landscape Dynamics</td>
<td>Fox</td>
<td>Tu</td>
<td>9:10-11:55</td>
<td>316 Leazar</td>
<td>Required 1st year MLA</td>
</tr>
<tr>
<td>LAR 582.001</td>
<td>1</td>
<td>Design Media 2</td>
<td>Delcambre</td>
<td>Th</td>
<td>1:30-3:20</td>
<td>203D Brooks</td>
<td>Required first year MLA</td>
</tr>
</tbody>
</table>

**Fall Classes for First Professional-Track 2 Students:**
We will meet individually with you to discuss the courses you will take.

### 2. Revised First Professional MLA Degree Curriculum

This next year we will officially roll out the Revised First Professional MLA Curriculum. Developing the curriculum has been an evolutionary process over the past few years as we launched several new courses, revised all the classes, and rearranged the order or sequence of course delivery. Like our changing landscape, our new curriculum will continue to evolve and changes will be made. For that reason we’ve developed a rather agile attitude about the curriculum as we necessarily experiment with new course offerings, make modifications to course delivery, and so on. It might be easier to keep things the same in perpetuity, but the opportunities and changes facing landscape architectural practices and new innovations resulting from extensive research efforts motivate changes to the curriculum. At this time we are systematically entering course data into the University’s **Course Inventory Management System**. It’s not a trivial process. From there, this fall, the data will go to the College of Design’s **Faculty Course and Curriculum Committee** for review, and then it will go to the **NC State Graduate School** for its review and processing. I imagine we’ll need to do some tweaking along the way. It is our intention to have the new curriculum formally adopted and in place by the beginning of the spring semester, January 2016.

Much of the “new” curriculum was implemented with last year’s entering class. This year’s entering class will follow suit. I will explain the curriculum to you and all the continuing students during our advising and orientation sessions.

### 3. Accreditation

As you know, the MLA is fully accredited by the **Landscape Architectural Accreditation Board (LAAB)**. The last accreditation was in 2010 at which time the program received a perfect score in meeting and/or exceeding all of the LAAB Standards. The Board made no recommendations affecting accreditation. Re-accreditation is on a 6-year cycle which means this coming February 2016, the First Professional MLA program will undergo another review. The re-accreditation process is quite demanding in that it requires the writing of a very detailed **Self Evaluation Report**, a visit from a team of external reviewers, and a host of preparatory tasks involving an exhibition of student work, documentation of all course materials, meetings with our student and external advisory councils, and more. The entire faculty and student body of the department will in some way or another be involved in the processes leading up to and during the formal accreditation visit. While demanding and time intensive, accreditation is of the utmost importance to the reputation of the program. It provides excellent opportunities to access our strengths, weaknesses,
areas for improvement, and to reflect from where we’ve come to where we might go in the future. We will keep you informed as we proceed.

4. Reading

In addition to reading the *Haw River State Park Master Plan*, we would like for you to have read the following two books between now and the start of fall semester in August:


Mr. Martin will visit the College in mid October to speak in the Landscape Architecture Lecture Series and to participate in our Annual Landscape Architecture Forum. This book is available from Amazon.com for about $15.00.


5. Spring Field Trip

This spring semester, probably during the spring break, there will be a Department of Landscape Architecture Field Trip to Atlanta to tour a number of examples of urban design including parks, plazas, housing, campuses, and the *Atlanta Beltline* project. In fact, Paul Morris FASLA, President & CEO of Atlanta Beltline, and member of the College of Design’s Leader’s Council will provide a preview of things to come when he speaks in our landscape Architecture Lecture Series this November. We are just starting to plan for the field trip and welcome your input. Also note, that the field trip will be coordinated with the department’s spring courses including LAR 502 Studio, Grading and Site Systems, and the Field Studies. Information will be shared with students as it develops.

6. Landscape Architecture Lecture Series

We are planning this year’s Lecture Series. As mentioned above this fall Justin Martin and Paul Morris will speak. We’ll announce the names of the other speakers as soon as they are confirmed. Our intention is to have 3-4 landscape architecture specific lectures each semester. You should also pay attention to the fact that Architecture, Graphic Design and Industrial design also have lectures through out the school year. Information about these talks will be posted on the College of Design web page.
7. Buddies and Mentors

Peer to Peer Buddies:
To help our new incoming students’ transition to the department, our Student Advisory Council decided to implement a buddy system where in each new student is paired with one of our continuing second or third year students. You can expect to receive a contact email from your “MLA Student Buddy” within the next week or two.

Mentors:
Not to be out done by the students, members of our external Landscape Architecture Advisory Council (LARAC) composed of practicing landscape architects in the area, have also decided to “buddy up” with you. Dan Howe, LARAC Chair, will soon contact you with information about your assigned “Practitioner Mentor.” The goal here is to connect you with someone having first-hand knowledge of the profession with whom you can interact and get to know.

I should also mention that the Student Chapter of the American Society of Landscape Architects (SASLA) in cooperation with the Advisory Council will manage the Department’s Professional Development Mentor Program. This program, which connects our students with practitioners, is open to all LAR students. The official “Mentor Program Kick Off” is scheduled for the third week in September. To clarify, you will be assigned a mentor this summer.

8. Admission Reminders (From Richard Corley: Please Read!!!)

• You must formally accept your admission offer online to initiate the matriculation process at NC State. Informing us via email of your acceptance is not sufficient.
• All incoming graduate students must submit an official transcript to NC State showing courses taken and the grades earned through the most recent semester/quarter upon acceptance of their admission offer. Final transcripts showing all grades earned with the degree statement must be submitted no later than the last day of classes of your first semester at NC State.
• All incoming international graduate students must be cleared by the Office of International Services or Graduate School (depending on your visa type) before you can be enrolled at NC State.
• In most cases, international graduate students must complete and upload a Visa Clearance Form (VCF) and Certificate of Financial Responsibility (CFR) to fulfill their clearance requirements. Instructions for filing both are contained within your online admission decision letter.
• International graduate students with questions about their international clearance status can use this link http://www.grad.ncsu.edu/ips/oisss/.
• Failure to comply with any of the above (where applicable), can and will result in significant delays in your matriculation process to include access to student emails and registering for classes. Note: Landscape Architecture registers its own incoming graduate students for classes in their first semester.
• Department Contact on Admission: Richard Corley <richard_corley@ncsu.edu>

9. New International Graduate Student Orientation - August 12
Orientation for all newly enrolled international graduate students will be held on Wednesday, August 12th. This orientation is mandatory. Please visit the Office of International Services website for details.
10. **College of Design New Student Orientation – Friday, August 14**
Details will be forthcoming.

11. **Department of Landscape Architecture New Student Welcome Reception, Saturday evening August 15, 6:30 at the Talley Student Center,**
Details forth coming.

12. **New Graduate Student Orientation (Aug 17)**
Orientation for all newly enrolled graduate students will be held on Monday, August 17th at the NC State McKimmon Center from 9am - 4:30pm. This orientation is mandatory. Please visit the [Graduate School](https://graduate.ncsu.edu) for details and to access important campus resources.

13. **First Day of Classes**
Classes for graduate students admitted in Summer begin on Thursday, June 25 during our Summer II Session. Classes for graduate students admitted in Fall begin on Wednesday, August 19.

14. **Academic Calendar for Graduate Students**
Keep up with important events, deadlines and holidays using the NC State Academic [Calendar](https://calendar.ncsu.edu) for Graduate Students.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>19</td>
<td>Wednesday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August</td>
<td>25</td>
<td>Tuesday</td>
<td>Last day to add a course without permission of instructor. <a href="https://mypackportal.ncsu.edu">MyPack Portal</a> 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>1</td>
<td>Tuesday</td>
<td>Census Date/Official Enrollment Date. Last day to add a course with permission of instructor. Last day for tuition refunds due to dropping a course or changing from credit to audit. Last day for undergraduate students to drop below 12 hours or to drop a course without a W grade.</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Monday</td>
<td>Holiday (Labor Day); university closed</td>
</tr>
<tr>
<td>September</td>
<td>8</td>
<td>Tuesday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>Friday</td>
<td>Schedule for 2016 Spring Semester published</td>
</tr>
<tr>
<td>October</td>
<td>8-9</td>
<td>Thurs - Fri</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October</td>
<td>12</td>
<td>Monday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>October</td>
<td>16</td>
<td>Friday</td>
<td>Drop/Revision Deadline: <a href="https://mypackportal.ncsu.edu">MyPack Portal</a> closes for student-initiated schedule revisions at 11:59 p.m. Last day to change to credit only at ALL levels. Last day for graduate and associate students to withdraw or drop a course, without a W grade, or to change from credit to audit. All schedule revisions made after this date will require a Schedule Revision form for processing. Note: Students enrolled in mini-courses should consult the Eight-Week Calendar below regarding drop deadlines.</td>
</tr>
<tr>
<td>October</td>
<td>20</td>
<td>Tuesday</td>
<td>Enrollment (Registration) for 2016 Spring Semester begins</td>
</tr>
<tr>
<td>November</td>
<td>25 - 27</td>
<td>Wed - Fri</td>
<td>Thanksgiving Vacation for students; no classes</td>
</tr>
<tr>
<td>November</td>
<td>26 - 27</td>
<td>Thurs - Fri</td>
<td>Thanksgiving Holidays; university closed</td>
</tr>
<tr>
<td>November</td>
<td>30</td>
<td>Monday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>Nov. - Dec.</td>
<td>30 - 4</td>
<td>Mon - Fri</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</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 7</td>
<td>Monday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 8 - 16</td>
<td>Tues - Wed</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 18</td>
<td>Friday</td>
<td>Fall Graduation Exercise</td>
</tr>
<tr>
<td>December 18</td>
<td>Friday</td>
<td>Grades due by 11:59pm</td>
</tr>
<tr>
<td>Dec - Jan 24 - 1</td>
<td>Thurs - Fri</td>
<td>Winter Holiday; university closed</td>
</tr>
</tbody>
</table>

Best wishes and Welcome to NC State Landscape Architecture!
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 and Industrial Design, and Art + Design); school director (Architecture); the Associate Dean for Undergraduate and Interdisciplinary Studies, the Director of the PhD program; the Associate Dean for Graduate and International Studies; the Assistant Dean for Research and Extension.

The College of Design has four degree-granting departments and the PhD in Design program:

- Architecture
- Graphic Design and 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 bachelor’s degrees, while landscape architecture offers a five-year Bachelor of Landscape Architecture. The BLA program is in the fifth year of a planned 5-year phase out of the program.

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

Arthur R. Rice, FCELA, Professor of Landscape Architecture, Associate Dean

Dottie Haynes
Assistant Dean for Budget and Administration

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

Soolyeon Cho, Associate Professor
Director of the PhD in Design

4 Department of Landscape Architecture Faculty
Please see Section 10 for Faculty Bios

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, University Faculty Scholar, Associate 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
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
Charles Flink, FASLA, PLA, Executive in Residence
Dan Howe, AICP, Assistant Professor of the Practice
Julie Sherk, ASLA, PLA, Associate Professor of Horticultural Science
Rodney Swink, FASLA, PLA, Professor of the Practice

PhD in Design Candidates teaching in the Department of Landscape Architecture
Robby Layton, FASLA
Brendan Harmon, MLA

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.

5 Landscape Architecture Advisory Council (LARAC)

“The Landscape Architecture Advisory Council (LARAC) is a group of alumni and friends of the Landscape Architecture program in the NCSU College of Design. LARAC members represent longtime supporters of the program, recent alumni, alumni firm owners and seasoned practitioners, non-alumni Landscape Architects in the local community, and allied professionals. LARAC exists to support the Department Head and Faculty of the LA program at NCSU, provide input on the curriculum and direction of the program, mentor and support students, and generate community support for the Lecture Series, Landscape Architecture Forum and other outreach programs that connect the educational experience at NCSU to the community.

In recent years the LARAC has begun an initiative to engage younger professionals, re-connecting with as many as possible after they graduate, and will play an important role in the upcoming re-accreditation process for the MLA program. LARAC members also participate as mentors to individual MLA students, and financially support student memberships in the American Society of Landscape Architects.”

Dan Howe, the former City of Raleigh Assistant Manager, and who also teaches in the department is the current chair of the Council.

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 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.
Accreditation Statement and Degree Requirements

PUBLIC INFORMATION POLICY
The Landscape Architectural Accreditation Board (LAAB) requires accredited programs to provide reliable information to the public. This information is intended to help potential students make informed application decisions.

ACCREDITATION
The Master of Landscape Architecture program in 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. 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).

The MLA program successfully completed its last scheduled LAAB accreditation review in January 2010 when the program was awarded a full 6-year re-accreditation through December 2015. The BLA program successfully completed its last scheduled LAAB accreditation review February 2009.

For more information regarding accreditation and the LAAB, see: http://www.asla.org/accreditationlaab.aspx

COST OF ATTENDANCE
The following estimated cost of full-time attendance for the year (2014-2015) is summarized and provided for reference.

<table>
<thead>
<tr>
<th>Tuition &amp; Fees</th>
<th>In State Undergraduate</th>
<th>Out of State Undergraduate</th>
<th>In State Graduate</th>
<th>Out of State Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees</td>
<td>$8,296</td>
<td>$23,551</td>
<td>$11,292</td>
<td>$24,980</td>
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<tr>
<td>Health Insurance</td>
<td>$1,604</td>
<td>$1,604</td>
<td>$1,604</td>
<td>$1,604</td>
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<tr>
<td>Room</td>
<td>$6,244</td>
<td>$6,244</td>
<td>$6,244</td>
<td>$6,244</td>
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<tr>
<td>Meals</td>
<td>$3,786</td>
<td>$3,786</td>
<td>$3,786</td>
<td>$3,786</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$1,086</td>
<td>$1,086</td>
<td>$1,086</td>
<td>$1,086</td>
</tr>
<tr>
<td>Transportation</td>
<td>$798</td>
<td>$798</td>
<td>$798</td>
<td>$798</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$21,814</td>
<td>$37,069</td>
<td>$24,810</td>
<td>$38,498</td>
</tr>
</tbody>
</table>

For more detailed information on costs, see: http://www.fis.ncsu.edu/cashier/tuition/tuition_index.asp
STUDENT ACHIEVEMENT
Degrees Awarded:  The program has awarded the following number of degrees over the past five years: (2010-2015)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>BLA</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>9</td>
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<tr>
<td>MLA</td>
<td>17</td>
<td>14</td>
<td>20</td>
<td>35</td>
<td>21</td>
</tr>
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</table>

GRADUATION RATES
For the cohorts of Fall 2005 to Fall 2013, the NCSU LAR Graduate Rates.

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ent Fall</td>
<td>N</td>
<td>6 Yr. Grad Rate</td>
</tr>
<tr>
<td>2005</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>2007</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>91%</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>2011</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As provided by the NCSU Office of Institutional Research and Planning (06/23/15)

DEMOGRAPHICS
Ethnic group/diversity rates and enrollment totals over the past five years: (2010-2015)

- 0.0% American Indian
- 5.5% Black (non-Hispanic)
- 3.6% Hispanic
- 1.8% Asian or Pacific Islander
- 36.4% Caucasian
- 52.7% Other

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>26</td>
<td>26</td>
<td>17</td>
<td>15</td>
<td>7</td>
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<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>White/non-Hispanic</td>
<td>25</td>
<td>30</td>
<td>27</td>
<td>39</td>
<td>57</td>
</tr>
<tr>
<td>Mixed (Two or more races)</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td>63</td>
<td>49</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Males</td>
<td>27</td>
<td>29</td>
<td>24</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>Females</td>
<td>31</td>
<td>34</td>
<td>25</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>58</td>
<td>63</td>
<td>49</td>
<td>64</td>
<td>72</td>
</tr>
</tbody>
</table>

**PROSPECTIVE STUDENT INFORMATION**

Information for prospective students can be found on the following websites:

Master of Landscape Architecture Program Admissions Information:
http://design.ncsu.edu/admissions/graduate-applicants/master-landscape-architecture-program

Landscape Architecture Homepage:
http://design.ncsu.edu/academics/department-landscape-architecture

Financial Aid and Scholarship:
http://design.ncsu.edu/admissions/graduate-applicants/master-landscape-architecture-program/tuition-fees-assistantships

**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 Degree 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 7721, 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. Warwick A. Arden, Provost

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Landscape Architectural Accreditation Board
636 Eye Street, NW
Washington, DC 20001-1736
202-898-2444 (O) Fax: 202-898-1985 (F)
Curriculum

Overview

During the 2015-16 academic year we will officially roll out the Revised First Professional MLA Curriculum. Developing the curriculum has been an evolutionary process over the past few years as we launched several new courses, revised all the classes, and rearranged the order or sequence of course delivery. Like our changing landscape, our new curriculum will continue to evolve and changes will be made. For that reason we’ve developed a rather agile attitude about the curriculum as we necessarily experiment with new course offerings, make modifications to course delivery, and so on. It might be easier to keep things the same in perpetuity, but the opportunities and changes facing landscape architectural practices and new innovations resulting from extensive research efforts motivate changes to the curriculum. At this time we are systematically entering course data into the University’s Course Inventory Management System. It’s not a trivial process. From there, this fall, the data will go to the College of Design’s Faculty Course and Curriculum Committee for review, and then it will go to the NC State Graduate School for its review and processing. I imagine we’ll need to do some tweaking along the way. It is our intention to have the new curriculum formally adopted and in place by the beginning of the spring semester, January 2016.

Much of the “new” curriculum was implemented with last year’s entering class. This year’s entering MLA class will follow suit. The curriculum will be explained in detail during our advising and orientation sessions.

Entering students begin studies with the start of the first summer session. Advised elective courses include Landscape Architecture Design Foundation (3 credits), Landscape Architecture Drawing (3 credits), and Introduction to Digital Design Media (2 credits).

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 Landscape Architecture Plant Identification (2 credits) and Plants and Design (3 credits) sequence and the Landscape Architecture Constructions Materials and Methods (2 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 (6 credits) within the College of Design’s Prague or Ghana study abroad venues. The Prague studio is delivered for third year MLA students during the fall semester. The Ghana studio is typically delivered during the summer session immediately preceding third year (in alternate years).

All MLA students receive individual and group advising once or twice annually throughout their tenure in the program. In addition, in the fall of their second year, students participate in a required Progress Towards Degree advising session with the Department Head/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 Department Head/DGP to review their plans of work and other procedures required for graduation.

In the final semester of the third year of study, MLA students may select either an Advanced Design Studio Laboratory (6 credits) or seek approval to undertake the Advanced Project Design Studio (6
credits) or the Design Research Project (LAR 679-6 credits) (Policies describing these options are Handbook Section 4.)

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 applicable situations requiring critical design thinking processes. (The MLA Oral Examination in Handbook Section 6.)

**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.

**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 and convey one’s ideas and 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.

**Following on the next pages are:**

- MLA First Professional Degree Curriculum Requirements
- Masters of Landscape Architecture Semester Curriculum Display showing old and new course numbers
- MLA First Professional Degree Curriculum Semester Display with footnote annotations and new course numbers
- MLA First Professional Degree Curriculum broken out by curriculum area
# MLA First Professional Degree Curriculum Requirements

(84 credit hours: 69 credit hours of required courses + 12 credit hours of free electives + 3 credits hours of Design Application Workshops)

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Credit Hour Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Studios¹,²,³</td>
<td>36 credits</td>
</tr>
<tr>
<td></td>
<td>LAR 501, 502, 503, 504, 675, + one required elective studio²,³</td>
</tr>
<tr>
<td>Design Application Workshops⁵</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LAR 607.XXX</td>
</tr>
<tr>
<td>Representation and Modeling⁶</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>LAR 514, 516, 517 + advised elective course (summer first year)⁶</td>
</tr>
<tr>
<td>Site Works</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>LAR 520, 523, 524, 525, 527, 528</td>
</tr>
<tr>
<td>History, Theory, and Criticism</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>LAR 530, 534</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LAR 540</td>
</tr>
<tr>
<td>Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LAR 545</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>LAR 550</td>
</tr>
<tr>
<td>Free Electives⁶</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Choose from curriculum subjects areas, advised electives, and/or free electives or an Advanced Design studio Lab option</td>
</tr>
<tr>
<td>total</td>
<td>84 credit hours</td>
</tr>
</tbody>
</table>

**Notes:**

1. One LAR 675, LA Advanced Topics Design Studio is required and may be taken any semester after completing LAR 503: Design Development/Construction Documentation Studio.
2. Students may take a second LAR 675: LA Advanced Topics Design Studio, LAR 676 LA Design + Build, or LAR 679: Design Research Project as an elective studio option with department head or DGP approval. LAR 697: Design Research Project Independent Study is a prerequisite for undertaking LAR 679.
3. LAR 675 (3-6 credits): Advanced Topics Design Studio will be offered fall and spring semesters. It may be offered in the summer. This studio may be offered in 2-8 week blocks, 3 credits each, or 1-16 week block for 6 credits.
4. All 600 level courses are pass/fail; 500 level courses are letter-graded ⁶.
5. The LAR 504 International Design Studio requirement may be fulfilled in either the Prague or Ghana venues.
6. Advised electives may count towards the 12 credit hour elective requirement.
7. Credit may be given towards fulfillment of the MLA degree for courses previously taken from another venue with department head or DGP approval. Design Application Workshops totaling 3 credit hours are required. They are delivered in 1 credit hour modules and may be taken any time during the student’s matriculation in the program.
# Masters of Landscape Architecture Semester Curriculum Display

## 84 Credits - First Professional Degree

### First Year

#### Summer 2015

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 582.012</td>
<td>LAR 533</td>
<td>(3)</td>
<td>LA Design Fundamentals</td>
</tr>
<tr>
<td>LAR 510</td>
<td>LAR 510</td>
<td>(3)</td>
<td>Intro to LA Drawing</td>
</tr>
<tr>
<td>LAR 582.011</td>
<td>LAR 515</td>
<td>(2)</td>
<td>Introduction to LA Digital Media Applications</td>
</tr>
</tbody>
</table>

#### Fall 2015

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 444</td>
<td>LAR 530</td>
<td>(3)</td>
<td>History of Landscape Architecture</td>
</tr>
<tr>
<td>LAR 501</td>
<td>LAR 501</td>
<td>(6)</td>
<td>LA Introduction Studio</td>
</tr>
<tr>
<td>LAR 582.015</td>
<td>LAR 520</td>
<td>(2)</td>
<td>Landscape Dynamics</td>
</tr>
<tr>
<td>LAR 582.002</td>
<td>LAR 516</td>
<td>(1)</td>
<td>Digital Design Media Workshop</td>
</tr>
</tbody>
</table>

#### Spring 2016

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 502</td>
<td>LAR 502</td>
<td>(6)</td>
<td>Site Planning and Design Studio</td>
</tr>
<tr>
<td>LAR 582.005</td>
<td>LAR 527</td>
<td>(3)</td>
<td>Landform, Site Grading, and Development Systems</td>
</tr>
<tr>
<td>LAR 582.XXX</td>
<td>LAR 525</td>
<td>(1)</td>
<td>Landscape Architecture Field Studies</td>
</tr>
<tr>
<td>LAR 582.XXX</td>
<td>LAR 517</td>
<td>(2)</td>
<td>2D/3D Representation and Modeling</td>
</tr>
</tbody>
</table>

### Second Year

#### Summer 2016

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 457</td>
<td>LAR 528</td>
<td>(3)</td>
<td>LA Construction Materials and Methods</td>
</tr>
<tr>
<td>LAR 582.XXX</td>
<td>LAR 523</td>
<td>(2)</td>
<td>LA Plants Identification</td>
</tr>
<tr>
<td>LAR XXX</td>
<td>LAR 524</td>
<td>(2)</td>
<td>LA Planting Design</td>
</tr>
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</table>

#### Fall 2016

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 503</td>
<td>LAR 503</td>
<td>(6)</td>
<td>Design Development/Construction Documentation Studio</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 540</td>
<td>(3)</td>
<td>Research and Strategic Thinking</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 514</td>
<td>(3)</td>
<td>GIS Applications in Landscape Architecture</td>
</tr>
</tbody>
</table>

#### Spring 2017

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 500</td>
<td>LAR 600</td>
<td>(6)</td>
<td>Advanced LAR Design Studio Laboratory</td>
</tr>
<tr>
<td>LAR 582.XXX</td>
<td>LAR 534</td>
<td>(3)</td>
<td>LA Theory and Criticism</td>
</tr>
<tr>
<td>Electives</td>
<td>LAR 514</td>
<td>(3)</td>
<td>Varies (Free elective and/or Design Application Workshop)</td>
</tr>
</tbody>
</table>

### Third Year

#### Summer 2017

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 565</td>
<td>LAR 504</td>
<td>(6)</td>
<td>International Studio: Ghana venue (offered in alternate years)</td>
</tr>
<tr>
<td>Free electives</td>
<td></td>
<td></td>
<td>Varies (Free Electives and/or Design Application Workshops)</td>
</tr>
</tbody>
</table>

#### Fall 2017

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 565</td>
<td>LAR 504</td>
<td>(6)</td>
<td>International Studio: Prague venue</td>
</tr>
<tr>
<td>Electives</td>
<td>LAR 504</td>
<td>(6)</td>
<td>Varies (Free Electives and/or Design Application Workshops)</td>
</tr>
</tbody>
</table>

#### Spring 2018

<table>
<thead>
<tr>
<th>Old number</th>
<th>New number</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 500</td>
<td>LAR 6XX</td>
<td>(6)</td>
<td>Advanced Design Studio Laboratory or option</td>
</tr>
<tr>
<td>LAR 582.XXX</td>
<td>LAR 545</td>
<td>(3)</td>
<td>Landscape Architecture, City Planning and the Public Realm</td>
</tr>
<tr>
<td>LAR 550</td>
<td>LAR 550</td>
<td>(2)</td>
<td>LA Professional Practice</td>
</tr>
</tbody>
</table>

MLA Handbook, August 2015 24
## MLA First Professional Degree Curriculum Semester Display

(84 credit hours: 69 credit hours of required courses + 12 credit hours of free electives + 3 credits hours of Design Application Workshops)

rev 06.12.2015

### Summer

<table>
<thead>
<tr>
<th>#</th>
<th>Cr</th>
<th>Course</th>
<th>#</th>
<th>Cr</th>
<th>Course</th>
<th>#</th>
<th>Cr</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
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<td>University Culture Transition Course ae</td>
<td>LAR</td>
<td>6</td>
<td>LAR Introduction Design Studio</td>
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<td>LAR</td>
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<td>3</td>
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<td>LAR</td>
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<td>LAR</td>
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<td>LAR</td>
<td>2</td>
<td>Landscape Dynamics</td>
<td>LAR</td>
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<td>LAR</td>
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<td>Intro to LA Digital Applications ae/lg</td>
<td>LAR</td>
<td>1</td>
<td>Digital Design Media Workshop</td>
<td>LAR</td>
<td>2</td>
<td>2D/3D Digital Representation and Modeling</td>
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### Fall

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<th>Cr</th>
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<tr>
<td>LAR</td>
<td>3</td>
<td>LA Construction Materials/Methods</td>
<td>LAR</td>
<td>6</td>
<td>Design Development/Construction Documentation Studio</td>
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<td>6</td>
<td>LA Advanced Topics Design Studio</td>
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<tr>
<td>LAR</td>
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<td>LA Plants Identification</td>
<td>LAR</td>
<td>3</td>
<td>Research and Strategic Thinking</td>
<td>LAR</td>
<td>3</td>
<td>LA Theory and Criticism</td>
</tr>
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<td>Planting Design</td>
<td>LAR</td>
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<td>GIS Applications in Landscape Architecture</td>
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### Spring

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<th>Course</th>
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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>LAR</td>
<td>6</td>
<td>International Design Studio Ghana or approved eq (alternate years)</td>
<td>LAR</td>
<td>6</td>
<td>International Design Studio Prague (or approved eq.)</td>
<td>LAR</td>
<td>3</td>
<td>LA and City Planning in the Public Realm (or approved eq)</td>
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<td></td>
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</table>

### Total Program 84 credit hours:

- 69 credit hours Required courses
- 12 credit hours Free electives
- 3 credits hours Design Application Workshops (DAW)

### Notes:

1. One LAR 675, LA Advanced Design Studio is required and may be taken any semester after completing LAR 503: Design Development Studio.
2. Students may take a second LAR 675: Advanced Design Studio, LAR 676: Design + Build or LAR 679: Design Research Project as an elective with department head or DGP approval. LAR 679: Design Research Project Independent Study is a prerequisite for undertaking LAR 679.
3. LAR 675 (6 credits): Advanced Design Studio will be offered fall, and spring semesters. It may be offered in the summer. This studio may be offered in 2-8 week blocks, 3 credits each, or 1-16 week block for 6 credits.
4. All 600 level courses are pass/fail; 500 level courses are letter-graded.
5. The LAR 504 International Design Studio requirement may be fulfilled in either the Prague or Ghana venues.
6. Advised electives “ae” may count towards the 12 credit hour elective requirement.
7. Credit may be given towards fulfillment of the MLA degree for courses previously taken from other venues with department head or DGP approval.
8. Design Application Workshops totaling 3 credit hours are required. They are delivered in 1 credit hour models and may be taken any time during the student’s matriculation in the program.
## MLA First Professional Degree Curriculum

(84 credit hours: 69 credit hours of required courses + 12 credit hours of free electives + 3 credits hours of Design Application Workshops)

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Course Number</th>
<th>Credits</th>
<th>Course</th>
<th>Status</th>
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<tr>
<td><strong>Design Studios</strong></td>
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<tr>
<td>36 credits required:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>5-500 level studios,</td>
<td>LAR 501</td>
<td>6</td>
<td>LAR Introduction Design Studio</td>
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</tr>
<tr>
<td>graded plus 1-600 studio;</td>
<td>LAR 502</td>
<td>6</td>
<td>Site Planning and Design Studio</td>
<td>R</td>
</tr>
<tr>
<td>pass/fail plus 1-60x level</td>
<td>LAR 503</td>
<td>6</td>
<td>Design Development/Construction Documentation Studio</td>
<td>R</td>
</tr>
<tr>
<td>elective studio</td>
<td>LAR 504</td>
<td>6</td>
<td>International Design Studio</td>
<td>R</td>
</tr>
<tr>
<td>LAR 675</td>
<td>6</td>
<td></td>
<td>LA Advanced Topics Design Studio (Pass/Fail)</td>
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<td>Additional Design Studio(s) may be</td>
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<tr>
<td>taken as electives</td>
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<td><strong>Elective Studios: Pass/Fail</strong></td>
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<td>LAR 675</td>
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<td>LA Advanced Topics Design Studio</td>
<td>E</td>
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<td>LAR 676</td>
<td>6</td>
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<td>LA Design/Build Studio</td>
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<td>LAR 679</td>
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<td>Design Research Project</td>
<td>E</td>
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<td><strong>Design Application Workshops</strong></td>
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<tr>
<td>3 credits required</td>
<td>LAR 607</td>
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<td>Design Application Workshops</td>
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<td>Additional DAW may be taken as</td>
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<td></td>
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<tr>
<td>free electives</td>
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<td></td>
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<tr>
<td><strong>Representation and Modeling</strong></td>
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<tr>
<td>6 credits required</td>
<td>LAR 510</td>
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<td>Introduction to Landscape Architectural Drawing</td>
<td>AE</td>
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<tr>
<td>Additional Representation and</td>
<td>LAR 514</td>
<td>3</td>
<td>GIS Applications in Landscape Architecture</td>
<td>R</td>
</tr>
<tr>
<td>Modeling may be taken as free</td>
<td>LAR 515</td>
<td>2</td>
<td>Introduction to LA Digital Applications</td>
<td>AE</td>
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<td>electives</td>
<td>LAR 516</td>
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<td>Digital Design Media Workshop</td>
<td>R</td>
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<td>LAR 517</td>
<td>2</td>
<td></td>
<td>2D/3D Digital Modeling and Representation</td>
<td>R</td>
</tr>
<tr>
<td><strong>Electives: Pass/Fail</strong></td>
<td></td>
<td></td>
<td></td>
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<td>E</td>
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<td><strong>Site Works</strong></td>
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<td>13 Credits required</td>
<td>LAR 520</td>
<td>2</td>
<td>Landscape Dynamics</td>
<td>R</td>
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<tr>
<td>Additional Site Works may be taken</td>
<td>LAR 523</td>
<td>2</td>
<td>LA Plants Materials</td>
<td>R</td>
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<tr>
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<td>LAR 524</td>
<td>2</td>
<td>LA Planting Design</td>
<td>R</td>
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<td></td>
<td>LAR 525</td>
<td>1</td>
<td>LA Field Studies</td>
<td>R</td>
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<td>LAR 527</td>
<td>3</td>
<td>Landform, Grading, and Site Systems</td>
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<td></td>
<td>LAR 528</td>
<td>3</td>
<td>Construction Materials and Methods</td>
<td>R</td>
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<td><strong>Electives: Pass/Fail or Graded (as noted)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>LAR 620</td>
<td>3</td>
<td></td>
<td>Introduction to Landscape Performance and Metrics</td>
<td>E</td>
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</table>
### History, Theory, and Criticism

6 Credits required  
Additional History, Theory, and Criticism may be taken as free electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 533</td>
<td>3</td>
<td>LA Design Fundamentals</td>
<td>AE</td>
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<tr>
<td>LAR 444</td>
<td>3</td>
<td>History of Landscape Architecture</td>
<td>R</td>
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<tr>
<td>LAR 534</td>
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<td>LA Theory and Criticism</td>
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**Electives: Pass/Fail**

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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAR 612</td>
<td>3</td>
<td>Contemporary Issues in Landscape Preservation</td>
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### Research

3 credits required  
Additional Research may be taken as free electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<th>Requirement</th>
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<tr>
<td>LAR 540</td>
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**Elective: Pass/Fail or Graded (as noted)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>LAR 542</td>
<td>3</td>
<td>Human Use of the Urban Landscape</td>
<td>E</td>
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<tr>
<td>LAR 630</td>
<td>3</td>
<td>Independent Study</td>
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<tr>
<td>LAR 697</td>
<td>3</td>
<td>Design Research Project</td>
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### Planning

3 credits required  
Additional Planning may be taken as free electives.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>LAR 545</td>
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<td>LA, City Planning and the Public Realm</td>
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**Electives: Pass/Fail**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>LAR 546</td>
<td>3</td>
<td>The Landscape Imperative</td>
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<tr>
<td>LAR 647</td>
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<td>Finding Community Consensus Through Deliberation</td>
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<tr>
<td>Professional Practice</td>
<td>Required: Graded</td>
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<td>-----------------------</td>
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<tr>
<td>2 credits required</td>
<td>LAR 550 2 LA Professional Practice R</td>
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<td>LAR 650 3 LA Internship E</td>
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<tr>
<th>Electives: Pass Fall</th>
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<tr>
<td>LAR 582 1-3 Special Topics (graded) E</td>
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<tr>
<td>LAR 685 3 LAR Teaching Assistantship E</td>
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<th>Other</th>
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<tbody>
<tr>
<td>LAR 582 1-3 Special Topics (graded) E</td>
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<tr>
<td>LAR 685 3 LAR Teaching Assistantship E</td>
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<table>
<thead>
<tr>
<th>Free Electives</th>
<th>Choose from curriculum subject areas, advised electives, advanced studio electives or courses offered by other academic units</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credits required</td>
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</table>

**Notes:**

1. One LAR 675, LA Advanced Topics Design Studio is required and may be taken any semester after completing LAR 503: Design Development Studio.
2. Students may take a second LAR 675: Advanced Topics Design Studio, LAR 676, LA Design + Build, or LAR 676, Design + Build, or LAR 679: Design Research Project (upon approval by the department head or DGP) to fulfill the 6 studio requirement. LAR 697: Design Research Project Independent Study is a prerequisite for undertaking LAR 679.
3. LAR 675 (6 credits): LA Advanced Topics Design Studio will be offered fall, and spring semesters. It may be offered in the summer. This studio may be offered in 2-8 week blocks, 3 credits each, or 1-16 week block for 6 credits.
4. All 600 level courses are pass/fail; 500 level courses are letter-graded.
5. The LAR 504 International Design Studio requirement may be fulfilled in either the Prague or Ghana venues.
6. Advised electives may count towards the 12 credit hour elective requirement. Credit may be given towards fulfillment of the MLA degree for courses previously with department head or DGP approval.
7. Credit may be given towards fulfillment of the MLA degree for courses previously taken from other venues with department head or DGP approval.
8. Design Application Workshops totaling 3 credit hours are required. They are delivered in 1 credit hour modules and may be taken any time during the student's matriculation in the program.
9. LAR 582 (graded) will be available for special topics courses. Some elective courses TBD will be offered on alternate years.
EVALUATIONS & GRADING POLICIES

Grading will be determined based on each student’s sincere, consistent, productive, and positive effort. Students will be graded using a letter scale and determined on the basis of attending each field visit, actively participating in each discussion session, and the completeness and quality of all assignments. Letter grades will be based on the percentages as follows:

A  Prepared for each class session, and makes a strong contribution to each discussion. Leads engaging group discussions that bring new and compelling material to class, and provides helpful critique to classmates.

B  Prepared for each class session, and occasionally makes a strong contribution to discussion. Leads engaging group discussions that bring new material to class.

C  Prepared for most class sessions, and occasionally participates in discussion. Is moderately prepared for leading group discussions. Rarely brings new and relevant discussion material to class.

D  Rarely prepared for most class sessions, and does not participate in discussion. Is not prepared for leading group discussions and never brings new and relevant discussion material to class.

F  Requirements of course not met.

Deadlines are deadlines—design work submitted after required due dates and times will automatically lose 10% from your assignment grade; an additional 10% will be deducted per 24 hour period after the assigned due date and time.

Attendance and active participation are mandatory. Unless prearranged with the instructor, all absences will be considered unexcused. Each unexcused absence will constitute a reduction of one (1) letter grade from your final course grade; habitual tardiness (arriving after the start of class) will lower your grade at the instructor’s discretion. Excessive absences (3) and/or tardiness will result in an automatic failing grade in the course.

If you have a medical condition or extenuating circumstances (i.e. death of an immediate family member) that results in your absence from a class meeting, you must contact the instructors ahead of time. Students are expected to attend all studio classes and are responsible for all material covered during class meetings.

DISTRACTIONS

Use of cell phones and other communication devices is prohibited during class time. Students using any chat or peer-to-peer software or text messaging will be asked to leave class, and you will be counted as absent for the entire class session.

ACADEMIC INTEGRITY

In all cases, the studio is a place of intellectual rigor, honesty, and creative process. All work must be original and created by you. We will use case studies, precedent review and research; citing all references (with proper credit given to the author) is mandatory. Any students who violates the NC State Code of Student Conduct (i.e., plagiarism (including design plagiarism), cheating, etc.) will automatically receive a failing mark (F) for the semester, will be immediately removed from the course, and will be reported to the appropriate departmental, college and university authorities where they may be subject to additional disciplinary actions.

For more on this, and the Code of Student Conduct, please review North Carolina State University’s policies in your student handbook, or at the following website:

http://www.ncsu.edu/prr/student_services/student_conduct/POL445.00.1.htm
Working with Students with Disabilities:

For more on this, please review NCSU’s policies in your student handbook, or at the following website: http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html

SUPPORTING FELLOW STUDENTS IN DISTRESS

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website: http://studentsofconcern.ncsu.edu. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

STUDENT EVALUATION OF FACULTY

Students have the opportunity for formally evaluate the faculty at the end of the semester. You are also encouraged to speak to us at any time with responses, suggestions or feedback – positive or negative, but always constructive. It is important to keep up with good communications. Please bring up any concerns privately, or, if necessary, publicly with the entire class.

Online evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential and anonymous.

Evaluation website: https://shib.ncsu.edu/idp/Authn/UserPassword
Student Help Desk: classeval@ncsu.edu
More Information about ClassEval: http://www2.acs.ncsu.edu/UPA/classeval/index.htm
This section describes the MLA curriculum areas and the required and elective courses within each area. It would be helpful to refer to the curriculum model presented earlier in Section 3, Curriculum. Also please note that course numbers presented herein are the “new” numbers. Please see page 23 for the “old” course numbers.

Also, regarding how courses are graded – all 500 level courses are letter graded “A – F”. All 600 level courses are graded “Satisfactory/Unsatisfactory” except where noted.

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

The MLA curriculum requires students to complete six 6-credit hour studios for a total of 36 credit hours. For the typical student, this means taking a studio in each of the six semesters in the MLA program. Design studios are hierarchically sequenced. They introduce, deliver, and require the student to build understanding of and skills in specific content and application areas of design thinking, design theory, and design methods. Particular emphasis is on discovery and developing the ways and means associated with understanding landscape situations, the imperatives or problems to be addressed, the strategies for engaging these imperatives, and generating and evaluating alternative solutions. 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.

Five studios are required. The sixth studio may be selected from a variety of options.

The five required studios include:

- LAR 501, (6 credits) Landscape Architecture Introduction Studio
- LAR 502, (6 credits) Site Planning and Design
- LAR 503, (6 credits) Design Development/Construction Documentation
- LAR 504, (6 credits) LA International Design Studio
- LAR 675, (6 credits) LA Advanced Topics Design Studio

The sixth studio can be selected from the following options:

- A second LAR 675 studio
- LAR 676, LA Design + Build
- LAR 679, Design Research Project
- Swing Studio: A studio offered by another discipline in the College with department head approval

**Required Core Studios:**

*LAR 501, 6 credits, Landscape Architecture 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 objectives of the studio include:

- Asking 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
- Applying a 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, 6 credits, Site Planning, and Design Studio: First year, Spring semester.

The Site 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. This studio is explicitly delivered in conjunction with LAR 527, Landform, Grading, and Site Development Systems.

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. Synthesis 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, 6 credits, Design Development/Construction Documentation 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. 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.

Cohort courses delivered this semester include: LAR 540, Research and Strategic Thinking and LAR 514, GIS Applications in Landscape Architecture.

LAR 504, (formerly listed as LAR 565), 6 credits, International Urban Design Studio: Third year, summer (Ghana, alternate years) or fall semester (Prague)

Students are expected to fulfill the department’s requirement for an international study experience. Some 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. Other 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.

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.

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, 2009, and 2014 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 other forms of international travel experiences.

**LAR 675, 6 credits, LA Advanced Topics Design Studio:** Second year, (An additional LAR 675 studio may be taken later as an available studio option).

*LA Advanced Topics Design Studio* are purposefully inquiry focused. The expectation is 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 *LA Advanced Topics Design Studio* require students to think rigorously about, identify, clearly define and engage more complex sets of questions or issues that influence or become influenced by situation conditions at multiple scales of resolution.

These studios reflect the specific research interests of the faculty delivering the studio. Recent topics addressed in the advanced studios include: design competitions, community planning and design, coastal dynamics, 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.
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

**MLA Final Semester Design Studio 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:

*LAR 675, 6 credits, LA Advanced Topics Design Studio*, fall and spring semesters

As mentioned above, students may elect to take a second LAR 600 studio.

*LAR 676, 6 credits, LA Design + Build Studio*, spring semester
“North Carolina has and will again continue to experience increased and rapid population growth and urban development. With this developmental intensification come a number of issues pertaining to the health, safety, and welfare of the public. Low impact development (LID) offers a strategic approach to these pressing resource management issues through its site-specific methods of design development and construction implementation practices.

The primary goal of this advanced studio is to enhance student understanding of sustainable site strategies through exposure to a design-build sequence with comprehensive scope, content, and depth of inquiry. This course also seeks to empower each student with the knowledge and confidence necessary to successfully complete the construction of a landscape architectural project. This course exposes students to important advanced concepts that bridge disciplines to promote a healthy environment through the development and distribution of sustainable construction practices across state and regional communities, and which are transferrable nationally and globally. These integrated skills are essential to the practice of landscape architecture; they are also specifically tied to current professional licensure and continuing education requirements.”

**LAR 679, 6 credits, Design Research Project**, fall, summer or spring semesters

*LAR 679: Design Research Project* provides the opportunity for a student or team of students (up to 4 people) to engage independent inquiry leading to the completion of a definitive scholarly, research-oriented landscape architectural design project.

The DRP is intended for individuals seeking to pursue independent research in a specific area of design. The expectation is that the research be integrated and applied within a landscape architectural design application. Students eager to continue their education at a PhD level or possibly as a university instructor should consider undertaking this option. The work deriving from the DRP should be of the quality suitable for scholarly publication, dissemination at a scholarly/professional conference, or submission to an awards competition.

**The Design Research Project requires 3 courses over 3 semesters consisting of:**

- **LAR 540 (3): Research and Strategic Thinking**, required, typically taken in the fall of second year.
- **LAR 697 (3): DRP Independent Study** typically taken immediately preceding the planned undertaking of LAR 606: Design Research Project.
- **LAR 679 (6): Design Research Project** typically taken in the last semester of MLA matriculation.

1. **Eligibility:**
   a) The completion of design studio courses totaling a minimum of 30 credit hours, or as approved by the Department.
   b) An accumulated GPA of 3.50 or greater.

2. **Procedure to initiate a DRP:**
   a) Students wanting to pursue the DRP who meet the eligibility 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 *DRP 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 mentor to discuss the student’s scholarly intentions and the Department’s expectations for the DRP. The faculty member and
Department Head and, if appropriate, other faculty will make a decision and specify any concerns about authorizing the student to proceed with the DRP Independent Study. Granting approval to proceed with the Independent Study does not constitute the Faculty’s automatic approval of the DRP. The student must satisfactorily complete DRP Independent Study as described below.

3. **LAR 697, DRP Independent Study (3 credits) 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:

- Define the central problem, question, or situation to be examined through design inquiry and application.
- Identify a substantial body of supportive materials that will inform the project.
- Prepare 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 Design Research 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 following describes the specific work to be included in the DRP Proposal during the undertaking of the DRP Independent Study:**

a) An Abstract of no more than 150-200 words that succinctly states the principal question or questions to be studied in the DRP.

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 DRP 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 DRP scope of work including:
   i) The topic and the imperatives motivating this 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 scope of work and milestones with anticipated dates and products to be completed in the DRP.

e) The names of the faculty who will serve on proposed DRP Faculty Committee. The Committee must consist of a Chair who is a member of the Landscape Architecture Graduate Faculty and two
other consenting faculty, (which may include 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 DRP:**
The Chair of the student’s DRP Faculty Committee and the Head of the Department of Landscape Architecture (and other LAR Faculty, if appropriate) will review *DRP Proposal* at the end of the semester in which the Independent Study is undertaken and notify the student of its findings and recommendations. If and when approved, the *DRP Proposal* will stand as the document guiding subsequent work unless it is modified in progress with the consent of the student’s DRP Faculty Committee. It is expected that engagement of the DRP begins in the semester immediately following approval of the *DRP Proposal*. A student wishing to begin the DRP two or more semesters after the semester in which the *DRP Proposal* was approved will be required to resubmit the *DRP Proposal*.

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

Students whose proposals are not approved will be advised to register for the LAR 675, Advanced Topics Design Studio or another design studio option in order to meet graduation requirements.

5) **The LAR 679, Design Research Project Studio (6 credits):**
a) The DRP Faculty Committee is responsible for monitoring the student’s progress during the semester in which the DRP is undertaken. The DRP Faculty Committee will review all DRPs at least three times during the semester during public presentations scheduled at dates to be specified by the Committee Chair.

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

c) Upon completion of the DRP (typically at the end of the semester) the student is required to make a formal public presentation to faculty and peers at a date and time to be planned with the Faculty Committee and the Head of the Department. The DRP 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 DRP Faculty Committee prior to Commencement. Within 10 days thereafter the student shall submit 5 bound copies of the DRP (Committee member, Department, Library) to the DRP Faculty Committee Chair. Two digital copies of the project are to be submitted, one the Department Head and one to the Committee chair.

**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.
History, theory, and criticism are pervasive threads woven throughout the entire MLA curriculum. It is a central element of all design studios and subject area courses. Two courses are required: LAR 444, History of Landscape Architecture, and LAR 534, Landscape Architecture Theory and Criticism. LAR 533, LA Design Fundamentals is offered as an advised elective for students coming into the program having no formal design background.

Available elective courses in this area offered by the Department of Landscape Architecture include: LAR 634, Contemporary Issues in Landscape Preservation, LAR 582.XX Contemporary Landscape Architecture, LAR 582.xx, Environmental Social Equity in Design and other special topics courses.

Students are also encouraged to seek history, theory and criticism courses offered in other academic units in the college, the university, and from other universities in the area (UNC Chapel Hill and Duke University. The College’s PhD in Design program offers courses in advanced research methods. Such courses are available on a space available/consent of instructor basis.

**Advised elective course:**

LAR 533 (formerly listed as LAR 582.xxx), 3 credits, Landscape Architecture Design Fundamentals: summer, first year.

This course is comprised of a series of focused, objective exercises that isolate and explore fundamental design issues. 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 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 -- designed to work in somewhat of a “building block” manner. 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.

**Required courses:**

LAR 444, 3 credits, 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 534 (formerly listed as LAR 582.xxx), 3 credits, Landscape Architecture Theory and Criticism: second year, spring 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.

3 The Research Sequence: 3 credit hours required

Research is another pervasive thread throughout all courses in the MLA curriculum. The faculty are expected to pursue a rigorous research/scholarly agenda as part of their tenure and post tenure appointments. Their work is reflected in the courses they teach.

One course, LAR 540, *Research and Strategic Thinking* is required.

Available electives include:

- LAR 541, *Introduction to Environment and Behavior*
- LAR 541, *Human Use of the Urban Landscape*
- LAR 630, *Independent Study*
- LAR 697, *Design Research Project Independent Study*

Students are also encouraged to seek research-oriented courses offered in other academic units in the college, the university, and from other universities in the area (UNC Chapel Hill and Duke University). The College’s PhD in Design program offers courses in advanced research methods. Such courses are available on a space available/consent of instructor basis.

Required:

*LAR 540 (formerly listed as LAR 582.xxx), 3 credits, 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.

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 The Site Works Sequence: 13 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, construction materials and methods, plants, and planting design. Many of these courses are strategically placed within the first half of the curriculum to provide students’ knowledge and capability in the core aspects of landscape architectural practice. In the second half of the curriculum students may 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 courses in the Site Works sequence include:

- **LAR 520, Landscape Dynamics, 2 credits**
- **LAR 523, LA Plant Identification, 2 credits**
- **LAR 524, LA Planting Design, 2 credits**
- **LAR 525, LA Field Studies 1 credit**
- **LAR 527, Landform, Grading, and Site Systems, 3 credits**
- **LAR 528, Construction Materials and Method, 3 credits**

**Elective courses include:**

- **LAR 620, Introduction to Landscape Performance and Metrics, 3 credits**
- **LAR 621, Landscape Ecology, 3 credits (not offered 2014-15)**

Students are also encouraged to seek Site Works related courses offered in other academic units in the university.

**Required courses:**

**LAR 520, 2 credits, Landscape Dynamics:** first year, fall semester.

This course focuses on an integrative approach to human and natural systems exposing students to the dynamic processes that influence natural processes, including the human interpretation of and reliance upon healthy functioning ecosystems. The dynamics of ecological function, system structure, temporal and spatial scales, and human-ecosystem interactions is examined through lectures, field trips, case studies, readings, and group discussion. Course activities links the role of landscape dynamics to both contemporary and historical design and planning principles, and promote innovative design thinking via an enhanced understanding of practical applications. Subject matter may include, but is not limited to: ecosystem services, ecosystem ecology, conservation biology, landscape ecology, urban ecology, human ecology, and relevant local, national and/or global case studies.

**LAR 527 (formerly LAR 582.xxx), 3 credits, 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 528, (formerly LAR 457), 3 credits, 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. LAR 528 is offered during the summer preceding the fall semester’s delivery of LAR 503, Design Development/Construction Documentation Studio.

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. The exploration of the critical topics relating to contextually responsive and environmentally responsible design and development practices is emphasized. Our goal is to arm students with an understanding of the integration and the application of physical materials and structures in the landscape and foster each student’s ability to successfully communicate their design intent through the use of concise, descriptive, and technically accurate construction documentation.

**LAR 525, LA Field Studies, one credit**: first year, spring semester.

This course focuses on developing a critical and enhanced understanding of planning, design, and construction by visiting specific built works in the urban, suburban, and rural landscape. Landscape will be treated as a broadly defined phenomenon that necessarily includes buildings of all types, infrastructure such as roads, paths, and rail, and of course, the landscape in its native and designed places. It is intended that field visits will evoke significant discussions about the Why behind the What – that is, why was a given situation designed the way it is. For example, why do the New Urbanists believe front porches make for better neighborhoods? Why are alleys good? Why are cul-de-sacs valued by suburban developers and the buyers? Where possible, field trips will include as guests the people who were in some
way once or currently connected with the project. Students are expected to partake in these discussions with the goal being to develop one’s critical thinking capacities and talents.

Through the field trip venue the following factors that influence the “why behind the what” will be discussed:

- Landscape strategy
- Landscape “glue”
- Sustainable development
- Regionalism
- Landscape dynamics
- Context
- Place making
- Movement
- Economics
- Climatic considerations
- Topography, grading, and drainage
- Planting design

**LAR 523 (formerly listed as 582.xxx), 2 credits, LA Plant Identification**: summer following first year.

LA Plant Materials develops a working knowledge of commercially available plant materials including trees, shrubs, groundcovers, and grasses and their use as design elements in landscape design. (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. 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 and several off-campus field trips are taken during the semester. Visits to local nurseries provide information concerning production and delivery to the market of many of the species seen on campus. There are visits to landscape contractors’ shops and construction sites to observe the process of installing new plant material.

**LAR 524, LA Planting Design (formerly listed as 582.xxx), 2 credits, LA Planting Design**: summer following first year.

LA Planting Design is an introduction to the theories, practices, and implications associated with the diverse uses of plants in landscape architectural design applications considerate of diverse factors such as functional requirements, ecologic processes, aesthetic values, cost, maintenance, health, safety, and welfare. The planting design explores plants and plant communities as design elements that are complex and continuously changing, and how they are used strategically in designing landscapes that are sensitive to the environment, expressive of the place and are aesthetically valuable. Planting design provides landscape architects an opportunity to hold 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.
Elective:

*LAR 620, Introduction to Landscape Performance and Metrics, 3 credits,* presents concepts of and tools and methods to measure and integrate considerations of landscape performance including environmental, economic, life cycle cost, management, social, and aesthetic factors in landscape architectural applications. This course was offered for the first time during summer 2015. We plan to offer it again, this spring, 2016. It will be open to non-majors.

### 5 The Planning Sequence: 3 credit hours required

The required course in this sequence is *LAR 545, Landscape Architecture and City Planning in the Public Realm.* Elective courses offered by the Department of Landscape Architecture include:

- *LAR 546, The Landscape Imperative, 3 credits*
- *LAR 647, Finding Community Consensus Through Deliberation, 2 credits*

**Required course:**

*LAR 545, 3 credits, Landscape Architecture and City Planning the Public Realm:* third year, spring.

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 be able to:

- Identify 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.
- Explain 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.
- 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.
- Interpret how development is governed, and how landscape architects can navigate this world to have powerful impacts on the future urban realm.

Planning elective courses offered by the Department last spring and to be offered again this spring include:

*LAR 545, 3 credits, The Landscape Imperative,* delivered by Chuck Flink and Gene Bressler:

“The North Carolina landscape will transform dramatically in the next twenty-five years, primarily from a steady growth in population. The population, currently at 9.7 million, is projected to increase to more than 13 million by 2030. The impact of this population growth on North Carolina’s natural and constructed resources will be significant, affecting land and water resources, air quality, transportation, and urban footprint. Projected growth and impact will not be uniform across the state, as some geographic areas will see dramatic physical changes, while others may remain unchanged despite the population surge.
This seminar explores the complex interrelationships of population growth, resource stewardship and land development in terms of the issues, questions, challenges and opportunities for landscape architects and urban designers. The course format will consist of lectures, discussion, class (student) presentations, and guest lectures. Students will be expected to conduct research, author brief white papers on key subjects, discuss and debate findings, generate digital presentations, make oral presentations and work in team-oriented environment. This class is for advanced masters degree candidates.

LAR 647, 2 credits, Finding Community Consensus Through Deliberation, delivered by Professor Anita Brown-Graham, Director of the NC State Institute for Emerging Issues and Professor of Landscape Architecture.

“This course explores two propositions. First, that there are significant, untapped opportunities for greater public participation in contemporary problem solving and, second, popular engagement that is well facilitated will result in decisions that are more legitimate, fair and effective. In particular, the course focuses on the practice of public deliberation in response to pressing, complex problem situations. The emphasis is on principles for building consensus in these types of situations. By explaining the dynamics, features and factors that make for effective public deliberation processes, the course prepares students to engage in activity, about which there are multiple, and often opposing, strong viewpoints.”

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 and from the UNC Chapel Hill Department of City and Regional Planning.

6   The Representation and Modeling Sequence: 6 credit hours required

Verbal, hand drawn and digital graphics communications, as well as theory, methods, and applications, are woven throughout the MLA curriculum. All design studios and seminar courses incorporate, teach and assist students with learning and applying written, verbal, and graphic (both hand drawn and computer generated) communication skills. Entering MLA students having little or no background in drawing or digital design graphics are advised to take LAR 510, Introduction to Landscape Architectural Drawing and LAR 515, Introduction to LA Digital Applications. Required courses include:

- LAR 514, GIS Applications in Landscape Architecture, 3 credits
- LAR 516, Digital Design Media, 1 credit (delivered in conjunction with the LAR 501, Landscape Architecture Introduction Studio
- LAR 517, 2D/3D Digital Modeling and Representation, 2 credits (delivered in conjunction with the LAR 502, Site Planning and Design Studio)

Students may take as electives various Modeling and Representation courses offered as 1 credit Design Application Workshops. Courses delivered by other academic units (architecture, graphic design, industrial design) in the College are also available.

Advised electives:

LAR 510, Introduction to Landscape Architectural Drawing, 3 credits and LAR 515, Introduction to LA Digital Design Applications, 2 credits are advised electives for entering MLA students having little or no background in drawing or digital applications. Both courses are offered in the summer session preceding
the fall of the MLA program’s first year. *LAR 510 Introduction to LA Drawing* and *LAR 533, LA Design Fundamentals* are taught in the same summer session and mutually reinforce each other. Various graphic conventions including traditional diagramming, plan, section, and perspective construction and rendering are delivered and enhanced in subsequent design studios.

**Required Courses:**

**LAR 516, 1 credit, Digital Design Media Workshop:** first year, fall semester.
Instruction and exercises in digital drawing processes, methods, and production using 2 and 3D digital design media. This course is integrally linked and applied with the *LAR 501, Landscape Architecture Introduction Studio*.

**LAR 517, 2 credits, 2D/3D Digital Representation and Modeling,** first year, spring semester
In this class, digital modeling, renderings, and other forms of representations for design solutions in landscape architecture in the visualization of existing site conditions and design concepts are explored. The course informs how digital methods are used to communicate and represent design ideas how to generate to 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. Multiple digital software applications and how those applications can work together are covered. The following digital media applications are explored:

> 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, and 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 Rhino, Civil3D CAD, and others.

**LAR 514, 3 credits, GIS Applications in Landscape Architecture:** fall second year
Geographic Information Systems (GIS) are powerful tools for analyzing our natural and built environment. Despite its roots in landscape architecture, the role of GIS has largely been relegated to analysis rather than design. This course will focus on how GIS can be an integral part of the creative design process. Terrain, hydrological, and overlay modeling and analysis in two and three dimensions are explored. With visual programming students will learn how conceptual and logical models can structure and generate designs, linking creative abstraction, computational exploration, structured decision-making, and expression. As part of an iterative design process students will learn workflows linking 3D GIS, 3D modeling, and rapid prototyping (3D printing, CNC fabrication, and laser cutting).

**7 The Professional Practice Sequence:** 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. Practitioners from the both the
private consulting and public realms serve as critics, present lectures, deliver a number of core and elective courses, and meet with students and faculty in many informal contexts.

- The required course in this sequence is LAR 550, Landscape Architectural Practice, 2 credits.
- LAR 550 LA Internship, 3 credits is an elective.
- Students may also take Professional Practice related courses offered by other academic units.

**Required course:**

**LAR 550, 2 credits, Landscape Architecture Professional Practice:** third year, spring semester.  
(This course was previously listed as LAR 521, Values, Theories, and Methods of LA Practice.)

This course 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 course and opportunities in the area of Professional Practice:**

**LAR 650, (formerly LAR 494), 3 credits, Landscape Architecture Internship:** any semester

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 Community Design 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 Charette may be offered as a *Design Application Workshop* for credit.

**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.

### 8 Design Applications Workshops (DAW): 3 credit hours required, satisfactory/unsatisfactory grading

*LAR 607, Design Application Workshops* are intensive 1 credit hour mini courses focused on specific topics intended to enrich the knowledge, skills, and capabilities of designers. Implementation of *Design Application Workshops* commenced spring semester 2015. Delivery deviates from the traditional semester long course model depending on the nature of the course. For example, a 1-credit course requires 15 contact hours. This can be achieved over a weekend, over several Saturday mornings, or even over the spring break. The topics to be covered are broad and reflective of the needs and interests of the students, faculty, and professional community and will therefore vary from semester to semester. Suggestions for future DAW are welcome.

This past spring, 2015, we offered three Design Application Workshops:
- *The Presentation Workshop* delivered by Art Rice
- *Drawing Workshop* delivered by Fernando Magallanes
- *Filmic Techniques in Landscape Representation* delivered by Kofi Boone

This fall semester, 2015, we will offer:
- *Drawing Workshop* to be delivered by Fernando Magallanes on Fridays: Aug. 21, 28, Sept.4, 11
- *Digital Representation Workshop* to be delivered by Derek Blaylock on Fridays: Sept. 18, 25, Oct. 2, 16
- *Design Thinking Workshop* to be delivered by Dean Marvin Malecha, on Tuesdays: Oct.20, 27, Nov. 3, 10

Future DAW Course topics may include:
- Digital Applications: 3D Representation and Modeling
- Development Economics
Writing in a Design Field
Community Design Charette
Design Leadership and Project Management
Land development Process and Economics
Landscape Asset Modeling and Management
State Construction Professional Practice
Sustainable Sites Project Planning and Documentation
Native Plants and Design

- Subject areas such as:
  - Environmental Justice and Design
    An introduction to the history and principles of Environmental Justice and a critical review of design case studies of equitable design. This course would involve lectures (including guests) and some local field trips.
  - Community Design Workshop
    An introduction to the history and principles of Community Design with hands on experiences increasing awareness of the use of new community engagement approaches. Night class time preferred to allow professionals to attend.
  - Digital Video Techniques for Design Communication
    An introduction to filmic techniques applied to design communication at various stages in the design process. Emphasis is on the use of cameras, editing and post production tools. This could be an online course.
  - Design Strategies for Community Open Space
    A multidisciplinary workshop exploring strategic thinking for community open space and park design. This course would be marketed to PRTM and others interested in park analysis, programming, and design and use a Triangle Land Conservancy site as a study area. Could be cross-listed with PRTM.
  - Adaptive Reuse Strategies for Decommissioned Sites
    This course explores best practices in repurposing decommissioned landscapes. It would include case study work, and some applied learning on a decommissioned prison site (Celen's work with growingchange.org)
  - Design Strategies for Urban Food Systems
    This course explores best practices in designing and implementing urban food systems. It would leverage local case studies including Raleigh City Farm and the Raleigh Food Corridor, as well as applied learning through work with an emerging group in Winston Salem.
  - Midcentury Landscapes of North Carolina
    This course will increase the awareness of modernist landscapes designed by North Carolina landscape architects, including the work of Richard "Dick" Bell, Lewis Clark, and others. The course involves archival research in the NC State University library system, as well as field study in selected designed landscapes.
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 Department Head/ Director of the LAR Graduate Program (DGP).

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

The MLA Examination is public meaning faculty, students, and others are welcome to observe. A minimum of three landscape architecture graduate faculty will hear the presentations and provide questions to which the students will respond. In the event a student concurrently seeks a minor in another discipline, a faculty member from that discipline will participate in the examination.

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.

2 Defense

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

3 Grading

Upon conclusion of the Oral Examination the LAR Faculty convenes to discuss and grade the examination. The LAR Department Head/ 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.

4 Oral Exam Policies

The MLA Oral Examination may not be held until all other requirements, except completion of the course work taken during the final semester, are satisfied in accordance with the student’s Plan of Work (POW).

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. 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 Department Head/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 the LAR Faculty

Within five (5) working days of completing the exam, the Department Head/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 receive a 'conditional pass' contingent upon completion of additional work to the satisfaction of the LAR Faculty. A formal re-examination will be required in this case. The Department Head/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 LAR Faculty 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).

Following are the two MLA Oral Questions that were asked last year:

**Question #1 (10 minutes): Landscape Imperative**

Landscape architects have developed a body of knowledge with design theories and concepts that address important societal imperatives. Identify one imperative as well as the theories or concepts that you find particularly important to both contemporary and future research and practices. Choose a topic that you are passionate about—the imperative should be an area of landscape architecture that you feel is a potential pathway toward your continued career development.

Explain how this imperative, and its associated concepts have been, or might be, applied in an actual design situation. Speculate on how the theories or concepts related to the imperative could be modified through future exploration, testing, and/or application. Provide evidence that describes the potential outcomes of the application and reflect on it's value.

**Question #2 (10 minutes): Design Process**

The County School Board, composed of local citizens from diverse backgrounds, must decide on which one of three identified sites to plan and design a new high school. There is considerable disagreement among the Board members about the issues surrounding final site selection.

Present to the faculty the complete site selection process that you, as a landscape architect, would undertake to make the final site determination. Explain how your process would enable the Board to evaluate, prioritize, and select a site. Assume that the board knows nothing about landscape architecture.

Deliver a presentation to the faculty that explains your design values and design process for evaluation, prioritization, site selection, and resolving disagreements around this project. Use your skills (drawing, visualization, critical thinking, and public speaking) as a landscape architect and provide tools needed for the board to make a defensible decision.
Distinctive Educational Opportunities

Students are encouraged to work closely with the Department Head/DGP, and their faculty to pursue an area(s) 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.

1 Graduate Minors and Certificates

Graduate Minors and Certificate programs exist through many departments in the NCSU 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

The Graduate Certificate in City Design was approved, spring 2012, 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. Professor Robin Abrams, FAIA, ASLA coordinates this Certificate Program.

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

Program Overview
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/redevelopment 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.

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 an additional six hours of elective courses, as described below.

**Intent of Graduate Certificate Program**

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. 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:

- Engage 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”.

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.

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<th>Single Studio Option M.Arch Tracks 1, 2, and 3 &amp; MLA Students</th>
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<td>1 studio Required Coursework</td>
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<td>ARC 570/LAR 582 Anatomy of the City</td>
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<td>ARC 503 Advanced Architectural Design (Urban) or /LAR 500 Advanced Design (Urban)</td>
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<td>2 studios Required Coursework</td>
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<td>ARC 570/LAR 582 Anatomy of the City</td>
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<th>Practitioner Post-Baccalaureate Student</th>
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<td>ARC 570/LAR 582 Anatomy of the City</td>
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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 options; 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 Place Making
- ARC 575 Participatory Design in Architecture
- ARC 576 Community Design
- ARC 577 Sustainable Communities
- ARC 578 Ecological Design
- ARC 590 Special Topics (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 600 Advanced LA Design Studio Laboratory
- LAR 545 LA and City Planning in the Public Realm
- LAR 504 Landscape Architecture International Studio
- LAR 546 The Landscape Imperative
LAR 576 Community Design  
LAR 577 Sustainable Communities  
LAR 579 Human Use of the Urban Landscape  
LAR 647 Finding Community Consensus through Deliberation  
LAR 582 Special Topics TBA (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.

UNC 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 Department offers two independent study venues:

- **LAR 644, Independent Study** is available as a free elective to students who want to pursue inquiry and scholarly activities in Landscape Architecture beyond that which are provided in the curriculum. Please note that LAR 644 is a prerequisite for students electing to undertake LAR 605 LA Advanced Projects Design Studio.

- **LAR 697, Design Research Project Independent Study** is a prerequisite for students electing to undertake LAR 606, Design Research Project. Please refer to preceding Section 5 of this document for more information.

**Policies:**

Any student seeking to engage in either Independent study venue, LAR 644 or LAR 697 is required to discuss their interests with the faculty member(s) to determine whether or not they will agree to serve as an independent study mentor. Then, assuming the faculty member(s) expresses interest in working with the student, the students is then required to submit a written Proposal to the potentially interested faculty member that describes the work to be undertaken.

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 satisfactory/unsatisfactory 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 may take courses in diverse disciplines within the NC State University and College of Design 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 504, 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.

6 Competitions

Students and faculty also have opportunities to participate in design competitions both in and out of studios. This past year, for example, NC State landscape architecture students received regional and national recognition for their entries to the Tri State Regional ASLA, NCASLA, and National ASLA Awards Programs.

Spring 2015 awards include:

NCASLA Student Honor Award for Analysis & Planning: Wood Hall and Wellness Village Design Guidelines. LAR 582: Healthful Landscape Systems (Andy Fox instructor with Jennifer Walker)

NCASLA Student Merit Award for Communications: Coastal Dynamics Regional Study. LAR 582/ARC 590 Coastal Dynamics Seminar (Andy Fox and David Hill, co-instructors)

NCASLA Student Award for Design: Pro-Active Recovery Community Structures (PARCS). Meredith Smith as a component of LAR 500/ARC 503: Coastal Dynamics Studio (Andy Fox and David Hill, co-instructors)

NCASLA Student Honor Award for Research: Coastal Resilience: The role of design in the future of North Carolina’s coast. Mikey Goralnik (Andy Fox and David Hill co-instructors)

NCASLA Student Merit Award - Playtime in Africa: Ghana International Studio (Kofi Boone, Instructor)

NCASLA Student Award of Excellence, 2015 ULI Project (Robin Abrams, advisor)

NCASLA Award of Excellence in Analysis and Planning: “Shedding Light [h]”, (This international competition, administered by the Van Alen Institute and New Orleans Redevelopment Authority (NORA), confronted urban vacancy and blight in the City of New Orleans. The NC State Coastal Dynamics Design
Lab’s approach employed a scalable and incremental framework to address all of vacancy’s dimensions in New Orleans. Our team used an operative mapping process to synchronize current and future urban policy, land use patterns, and natural system dynamics. This integrative mapping strategy identified where the challenges and opportunities of re-purposing vacant land are most efficiently aligned, and were used to suggest different typologies of responses to citywide vacancy. Project team: Andrew Fox (Team Leader), David Hill, AIA, Sara Queen, Assoc. AIA, Kofi Boone, and Traci Birch, PhD, AICP (ECU)

And,

The National ASLA Honor Award in Community Service: Department of Landscape Architecture Ghana International Design Studio, Summer 2014, “Playtime in Africa.” Students include: Briana Outlaw, Jared Kaelin, Mitch Caldwell, and Todji Dozier. Kofi Boone, Associate Professor of Landscape Architecture, Instructor.

As part of urban design studio 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 receiving first place, beating teams from Harvard, U. Penn, and the University of Maryland.
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. 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.

The Natural Learning Initiative directed by LAR professors Robin Moore and Nilda Cosco have employed a number of LAR students as research associates.

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 the 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**

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.

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.
This past spring semester, 2015, Professor Celen Pasalar who is also the Assistant Dean for Research and Engagement, delivered an advanced LAR Design studio that focused on strategies for re purposing a state prison site in rural Scotland County:

“This studio focused on transforming the 62.32 acre abandoned prison site into a thriving and sustainable education/community center in order to help create a sustainable and healthy community in the Town of Wagram and beyond. Students' were expected to develop a program and create a site design that will support the activities of the non-profit organization - GrowingChange; increase environmental awareness toward sustainable practices; provide aesthetic values creating a strong site image; support healthy choices by the community residents and users (e.g. physical activity, sustainable agricultural practices, access to healthy food, and social interaction).

The final review aimed to provide students with the opportunity to present their site designs and receive feedback on their presentations that attempt to communicate their final design strategies proposed for a vibrant and healthy educational and community center. The feedback received from this review will help students develop better skills for analysis, program development, and site design.”

![Project site: Old Wagram Prison, Wagram, Scotland County.](image)

### 8 Community Design Charettes

Over the past 15 years, “the charrette” has been a traditional event of the Department organized as three-four day intensive planning and design experiences open to all the students and faculty. In the past, faculty and students traveled to a North Carolina community, met with local officials and citizens, and participated in a three-day design study intended to generate a diversity of design solutions for the community to consider. Student design teams were intentionally vertical in nature, allowing new students to work with more advanced students. Admittedly we haven’t participated in a community design charrette in the past few years. However interest in doing so has increased so we anticipate engaging one this year in the spring.
9 LAR Lecture Series

The Department sponsors a monthly public lecture that features presentations by local and nationally recognized leaders and “game changers”. We’ve had over 40 such presentations during the past 9 years. Speakers this past year included Gary Hilderbrand (Reed/Hilderbrand, Cambridge, MA), Daniel Winterbottom (University of Washington), Annette Wilkus (SiteWorks, NY), Robin Moore, Nilda Cosco (NC State) and Kenneth Helphand (University of Oregon). The Landscape Architecture Lecture Series exposes students, faculty, alumni, practitioners and the public to the breadth of players, ideas, situations, issues, challenges, technologies and methods, controversies, collaborations, and achievements related to the profession. The lectures are held in the Burns Auditorium in Kamphoefner; they are typically scheduled for Wednesday evenings, 6:00pm right after studio. The calendar of speakers for this year will be posted on the College of Design Web page. Announcements will be sent to all students. This lecture series is aimed at you, so we expect you to make time to attend.

NC STATE Design
Department of Landscape Architecture

2014-15 Landscape Architecture Lecture Series
Wednesday, April 8, 2015, Burns Auditorium, Kamphoefner Hall, Lecture to commence at 6:00 PM

Annette P. Wilkus, FASLA, PLA, LEED AP
Founding Principal, SiteWorks Landscape Architecture

“Building New York’s Next Generation of Parks”

Annette Wilkus founded SiteWorks Landscape Architecture after recognizing the need for a knowledge base that encompasses both site and landscape implementation expertise on construction sites. As a member of construction management teams constructing New York’s new public open spaces.

She will discuss the challenges of making visions a reality. Her presentation will discuss the demands of building in one of the world’s largest cities including material delivery by water or crane, city agencies and seasonal restrictions for both manufactured soils and plantings. Her presentation will cover her role as a landscape architect/construction manager.

This unique, yet needed niche ensures complex systems being designed can be realized with collaboration and construction knowledge as a team effort. Ms Wilkus FASLA, will be presenting Teardrop Park, the High Line and other newly constructed parks during her presentation.
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 past year’s 12th Annual Urban Design Conference, themed, “Design for Change: The Resilient City” featured keynote presentations and several case study tracks. Last year several LAR courses required students to attend the conference and were given free admission.

2015 Urban Design Forum: Design for Change: The Resilient City
Cities in the Mid-South region face dramatic change in demographics, population growth and increasing frequency of severe climate impacts. Planning and designing for resilience can help cities survive, adapt and grow as these changes affect demands on the built environment, infrastructure, transportation systems, and water and energy resources. Through a design lens, keynote speakers at NC State Design’s 2015 Urban Design Conference will frame relevant topics while case studies and design best practices will examine projects and strategies related to resilience. Major topics will include: built environment; water/natural resources; energy and technology; transportation; and green infrastructure.


“Growing in Place Symposium”
This annual Symposium, sponsored by the Natural Learning Initiative, takes place on the same week 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

“National ASLA Annual Meeting”
“More than 6,000 landscape architecture professionals from across the U.S. and around the world will gather in Chicago, November 6-9, for the annual ASLA Conference.
http://www.asla.org/annualmeetingandexpo.aspx
**NC ASLA Conferences**
The NC ASLA professional chapter produces one conference each year, typically in May or early 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 (SASLA). The conferences are primarily educational events where practitioners attend and participate in a number of continuing education courses. Doing so enables practitioners 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. Faculty and students from our program participate making presentations covering the work developed in our academic, research, and service/extension areas by students and faculty.
7 | 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.

Student Advisory Council

The Department Head initiated the Council in fall, 2008 as a means to connect with students. It is composed of a number of student leaders, both undergraduate and graduate, interested in the well-being of students, the program, and the profession. This group typically meets monthly with the Department Head and sometimes with 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. Please contact the department head if you have interest in serving on this council.

Student ASLA (SASLA)

"SASLA is our official student chapter of the American Society of Landscape Architects. We work with the state level chapter in North Carolina to advocate on behalf of the profession, and by providing opportunities for professional development and connection-making, to foster the relationships that will grow the field in the future, both locally and globally.

We also strive to provide a platform for our members to apply what they are learning at NCSU to the larger community. With a strong emphasis on participation and civic engagement, we team up with organizations like the American Institute of Architecture Students and the Raleigh Urban Design Center to improve life in the Triangle through design."

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

The 2015-16 SASLA leaders are:
President: Briana Outlaw
Vice President: Griffin Foster
Treasure and Secretary: Corey Dodd
Treasurer: Michelle Ye

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.

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, 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 second year MLA student and SASLA Secretary, Corey Dodd.

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. All entering new MLA students have been paired with their professional mentors.

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 mid-September.

**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. 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.

“Male students are encouraged to support female colleagues as WILA members through participation in WILA events and contributing to WILA discussions.”

**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.
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
There are two kinds of internships:
- for academic credit when the student registers for LAR 650 (new course number)
- not for academic credit. This is essentially a job.

To receive academic credit students will:
- Work in an approved professional office or governmental agency for up to 12 hours per week.
- Maintain a weekly journal that documents their work
- Submit to the LAR Department Head a binder containing representative examples of the work they generated during the internship, a critical reflection about their internship experience including: skills and methods of practice learned, areas of strength and weakness, and how well the internship met their personal expectations.
- Ask their internship supervisor to write and submit an evaluation of the student’s performance.

Students seeking an internship experience for credit are to initiate a relationship with a prospective 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. The Department Head will discuss this opportunity with the student and prospective “employer,” if necessary and grant approval to proceed.

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.
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 LAR Studio Space

Landscape Architecture studios are located on the second floor of Kamphoefner Hall. Joint studios delivered with Architecture faculty and students are also delivered in Brooks Hall. The studios are air conditioned and accessible with key codes. 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. Studios infrastructure includes high speed WIFI, ceiling mounted electric extension access, and several desk top workstations, small and large format printers, and happy design memories.
2 Materials Lab

The Materials Lab is a College of Design resource available to all students and faculty in the College. 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, hand tools, and large scale CNC router. 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 William Bayley 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," and a lending service of computing, audio-visual, and photographic and video equipment. Students are permitted to check out 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 William Bayley 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. 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.
10 | Faculty Bios

Kofi Boone, Associate Professor of Landscape Architecture
BSNR, University of Michigan, 1992
MLA, University of Michigan, 1995
kmboone@ncsu.edu

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. This year Kofi will teach: Fall--the LA Introduction Studio, Environmental Social Equity in Design; Spring--LA Theory and Criticism, and the Site Planning and Design Studio.

The 2015 ASLA National Student Awards Jury announced that the project, produced during the LAR 565 Ghana International Design Studio, “Study Abroad and Service Learning in Ghana, West Africa” by Kofi’s students received the 2015 ASLA Student Honor Award in the Community Service category. This project also received the 2015 NCASLA Award in the Communications category.

Landscape Architecture Magazine, the official magazine of the American Society of Landscape Architects in their July 2015 issue published, “The Chavis Conversion,” by Jonathan Lerner. Kofi’s role (along with colleagues Professor Celen Pasalar and Kermit Baily (Department of Graphic Design/Industrial Design)), the body of work, and its value leading to the resultant outcomes is prominently featured and explained in substantive detail. The author specifically cites Kofi’s contributions that “involved community members in identifying and mapping locations that a revitalization plan should address either because they were problematic-unsafe or trashed out, say-or because they presented opportunities, such as appropriate location or sizable enough parcel for introducing new retail or multifamily housing.” The article further describes, the application of Kofi’s unique “cell phone diary videos” which ultimately led to the development of a concept plan for the heritage walk linking Chavis Park and the surrounding neighborhood with downtown. The article emphasizes the importance of Kofi’s engagement with the community and it further serves to reinforce the mission of our landscape architecture program. His efforts, as revealed in this article, reflect well on the Department and the College of Design.

Professor Boone developed the use of new media and digital tools to more effectively engage Environmental Justice within 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
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
gene_bressler@ncsu.edu

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, and the University’s Environmental Science Faculty. Bressler works with and mentors 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 accreditations. He initiated and produces of the department’s Lecture Series and the department’s Professional Development/Mentor Program that pairs landscape architecture practitioners with our students. This year, Gene is preparing material for the up coming MLA reaccreditation process and will participate in the delivery of the LA Introduction Studio, GIS for Designers with Brendan Harmon, and the Landscape Imperative with Chuck Flink.

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, the University Standing Committee on Physical Environment, 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.” He co-authored, with University of Colorado Professor Allan Wallis, “Oh Give Me Land, Lots of Land,” in the book Healing the West by Professor Patricia Limerick. Since 2009, Bressler has been actively involved, as NC State’s co-representative, in Blue Ridge Road Planning Task Force. He currently co-chairs the PhD in Design committees for Robby Layton and Brendan Harmon.

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 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, Bressler 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, by 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.”
Niilda 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
Nilda_cosco@ncsu.edu

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 Chariman'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 503, Design Development/Construction Documentation Studio and the Digital Design Media Workshop for first year MLA students.
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 2008 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. 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.

For the past two years Chuck has co-delivered with Gene Bressler the Landscape Imperative seminar.

Andrew Fox, ASLA, PLA, Associate Professor of Landscape Architecture
BGS, University of Michigan 1995
MLA, Louisiana State University, 2001
Andrew_fox@ncsu.edu

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. This year Andy will deliver the Advanced LAR Design Studio, Landscape Dynamics, LA Field Studies, and the LA Design + Build studio. He will also serve as a Park Scholars Mentor.

Andy is co-founder and co-principal with David Hill of the Coastal Dynamics Design Lab (CDDL) the mission of which is to organize and lead trans-disciplinary research and design teams to address critical ecological and community development challenges in vulnerable coastal regions, with a concentrated focus on the Mid-Atlantic seaboard. The CDDL operates within the NC State University College of Design and has formed strategic partnerships with experts in the College of Engineering, the College of Natural Resources, and the UNC Coastal Studies Institute. Additional collaborators include planning experts from the East Carolina University Department of Geography, Planning, and Environment, the University of North Carolina Coastal Hazards Center, and numerous professional design firms.

He is instructor of record and principal investigator of the Landscape Architecture Design+Build Studio. The award-winning Design+Build Studio integrates a full-range range of planning, site design, and construction strategies to serve our campus. Built on an overall ethic of community, the program’s efforts advocate for sustainability and artistry in the creation of enduring designs that are socially, environmentally and contextually appropriate. Funding since inception 5 years ago is in excess of $175,000. The Artist Back Yard Project was awarded First Place in the 2015 Best Innovative BMP Outside the Watershed by the Chesapeake Stormwater Network.

This past spring Andy was awarded and named Principal Investigator in the Landscape Architecture Foundation Case Study Investigation Program. The Case Study Investigation (CSI) program is a unique research collaboration that matches LAF-funded student-faculty research teams with leading practitioners to document the benefits of exemplary high-performing landscape projects. Teams develop methods to quantify...
environmental, economic and social benefits and produce Case Study Briefs for LAF’s Landscape Performance Series.

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.

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 recently retired from having been the Assistant City Manager for the City of Raleigh, NC. He was involved with downtown redevelopment, energy and sustainability policies including the City’s LED lighting initiative, economic development and human resource development for the City. He currently teaches the Landscape Architecture and City Planning in the Public Realm seminar, chairs the Departments Advisory Council, and mentors the Student ASLA.

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 NC State 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, now Stewart Design in Raleigh. Derek teaches several digital design media classes in the department.

Fernando Magallanes, PLA, Associate Professor
BSLA Texas A & M University 1968
MLA, Harvard Graduate School of Design, 1981
F_magallanes@ncsu.edu

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 9 outstanding teaching awards including the national award for Outstanding Educator from the Council of Educators in Landscape Architecture. This past year he served as a visiting design critic in the Department of Landscape Architecture at the Harvard Graduate School of Design and was appointed a juror in the ASLA National Student Awards Jury. This year Fernando will again teach the First Year Experience Design Studio, History of Landscape Architecture, and Landscape Architectural Drawing.

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 Mical’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.

For 10 years he was responsible for administrative duties as the Director of the Graduate Program and was 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 these 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
Robin_moore@ncsu.edu

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).
This year Robin will again teach the Human Use of the Urban Landscape research course.

As a design consultant, Moore has been involved in the design of the Kids Together Park, Cary; Blanche 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 and 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.

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

Celen_pasalar@ncsu.edu

Dr. Celen Pasalar’s expertise involves organizing and promoting numerous design and planning projects for the benefit of communities primarily throughout North Carolina. 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. This year Celen will teach Research and Strategic Thinking and an Advanced LA Design Studio.

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.
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

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, Associate 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.

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. This year Rodney will teaching the LA Professional Practice course.

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*. 
Tuition, Fees, and University Schedule
http://www.fis.ncsu.edu/cashier/ tuition/default.asp

Fall 2015 - Spring 2016 Rates Per Semester
(This information was taken directly from the NC State University Web Page)

Tuition Rates will not be final until the North Carolina Legislature Passes the Budget Bill

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

An additional $863.50 Mandatory Health Insurance charge will be included on your account unless you waive out of the semester premium charge.

### Residents of North Carolina

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### 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, only one will be free. Any additional audited courses will have the same rates as for credit courses. When registered 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.
## Regular Session Academic Calendar 2015 Fall Term

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>19</td>
<td>Wednesday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August</td>
<td>25</td>
<td>Tuesday</td>
<td>Last day to add a course without permission</td>
</tr>
<tr>
<td>September</td>
<td>1</td>
<td>Tuesday</td>
<td>Census Date/Official Enrollment Date</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Monday</td>
<td>Holiday (Labor Day); university closed</td>
</tr>
<tr>
<td>September</td>
<td>8</td>
<td>Tuesday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>Friday</td>
<td>Schedule for 2016 Spring Semester published</td>
</tr>
<tr>
<td>October</td>
<td>8 – 9</td>
<td>Thurs. – Fri.</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October</td>
<td>12</td>
<td>Monday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>October</td>
<td>16</td>
<td>Friday</td>
<td>Drop/Revision Deadline</td>
</tr>
<tr>
<td>October</td>
<td>20</td>
<td>Tuesday</td>
<td>Enrollment (Registration) for 2016 Spring Semester begins</td>
</tr>
<tr>
<td>November</td>
<td>25 – 27</td>
<td>Wed. – Fri.</td>
<td>Thanksgiving Vacation for students; no classes</td>
</tr>
<tr>
<td>November</td>
<td>26 – 27</td>
<td>Thurs. – Fri.</td>
<td>Thanksgiving Holidays; university closed</td>
</tr>
<tr>
<td>November</td>
<td>30</td>
<td>Monday</td>
<td>Classes resume at 8:05 a.m.</td>
</tr>
<tr>
<td>Nov. – Dec.</td>
<td>30 – 4</td>
<td>Mon. – Fri.</td>
<td>Last week of semester</td>
</tr>
<tr>
<td>December</td>
<td>4</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>Monday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December</td>
<td>8 – 16</td>
<td>Tues. – Wed.</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December</td>
<td>18</td>
<td>Friday</td>
<td>Fall Graduation Exercise</td>
</tr>
<tr>
<td>December</td>
<td>18</td>
<td>Friday</td>
<td>Grades due by 11:59 p.m.</td>
</tr>
<tr>
<td>Dec. – Jan.</td>
<td>24 – 1</td>
<td>Thurs. – Fri.</td>
<td>Winter Holiday; university closed</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:  
  o Student Health,  
  o Women’s Center,  
  o Counseling,  
  o Student Organizations  
  o Sports and Recreation  
  o Arts and Activities  
  o Community Services  
  o Housing  
  o Food  
  o Diversity and Safety  

Financial Aide  
Contact Myke Dunstan at rmdunsta@ncsu.edu and 919.515.8841.  

Assistant Director  
North Carolina State University  
Office of Scholarships and Financial Aid  
Box 7302, 2016 Harris Hall  
Raleigh, NC 27695  

The American Society of Landscape Architects (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*.

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

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

NC State Landscape Architecture Web Page:
http://design.ncsu.edu/academics/landscape-architecture

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
"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."