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 as needed.

The Department of Landscape Architecture acknowledges and thank Ms. Anna Grace FitzGerald, rising third year MLA graduate student and president of the NC State Student ASLA, for her very thoughtful, professional, keen, and timely assistance with producing of this Handbook and Kathleen Armstrong, rising second year MLA graduate student for her timely contributions and edits.

Gene Bressler, FASLA, Professor Emeritus and former Department Head
Department of Landscape Architecture
June 15, 2018
“The New Landscape Declaration”
Landscape Architecture Foundation

“On June 10-11, 2016, over 700 landscape architects with a shared concern for the future were assembled by the Landscape Architecture Foundation (LAF) at the University of Pennsylvania in Philadelphia. Inspired by LAF’s 1966 Declaration of Concern, we crafted a new vision for landscape architecture for the 21st century.”

This is our call to action!

“Across borders and beyond walls, from city centers to the last wilderness, humanity’s common ground is the landscape itself. Food, water, oxygen – everything that sustains us comes from and returns to the landscape. What we do to our landscapes we ultimately do to ourselves. The profession charged with designing this common ground is landscape architecture.

After centuries of mistakenly believing we could exploit nature without consequence, we have now entered an age of extreme climate change marked by rising seas, resource depletion, desertification and unprecedented rates of species extinction. Set against the global phenomena of accelerating consumption, urbanization and inequity, these influences disproportionately affect the poor and will impact everyone, everywhere.

Simultaneously, there is profound hope for the future. As we begin to understand the true complexity and holistic nature of the earth system and as we begin to appreciate humanity’s role as integral to its stability and productivity, we can build a new identity for society as a constructive part of nature.

The urgent challenge before us is to redesign our communities in the context of their bioregional landscapes enabling them to adapt to climate change and mitigate its root causes. As designers versed in both environmental and cultural systems, landscape architects are uniquely positioned to bring related professions together into new alliances to address complex social and ecological problems. Landscape architects bring different and often competing interests together so as to give artistic physical form and integrated function to the ideals of equity, sustainability, resiliency and democracy.

As landscape architects, we vow to create places that serve the higher purpose of social and ecological justice for all peoples and all species. We vow to create places that nourish our deepest needs for communion with the natural world and with one another. We vow to serve the health and well-being of all communities.

To fulfill these promises, we will work to strengthen and diversify our global capacity as a profession. We will work to cultivate a bold culture of inclusive leadership, advocacy and activism in our ranks. We will work to raise awareness of landscape architecture’s vital contribution. We will work to support research and champion new practices that result in design innovation and policy transformation.

We pledge our services. We seek commitment and action from those who share our concern.”

Sign the Pledge Here!
Welcome to Landscape Architecture
at
NC State University!

Gene Bressler, FASLA, Professor Emeritus and former Head of the Department of Landscape Architecture
Carla Delcambre, Assistant Professor and Director of Graduate Programs
August 15, 2018

To our new MLA students: “Welcome to NC State Landscape Architecture!” To our continuing second and third year students, a very sincere, “Welcome Back!”

The MLA Handbook contains information about the MLA program mission, university and college contexts, advising curriculum and courses, and college and university resources.

The 2017-18 academic year was incredibly busy and successful for our students and faculty. We look forward to another year of creativity, collaboration, and “design and landscape thinking.”

As many of you know, I decided to retire and step down as Head of the Department. I will enter the University’s Phased Retirement Program that allows me to continue teaching and working at the university on a half time/half pay basis.

Following are the remarks I delivered during last spring’s LAR Awards Reception:
“Landscape Architecture is a design profession and discipline of expanding scope and impact. The imperatives fueling project situations demand we become more capable of intervening in and solving important challenges (problems and opportunities) through “design and landscape thinking”.

Today’s and tomorrow’s landscape architects have to be better at more things. They must possess and be able to continue learning, applying, and even inventing critical knowledge and capabilities that enables one to design solutions for future anticipated as well as unanticipated emerging situations and problems.

What will we expect of tomorrow’s landscape architects? What should be expected of us in the education arena?

As faculty, we listen to our students and professional colleagues and learn from our successes and misses. This is essential as we prepare graduates for a diverse and exciting profession and discipline. With this comes the necessity and responsibility to seek and build strategic connections with a diverse array of constituents including landscape architectural practitioners, and colleagues in allied design fields, the sciences, engineering, business, the humanities, and an increasingly diverse and demanding public.

While we believe the material in the curriculum and courses we deliver is relevant, we know that we must continually evaluate, enhance, and improve course offerings. As we should, and, as we can, we continually test and implement changes to the curriculum and classes. This includes revising current courses, developing new courses, new course materials, delivery techniques, and teaching methods. We, therefore, welcome new knowledge and advancements emerging from practice and research while simultaneously reinforcing valued existing content. Accreditation processes mandate this! And, our students and the profession expect this.

Our goal is to earn the standing as a “leader in landscape architectural education, scholarship, engagement, and service.” While we certainly expect people to say, “NC State Landscape Architecture graduates are “really good,” we prefer to be recognized for faculty, students, and graduates who, because of their creativity, design talents, technical prowess, and diversity, earn them the reputation of being truly “GREAT Game Changers!”

We are “design and landscape thinkers and doers!”

We are agile, creative, aggressive, and ethically dedicated to effecting positive change in the quality of the planet and for all who depend on it.

We look forward to this continuing journey.

As I close this chapter in my career, I thank my students, faculty colleagues, our professional colleagues, and the many friends who have become involved in the life of NC State Landscape Architecture. When I interviewed for this position in 2006, I said my bottom line goal is “to set the stage for great things to happen.” I hope I came close to achieving that goal.

This is a great time to study landscape architecture. It is a great time to be a landscape architect!”

Thank you.

Gene Bressler, FASLA
Professor Emeritus
Please welcome and meet
Professor Meg Calkins,
Head of the Department of Landscape Architecture!

“I would like to extend a warm welcome to all first year MLA students. We are so glad you are joining our program! And welcome back to returning second and third year students. I hope you had a rich and productive summer.

I am the incoming Head of the Landscape Architecture Department and I’d like to take a moment to introduce myself to you. I have taught landscape architecture design, theory and construction for twenty-three years at the University of California at Berkeley, the University of Illinois at Urbana-Champaign and most recently Ball State University.


As one of the founding members of the Sustainable Sites Initiative (SITES), I have taken an active leadership role on development and implementation of the Standard since 2003. In the early years of SITES, I collaborated with a small, interdisciplinary group of professionals on development of credits and standards for all sections. As the Standard became more detailed, I
focused on development and refinement of credits related to materials, construction and waste. In 2016, I worked on development of the SITES Accredited Professional Exam and am currently the SITES representative to the Green Business Certification Institute (GBCI).

I am happy to join the Department of Landscape Architecture at NC State this year! I have always respected the accomplished faculty in the Department. Their professional diversity is so rich, and I know they provide you with a wonderful education in Landscape Architecture. There is a very strong practice community in the region as well – and several prominent practitioners teach courses in the Department. Our home in the College of Design offers many opportunities for interdisciplinary learning experiences along with other great Departments on campus. Lastly, I am most impressed by the dedicated, energetic and high-quality students in the Department!

**It is a great time to become a landscape architect! Never has our role in society been so relevant as it is now with our profession uniquely positioned to address environmental and social challenges. Your education at NC State will provide you invaluable skills and experience as a designer, collaborator and creative thinker!**

I look forward to our interactions during your education here in our program and beyond in your careers in Landscape Architecture. Please remember, my door is always open and I’m happy to meet with you anytime - just email to set up a meeting time!

Sincerely,

Meg Calkins, FASLA

Meg_Calkins@ncsu.edu
Introduction

About NC State Landscape Architecture

NC State Landscape Architecture is committed to instruction, research, and application of evidence-based planning and design practices leading to the creation of resilient landscapes and places focused on human and ecosystem health, safety, economic wellbeing, social equity, and quality of life.

Our students learn to combine critical design and landscape thinking talents with their life experiences, creativity, and passion to engage, experiment, and solve problems and opportunities involving diverse landscape situations. The program’s immediate “laboratories” are the urban, suburban, and rural landscapes of the Mountain, Piedmont, and Coastal Plain regions of North Carolina, along with our international study venue in Prague, Czech Republic. The social, economic, and environmental design imperatives resident within these landscapes are globally transferrable and fuel the program’s academic, scholarly, and extension agenda.

As supporters of the New Landscape Declaration, 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. Our goal is to prepare the next generation of landscape architects with the knowledge and tools to engage the challenges and opportunities associated with urbanization and demographic changes; environmental social equity; landscape asset performance and project life-cycle modeling; and resilient and sustainable design practices.

NC State Landscape Architecture graduate students will master bodies of knowledge, pursue evidence-based research, and hone verbal, written, and graphic communication skills. The first half of the first professional MLA program equips students with the core knowledge, skills, and abilities that form the foundation of current professional practice. This includes competencies in design, modeling, and representation, with an understanding of history, theory, planning, research, and the tools and processes with which they are applied. The second half of the academic program propels students into the profession and discipline of the future that they will help evolve and lead. Our program positions students to pursue substantive inquiry into areas of their own choosing or those of the faculty or the larger extended professional community.

NC State Landscape Architecture is dedicated to graduate students and their endeavors. After a 5-year phase out, the last class of students enrolled in the BLA program graduated May 2016. As a result, the department has been able to devote resources that enhance graduate education by revising courses, developing new, in-depth graduate seminar courses and advanced topical design studios, and engaging significant research projects.

New courses developed in recent years include:
- The Landscape Imperative
- Research and Strategic Thinking
- GIS Applications in Landscape Architecture
- Landscape and Culture (formerly called Landscape Dynamics)
- Landscape Performance and Metrics
- Landscape Architecture Digital Media 1 and 2
- Advanced Digital Modeling and Representation
- Contemporary Issues in Landscape Preservation
- Landscape Architecture Theory and Criticism
- Environmental Social Equity and Design
● Landscape Architecture Design + Build Studio
● Landscape Architecture Design Research Project
● Greenway Planning and Design
● City Planning and Design: Building Great Communities
● Landscape Architecture Professional Practice

Collaborations have increased both inside and outside the university, as the department partners with programs in the NC State Colleges of Natural Resources, Agriculture and Life Sciences, Engineering, the Poole College of Business, UNC–Chapel Hill’s Kenan Center and with public and private landscape architecture practices.

There are two categories of students seeking the Master of Landscape Architecture degree. Most of you have bachelors’ degrees in non-design fields and seek a first professional, accredited 85 credit hour graduate MLA degree (Track 3). A smaller, but growing number of students who already have a BLA or BARCH degree, are here to obtain a post professional, advanced topics/research-oriented 48-54 credit hour graduate MLA degree (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 unique situation.

The academic goals of the program include preparing students to:

1. Enter the rigor of professional practice, as it is presently known, competent in the core themes, skills, and practices of the profession, inclusive of Landscape Architecture Accreditation Board (LAAB) standards;

2. Responsibly engage the “landscape imperatives associated with the environmental and cultural factors and relationships that shape regionally responsive design of urban, suburban, and rural landscapes resident within the public and private realms;”

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

4. 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 for dealing with the pressing landscape issues of the day;

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

6. Remain connected to the Department of Landscape Architecture as NC State alumni and as professionals seeking to maintain and enhance this institution as an outstanding venue for learning and to support its students both monetarily and/or in kind.

It is within this context that NC State Landscape Architecture links theory with practice, history with change, technology with invention, and designers with their constituents.
One of the most significant and ambitious undertakings by the entire landscape architecture student body and faculty was the planning and implementation of DesignWeek[beta] “Living with Floods” (in 2017), and DesignWeek ‘18, “Envisioning the Neuse River Watershed: Systemic Design solutions for Healthy and Resilient Communities.”

The aftermath of Hurricane Matthew resulted in more extensive damage than Hurricane Floyd and devastated many of the same communities impacted 20 years ago. Loss of life, loss of structures and industries, destruction of transportation and other infrastructure, release of toxic waste resulting from the floods punctuated the need for more effective natural disaster response. Rather than rebuild our communities with the same systems and forms that continue to place human and environmental health in jeopardy, the DesignWeek charettes provided unique opportunities to learn from the past and to explore alternative environmental planning and design strategies.

DesignWeek brought together students from Landscape Architecture, Architecture, Bio-Agricultural Engineering, and City and Regional Planning (UNC-CH), design practitioners, planners, engineers, policy experts, and community members to begin the design dialogue necessary to frame and visualize alternative solution strategies. This included organizing and leading trans-disciplinary research teams to address critical ecological and community development challenges in vulnerable coastal regions, with a concentrated focus on the Mid-Atlantic seaboard.

Learning outcomes included:

- Facilitating conversations about developing innovative design strategies for community and ecological health. Students learn how to work within interdisciplinary teams, delegate tasks, and communicate with other constituents involved in the process.

- Disseminating best practices centered on the development of environmental design strategies for creating healthier and resilient communities.

- Documenting needs, issues, and opportunities associated with watershed, environment and overall communities that are affected by current development practices. Students documented and presented information based on their analysis of the regional and community contexts.
• Challenging participants to design and visualize concepts for applying best practices to regional and local community situations. Students develop enhanced problem-solving skills.

• Modeling and evaluating alternative strategies in support of economic development, place-making, human experience, and ecological health. Students participated in fast-paced and demanding design thinking process and learn to effectively communicate their ideas, while responding to challenging questions.

• Exploring policy and economic pathways derived from appropriate design strategies. Students collaborated with design professionals, communities, planners, engineers, and policy experts demonstrating effective and feasible ways to implement the proposed design strategies.

Student teams submitted their work for peer review and received Awards of Honor or Merit in Analysis and Planning from the American Society of Landscape Architects, South East Region and the North Carolina Chapter of the American Society of Landscape Architects as follows:

**2017 ASLA South East Region Awards:**

**ASLA Honor Award in Analysis and Planning:** “Connecting Kinston’s Assets for a more Resilient Future,” Kinston, NC. For work completed during LAR Design Week 2017.

**ASLA Honor Award in Analysis and Planning:** “Adkin Revival, Kinston, NC.” For work completed during LAR Design Week 2017.

**ASLA Honor Award in Analysis and Planning:** “Staying Above the Backwater,” Windsor, NC. For work completed during LAR Design Week 2017.

**ASLA Merit Award in Analysis and Planning:** “Living with Floods: 2050-A Novel Framework for Assisted Migration.” For work completed during LAR Design Week 2017.

**2018 ASLA North Carolina Awards:**

**ASLA Honor Award in Analysis and Planning:** “Agritech/ture: closing the nutrient cycle of the Neuse River Basin + sustainably revitalizing a rural city.” For work completed during LAR Design Week 2018.

**ASLA Merit Award in Analysis and Planning:** “Uncovering Forgotten Landscapes.” For work completed during LAR Design Week 2018.

**ASLA Merit Award in Analysis and Planning:** “The Gold Standard; Urban Renewal Though Intentional Infill + Design.” For work completed during LAR Design Week 2018.

In addition, DesignWeek[beta] has since led to important funded research opportunities:

“Integrative Design Assistance as a Component of the Hurricane Matthew Disaster Recovery and Resilience Initiative.” The current grant was received from: The Center for the Study of Natural Hazards and Disasters (UNC Coastal Resilience Center) and the Department of Homeland Security’s Center of Excellence – Coastal Hazards Center (at UNC Chapel Hill). The total amount for the grant is $50,000.

“Enabling Community Participation in Building Resilience through Design,” North Carolina Policy Collaboratory at UNC Chapel Hill - Environmental Research in North Carolina (Fiscal Year 2017-18). The requested budget for the grant is $99,999 in support of salary and fringes for project investigators and staff, fees for consulting advisors, travel, and materials & supplies. $67,860 is allocated to the NCSU College of Design team.
Mark Hoversten, PhD, FASLA, FCELA, Dean of the College of Design

Dean Hoversten is a registered landscape architect who has served as Dean and Professor at the University of Idaho from 2007 to 2016. Prior to that, he served as Assistant, Associate and Professor at the University of Nevada-Las Vegas, where he also was coordinator of Landscape Architecture and Planning.

Prior to his work in higher education, Hoversten worked in the private sector for a variety of landscape architecture and architecture firms. He also managed the land planning division of the Howard Hughes Corporation, which had an annual budget of $63 million.

He is a Fellow of the Yaddo Arts Community, the American Society of Landscape Architects and the Council of Educators in Landscape Architecture. He is also a member of the College Art Association.

Hoversten has won numerous national, regional and local planning and design awards, including the W.K. Kellogg Foundation Engagement Award for the Western U.S. Region in 2010. He was named Outstanding Educator by the Council of Educators in Landscape Architecture in 2006.

A productive scholar and noted speaker, Hoversten authored or co-authored many refereed articles, non-refereed articles, and planning and design reports, and has made dozens of paper presentations in his field.

He served as president of Council of Educators in Landscape Architecture and has served as chair and member of committees and review teams for national organizations like the Association of Collegiate Schools of Architecture and the Landscape Architecture Accreditation Board.”

Dean Hoversten received a Bachelor of Landscape Architecture and a Bachelor of Fine Arts degree in Painting and Drawing from the University of Minnesota. He completed a master’s degree in Painting and Drawing from the University of New Mexico, and a Master of Fine Arts degree in Painting from the University of Iowa. He also completed his Ph.D. in Landscape Planning from Lincoln University in New Zealand.

‘My vision for success at the College of Design includes building upon the already strong academic programs that foster student success and contribute to a resilient and enlightened world. I look forward to bringing a student-focused approach to leadership, and to developing interdisciplinary initiatives that engage students in real-world experiences.’

It is very likely that you will see Mark walking around that College particularly in the design studios. Say “Hi,” and ask him to give you a “crit.”
Context: NC State University + College of Design

One of the things students like most about the College is that landscape architecture resides within the diverse milieu of design creativity and excitement. Joining us are the programs in Architecture, Graphic Design, Industrial Design, and Art and Design, and the PhD in Design and Dr of Design programs. 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. Beyond the College of Design at NC State are a vast array of other disciplines housed within the 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.

The Department of Landscape Architecture strives to encourage cross-discipline collaboration within NC State's Campus and the other major Universities in the UNC System and beyond. Past projects have had our students and faculty partnering with UNC Chapel Hill, Iowa State University, Louisiana State University, FEMA, UNC Coastal Studies Institute, and many more institutes and organizations. The Department of Landscape Architecture takes to heart what it means to be a part of a land-grant institution by working on real-world projects that deal with real-world issues right here in North Carolina.

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

“NC State: “Think and Do the Extraordinary”

“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”

The mission of NC State Design is to “transform the world through design education, scholarship, and engagement”
Our vision is “to be the leading public interdisciplinary Design College.”

We believe:
- Design matters
- In serving the people and state of NC
- Our disciplines strengthen one another and influence the world
- In achieving continued excellence through design, research and teaching
- In taking on grand challenges
- In inspiring aspirations
- In nurturing a creative life-long learning community
- In collaboration, critical thinking, practice and the right of inquiry
- In environmental, historical, and cultural stewardship
- In engaging our constituents
- In the cultural value of making
- In “Design for Life” ← you’ll hear this phrase a lot

We Are:
- Mission driven
- Student focused and human centered
- Ethical: Inclusive, pluralistic, equitable, transparent, accountable, and respectful of diverse opinions and ideas
- Innovative makers and designers
- Scholars, leaders, and collaborators
- Inspired by evidence, aesthetics, function and context
- Committed to the rigor of professional practice and the legacy of design thinking
- Environmental stewards
- Ambitious, energetic, creative, optimistic, productive, and reflective

LAAB Accreditation
The MLA program was last re accredited in February 2016 by the Landscape Architecture Accreditation Board (LAAB). Re-accreditation reviews are scheduled every 6 years. The “official report” by the Visiting Team found the program meets and/or exceeds all LAAB accreditation standards and cites no recommendations affecting accreditation. The next reaccreditation review is scheduled for 2022.

Revised First Professional MLA Degree Curriculum
Like our changing landscape, our curriculum will continue to evolve. Over the past three years, we have been busy revising the MLA Curriculum. We have a rather agile attitude about the curriculum as we necessarily experiment with new course offerings, make modifications to course delivery, and so on.

Developing the revised curriculum has been an evolutionary process. We launched and tested several new courses, revised all the classes, and rearranged the order or sequence of course delivery. Our goal is to implement a curriculum that strategically provides students with the knowledge, skills and design and landscape thinking tools that they can use and build upon once they leave the College of Design and enter practice.

Much of the “new” curriculum has already been phased in, incrementally, over the last 3 academic years. This year’s entering class will matriculate following the revised curriculum using some temporary, “Special Topics” course numbers mixed with the recently approved new course numbers. We will explain the revised curriculum to you (and all continuing students) during upcoming advising and orientation sessions. We will also provide you with a sheet listing both the temporary and new course numbers.
The 2018 Fall LAR Course Line Up (with existing course numbers) and Fall Matriculation Table (with existing course numbers) can be found in Tables 1 – 3 at the end of this section. Please note that all new students have been pre-registered for classes. If you are a continuing student who has not yet registered, NOW is the time to “just do it!”

### Required Reading

We would like for you to have read the following two books between now and the start of fall semester in August.


This book is available on line for about $15.00.


This book is available on line for about $15.00.

### Landscape Architecture Lecture Series

The Department sponsors a monthly public lecture featuring presentations by local and nationally recognized leaders and “game changers”.

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, 6:00 pm right after studio. Each lecture typically lasts for an hour, followed by Q + A and a brief discussion. Many speakers will extend their visits to campus in order to participate in design studio reviews and brown bag lunch sessions with students and faculty.

We’ve had over 50 such presentations during the last 12 years. Past speakers have included: Paul Morris FASLA (Atlanta Beltline), Gina Ford FASLA (Sasaki Associates), Chuck Flink FASLA (Greenways, Inc), Gary Hilderbrand (Reed/Hilderbrand, Cambridge, MA), Daniel Winterbottom (University of Washington), Annette Wilkus (SiteWorks, NY), Michelle Delk (Snohetta), Lucinda Sanders (OLIN), and Thomas Woltz (Nelson Byrd Woltz).

The speaker lineup for the 2018-2019 academic year is in process.
Following is the list of speakers in last year’s LAR Lecture Series:

The Annual Victor Stanley Lecture: Friday, September 22
Dr. James Hitchmough
http://www.landscape.dept.shef.ac.uk/james-hitchmough/

The Annual Richard Bell Lecture: Wednesday, October 11
James Burnett, FASLA

The First Annual Lewis Clarke Lecture: Wednesday, November, 8
Linda Jewell, FASLA
https://ced.berkeley.edu/ced/faculty-staff/linda-jewell

DesignWeek [2018]: January 10
DesignWeek [2018] Opening Panel, Mark Johnson, CEO Civitas

Charles Burger Lecture: Friday, February 23rd
Lucinda Sanders, FASLA
https://www.theolinstudio.com/people/#/lucinda-sanders/

The Annual Women In Landscape Architecture (WILA) Lecture (originally scheduled for March 22 was postponed due to inclement weather. It will be rescheduled for Fall 2018.)
Laura Solano, ASLA
http://www.mvwainc.com/staff.php?id=2

You are also encouraged to attend lectures delivered by other departments in the College.

SASLA + WILA
The Student Chapter of the American Society of Landscape Architects (SASLA) and Women in Landscape Architecture (WILA) are two student organizations with whom you should become involved.

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.

SASLA, in cooperation with the external Landscape Architecture Advisory Council (LARAC), manages the Department’s Professional Development Mentor Program and the Peer to Peer program, and plans a number of technical workshops, social events, brown bag seminars with practitioners, and provides important input and advice to the faculty about the curriculum, courses and the overall quality of the program.

The SASLA and WILA Leaders this year are:

Anna Grace FitzGerald – SASLA President - Outgoing
Aline De Melo Nascimento – SASLA President - Incoming
Brenna Laffey - SASLA Vice President- Incoming
Virginia Fall – WILA President - Outgoing
Kathleen Armstrong - WILA President - Incoming
Peer to Peer Buddies (P2P)
To help our new incoming students transition to the department, SASLA will implement a buddy system wherein each new student is paired with one of our continuing second or third year students. This program is intended to connect you with someone who may be able to answer your questions and help you learn the “ropes” during your first semester in the department. You will receive an email message from Madalyn Baldwin explaining this program to you and introducing you to your new peer buddy.

Professional Mentors
Not to be out done by the students, practicing landscape architects in the area, will “buddy up” with you. The intent is to connect you with a practitioner having firsthand knowledge of the profession. Pairing new students with new mentors is planned for early November. If you are a returning student and have already been paired with a mentor, please continue communicating with your mentor. Please contact Johnny or Stephanie if you wish to change mentors. Raaga Bhandari or Pankti Trivedi will soon contact you with information about the Professional Mentor Program.

Membership in the ASLA Student Chapter (SASLA)
All students are encouraged to join the Student NCSU ASLA (American Society of Landscape Architects) Chapter. The membership fee is $70.00 per year. Two years ago, with a significant donation from a local firm, we initiated incentive program in which the NCSU LAR Fund for Excellence paid the $55 ASLA National Student Membership Fee for those students who paid the $20 local chapter fee. This year we hope to be able to offer the same program. You will receive more information at the first SASLA meeting of the semester. For detailed information about ASLA go to ASLA.org, click on JOIN, then click on LA STUDENTS.

U.S. Green Building Council (USGBC)
The U.S. Green Building Council (USGBC) at NC State offers a multi-disciplinary, cross-campus collaboration of sustainability efforts by students and young professionals in green design, building, business, engineering, and more. NC State’s student chapter of this international professional association hosts casual monthly meetings, including volunteer events (like stream clean-ups, Green Apple Day of Service, Green Schools community gardens). Involvement with USGBC at NC State also gives students access to LEED/SITES test prep, networking events with local firms and sustainability professionals, Green Drinks, a yearly Career Panel, the annual Greenbuild Conference and the Scrap Lounge in the Brooks’ Hall basement. Traci Rose Rider, PhD, Research Assistant Professor of Architecture is the College of Design Faculty Advisor. This year’s USGBC Triangle Branch Emerging Professionals + NCSU Campus Chapter Student leaders are:

**Ellie Lerner** – Landscape Architecture  
**Simon Gregg** – Biological and Agricultural Engineering  
**Kate Mueller** – Civil, Construction, and Environmental Engineering  
**Austin Bowman** – Landscape Architecture  
**Andrew Harrell** – Landscape Architecture

For more info: ‘Like’ our USGBC @ NC State page on Facebook + be on the lookout for COD emails!
Admission Reminders to New Students from Richard Corley

- 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/oissx/

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.

The College of Design’s contact for admission procedures is Richard Corley richard_corley@ncsu.edu

NCSU Career Development Center

The NC State Career Development Center and the Office of International Services offers potential resources that you should learn about, especially if you are an international student and wish to have an internship during your time here at NC State

“The Career Development Center offers resources and support for your internship and job search! Success requires your active preparation, participation, and persistence. You don’t need to know exactly what you want to do in order to get started. Each step you take will bring you one step closer.”

https://cdc.dasa.ncsu.edu/students/start-job-internship-search/

Once you get into the system, scroll down to the section devoted to graduate students.

Here are some potentially useful links and resources that you might want to check out:
There is an on-campus job fair in September:
https://newstudents.dasa.ncsu.edu/new-student-on-campus-job-fair/

Career Development Center:
https://cdc.dasa.ncsu.edu/

Campus Jobs for International Students:
https://internationalservices.ncsu.edu/student-employment/on-campus-employment/

**Critical dates**

- **International Graduate Student Orientation - August 15** from 8:30AM to 4:00PM in the Talley Student Union. Orientation for all newly enrolled international graduate students is mandatory. Please visit the Office of International Services website for details.

- **New Graduate Student Orientation – Monday, August 20th.**
  The Grad School sends its own correspondence to all new grad students concerning orientation and at least one such notification was sent in June with a second one slated to go out this month. Orientation is scheduled for Monday, August 14 at the McKimmon Center. Times for the face-to-face sessions are 9AM-12Noon (students with last name A-L) and 1:30PM - 4:30PM (students with last name M-Z). An Information Fair is also scheduled from 11:30AM-1:30PM.

- **Department of Landscape Architecture New Student Welcome Reception, Monday evening August 20, 5:30 at David’s Dumplings.**

- **College of Design New Student Orientation – Tuesday August 21** beginning at 9:30AM in the Burns Auditorium. The LAR New Student Orientation will be Tuesday, August 15 from 1:30pm to 3:00pm in the Kam 200 North Studio.

- **First Day of Classes – Wednesday August 22.**
  Please note that there will be a LAR Department Convocation for all LAR students and faculty at 4:00 pm in the Burns Auditorium.

- **College of Design Annual BBQ in the Kamhoefner Pit – August 24th – 6pm. No charge.**
### Official NCSU Academic Calendar | Fall 2018

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Date</th>
<th>Day of Week</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>22</td>
<td>Wednesday</td>
<td>First day of classes</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>28</td>
<td>Tuesday</td>
<td>Last day to add a course without permission</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>3</td>
<td>Monday</td>
<td>Holiday (Labor Day); University closed</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>Tuesday</td>
<td>Classes resume at 8:30 a.m.</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>5</td>
<td>Wednesday</td>
<td>Census Date/Official Enrollment Date</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>TBA</td>
<td>TBA</td>
<td>Schedule for 2019 Spring and Summer terms published; Shopping Cart opens</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>19</td>
<td>Friday</td>
<td>Drop/Revision Deadline</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>21-23</td>
<td>Wed. – Fri.</td>
<td>Thanksgiving Break; No classes</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>3-7</td>
<td>Mon. – Fri.</td>
<td>Last week of semester</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>Friday</td>
<td>Last day of classes</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>10-18</td>
<td>Mon. – Tue.</td>
<td>Final Examinations</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>19</td>
<td>Wednesday</td>
<td>Fall Graduation Exercises</td>
<td></td>
</tr>
</tbody>
</table>
# 2018 LAR Fall Course Line Up

June 1, 2018. Course numbers subject to change pending approval of revised curriculum

<table>
<thead>
<tr>
<th>Course number</th>
<th>Credits</th>
<th>Course</th>
<th>Instructor</th>
<th>Day/Time</th>
<th>Room</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 444</td>
<td>3</td>
<td>History of LA</td>
<td>Magallanes</td>
<td>MW 10:15-11:30</td>
<td>G20 KAM</td>
<td>Open to non-majors</td>
</tr>
<tr>
<td>LAR 494</td>
<td>3</td>
<td>LAR Internship</td>
<td>Bressler</td>
<td>Varies</td>
<td>Varies</td>
<td>UG Elective</td>
</tr>
<tr>
<td>LAR 500.002</td>
<td>6</td>
<td>LA Advanced Design Studio</td>
<td>Boone</td>
<td>WF 1:30-5:30</td>
<td>200 Kam</td>
<td>Required 3rd year MLA</td>
</tr>
<tr>
<td>LAR 501</td>
<td>6</td>
<td>Intro MLA Design Studio</td>
<td>Bressler Delambre</td>
<td>MW 1:30-5:30</td>
<td>200 Kam</td>
<td>Required 1st year MLA</td>
</tr>
<tr>
<td>LAR 503</td>
<td>6</td>
<td>DD/Construction Studio</td>
<td>Fox</td>
<td>MW 1:30-5:30</td>
<td>200 Kam</td>
<td>Required 2nd year MLA</td>
</tr>
<tr>
<td>LAR 565</td>
<td>6</td>
<td>International Design Studio in Prague</td>
<td>TBA</td>
<td>Prague Institute</td>
<td>Prague MLA</td>
<td></td>
</tr>
<tr>
<td>LAR 582.001</td>
<td>3</td>
<td>Digital Design Media 2</td>
<td>Delambre</td>
<td>F 8:30-11:15</td>
<td>203C Brooks</td>
<td>Required 1st year MLA</td>
</tr>
<tr>
<td>LAR 582.002</td>
<td>3</td>
<td>Landscape Architecture Theory and Criticism</td>
<td>Boone</td>
<td>Th 6:00-8:45</td>
<td>310 Lea</td>
<td>Required MLA Advanced</td>
</tr>
<tr>
<td>LAR 582.003</td>
<td>3</td>
<td>Research and Strategic Thinking</td>
<td>Pasalar</td>
<td>Tu 8:30-11:15</td>
<td>316 Leazar</td>
<td>Required 2nd year MLA</td>
</tr>
<tr>
<td>LAR 582.008</td>
<td>1</td>
<td>Design Communications Workshop</td>
<td>Rice</td>
<td>S 9:10-11:55</td>
<td>316 Leazar</td>
<td>Oct 21, 28, Nov 4, 11 Dates to be verified with Art Rice</td>
</tr>
<tr>
<td>LAR 582.009</td>
<td>3</td>
<td>LAR GIS Applications</td>
<td>McCoy</td>
<td>F 8:30-11:15</td>
<td>203D Brooks</td>
<td>Required 2nd year MLA</td>
</tr>
<tr>
<td>LAR 582.010</td>
<td>3</td>
<td>Theories and Practices of Sustainable Site Design</td>
<td>Calkins</td>
<td>Th 9:30-12:15</td>
<td>318 Brooks</td>
<td>Required 1st year MLA</td>
</tr>
<tr>
<td>LAR 582.011</td>
<td>3</td>
<td>3D Modeling Applications</td>
<td>Delambre (Bowman, Harrell)</td>
<td>W 8:30-11:15</td>
<td>203C Brooks</td>
<td>Free Elective</td>
</tr>
<tr>
<td>LAR 630</td>
<td>3</td>
<td>Independent Study</td>
<td>Varies</td>
<td>Appointment</td>
<td>varies</td>
<td>Requires faculty approval</td>
</tr>
<tr>
<td>LAR 679</td>
<td>6</td>
<td>Graduate Student Directed Final Project</td>
<td>Varies</td>
<td>Appointment</td>
<td>varies</td>
<td>Requires Dep’t Head approval</td>
</tr>
<tr>
<td>LAR 697</td>
<td>3</td>
<td>Independent Study for LAR 679</td>
<td>Varies</td>
<td>Appointment</td>
<td>varies</td>
<td>Requires Dep’t Head approval</td>
</tr>
<tr>
<td>LAR 685</td>
<td>3</td>
<td>Masters Supervised Teaching</td>
<td>Varies</td>
<td>Varies</td>
<td>varies</td>
<td>Requires Dep’t Head approval</td>
</tr>
<tr>
<td>LAR 697</td>
<td>6</td>
<td>Final Project Research</td>
<td>Varies</td>
<td>Varies</td>
<td>varies</td>
<td>Requires Dep’t Head approval</td>
</tr>
</tbody>
</table>
# LAR Fall, 2018 Semester Matriculation Table

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MLA First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAR 501</td>
<td>Landscape Architecture Introduction Design Studio</td>
<td>6</td>
</tr>
<tr>
<td>LAR 582.010</td>
<td>Theories and Practices of Sustainable Site Design</td>
<td>3</td>
</tr>
<tr>
<td>LAR 582.001</td>
<td>Digital Design Media 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>MLA Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAR 565 or LAR 500.001</td>
<td>International Design Studio in Prague or Advanced LAR Studio/ with Robby Layton</td>
<td>6</td>
</tr>
<tr>
<td>LAR 582.003</td>
<td>Research and Strategic Thinking</td>
<td>3</td>
</tr>
<tr>
<td>LAR 582.009</td>
<td>LAR GIS Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>MLA Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAR 565</td>
<td>International Design Studio in Prague –or Advanced Landscape Architecture Studio / with Kofi Boone</td>
<td>6</td>
</tr>
<tr>
<td>LAR 500</td>
<td>Approved Student-Directed Projected (requires department head approval), or Approved Swing Studio)</td>
<td></td>
</tr>
<tr>
<td>LAR 679</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAR 582.002</td>
<td>Landscape Architecture Theory and Criticism</td>
<td>3</td>
</tr>
<tr>
<td><strong>Varies</strong></td>
<td>Free Electives (Student may choose LAR electives (see list, below) or courses offered by another academic unit)</td>
<td>3</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Table 3: List of LAR free electives, Fall 2018.

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Credits</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 582.008</td>
<td>DAW – Design Communications Workshop</td>
<td></td>
<td>S</td>
<td>9:10-11:55</td>
<td>Leazar</td>
<td>Oct 21, 28, Nov 4, 11 (Dates to be verified)</td>
</tr>
<tr>
<td>LAR 582.011</td>
<td>3D Digital Modeling Applications</td>
<td></td>
<td>W</td>
<td>8:30-11:15</td>
<td>Brooks</td>
<td>Free Elective</td>
</tr>
<tr>
<td>LAR 630</td>
<td>Independent Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAR 494***</td>
<td>LAR Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
</tr>
</tbody>
</table>

*** Graduate Students: If you plan to undertake an INTERNSHIP for academic credit this fall, please register for LAR 630, Independent Study (IS). Come to the department office to pick up the IS form. Registering for this as a 600-level course will enable you to count the internship for credit on the Graduate Plan of Work (POW) when you graduate.
1| Administration and Staff

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 Margaret Spellings and a thirty-two-member board of governors, chaired by W. Louis Bissette, Jr., 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
College of Design

Dean Mark Hoversten 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.

The College of Design has six degree-granting departments:

- Architecture
- Graphic Design and Industrial Design
- Art + Design
- Landscape Architecture
- Interdisciplinary Ph.D. in Design
- Doctor of Design

The College of Design departments offer undergraduate professional degrees and both first-professional and advanced-studies master’s 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. Graphic Design, Industrial Design, and Art + Design all offer four-year bachelor’s degrees. Landscape Architecture no longer offers a bachelor’s degree program, but undergraduate students can fulfill requirements to obtain a minor in Landscape Architecture. Prospective undergraduate students interested in landscape architecture might consider the following programs: Bachelor of Environmental Design in Architecture, Design Studies, or the Landscape Design Concentration offered within the Department of Horticultural Sciences.

The Department of Landscape Architecture has representation on all of College of Design standing committees: Faculty Senate; Admissions; Undergraduate Courses and Curriculum; Graduate Studies; and Research, Extension and Outreach and Retention, Tenure and Promotion. 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.

College of Design Administration

- **Mark Hoversten**, FASLA, FCELA, Dean of the College of Design, Professor of Landscape Architecture
- **Arthur R. Rice**, FCELA, Professor of Landscape Architecture, Associate Dean
- **Sharon Joines**, PhD, Professor of Industrial Design, Associate Dean
- **Celen Pasalar**, PhD, Assistant Professor of Landscape Architecture, Assistant Dean for Research and Extension
- **Felicia Womack**, Assistant Dean for Budget and Administration
- **Jean Marie Livaudais**, Assistant Dean, External Relations and Development
- **Tameka Whitaker**, Assistant Dean for Student and Academic Services
- **David Hill, AIA**, School of Architecture, Department Head
- **Meg Calkins**, FASLA, Professor of Landscape Architecture, Department Head
- **Pamala Jennings, PhD**, Professor, Art + Design, Department Head
- **Tsai Lu Liu**, Professor, Graphic Design and Industrial Design, Department Head
- **Soolyeon Cho**, Associate Professor, Director of the PhD in Design
- **M. Elen Deming**, FASLA, FCELA, Professor of Landscape Architecture, Director of Doctor of Design Program
Department of Landscape Architecture Faculty
Faculty bios are listed by last name in alphabetical order, beginning on page 31.

Kofi Boone, ASLA*, Associate Professor, University Faculty Scholar
Gene Bressler, FASLA, Professor Emeritus and former Department Head
Carla Delcambre, PLA, Teaching Assistant Professor, Director of Graduate Program
Nilda Cosco, PhD, Affiliate ASLA, Research Associate Professor
Andrew Fox, ASLA, PLA*, Associate Professor, University Faculty Scholar
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,
Nikki Evans, University Program Associate

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

Faculty of the Practice (previous 2 years)

Jon Blasco, ASLA, PLA, Assistant Professor of the Practice
Charles Flink, FASLA, PLA, Professor of the Practice and Executive in Residence
Dan Howe, FASLA, AICP, Assistant Professor of the Practice
Robby Layton, PhD, FASLA, Assistant Professor of the Practice
Emily McCoy, ASLA, PLA, Assistant Professor of the Practice
Ben Monette, ASLA, PLA, Assistant Professor of the Practice
Julie Sherk, ASLA, PLA*, Associate Professor of Horticultural Science
Rodney Swink, FASLA, PLA, Professor of the Practice
Jesse Turner, PLA, Assistant Professor of the Practice

PhD in Design Candidates teaching in the Department of Landscape Architecture

Rebecca Myers, MLA
Sahand Azarby, MLA

Also supporting program delivery are local landscape architecture practitioners who participate as design studio reviewers, guest speakers, and mentors.

Landscape Architecture Advisory Council (LARAC)
The Landscape Architecture Advisory Council (LARAC), composed of alumni and friends of the Landscape Architecture Department provides input on the curriculum and direction of the program, mentors and supports students, and generates community support for the Lecture Series and other outreach programs.

Dan Howe, FASLA, AICP, the former City of Raleigh Assistant Manager, teaches in the department and serves as the current chair of the Council.

The American Society of Landscape Architects (ASLA)
The ASLA web page contain information about: http://www.asla.org/

- Membership in ASLSA
- Professional news
- Meetings and Events
The North Carolina Chapter of ASLA (NCASLA)

Emily Blackwell, ASLA, President 2018-19

“NC landscape architects participate in the careful stewardship, wise planning, and artful design of a wide variety of natural environments. Projects are designed and planned for the slopes of the mountains, the rolling hills of the Piedmont, as well as the sandy shores of the coastal lands.”

http://www.ncasla.org/

North Carolina Board of Landscape Architects (NCBLA)

The North Carolina Board of Landscape Architects was established by legislation in 1969 to register professional landscape architects. The purpose of registration is the protection of public health, safety and welfare. To obtain a license to practice, the Board requires education, experience and successful completion of a national examination. In addition, each registrant must complete continuing education requirements prior to annual renewal of the license.

http://www.ncbola.org/

The Council of Educators in Landscape Architecture (CELA)

The Council of Educators in Landscape Architecture is composed of 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.

http://www.thecela.org/
2| FACULTY BIOS

Jon Blasco, ASLA, PLA
Assistant Professor of the Practice
B.S. Visual Communications, Ohio University, 1998
MLA, NC State University, 2012

Jon is a graduate of the NC State Landscape Architecture program, where he excelled as a student of the Design + Build curriculum. Since graduating he has been involved with and led parks, recreation and campus planning and design in North Carolina. Jon is excited to be in a position to help instill in the students a passion and excitement for the landscape architecture profession.

Having a keen eye for the big picture, Jon keeps the details in focus setting the stage for successful projects. Jon is passionate about sustainability and green infrastructure, always striving to incorporate these principles into his projects.

Jon co teaches the Design + Build studio, participates in various studio reviews and mentors students. When not teaching, Jon works full time for a local landscape architect, coaches his daughter’s soccer team and sits on the Town of Garner Planning Commission.

Kofi Boone, ASLA
Associate Professor of Landscape Architecture
NC State University Faculty Scholar
Vice President of Education, Landscape Architecture Foundation
BSNR, University of Michigan, 1992
MLA, University of Michigan, 1995
kmboone@ncsu.edu

Kofi Boone’s research interests are the overlap between landscape architecture and environmental justice with a focus on democratic design and cultural landscapes. His current research explores the use of immersive design techniques and mixed reality visualization to enhance research, teaching, and extension work. He is a member of the College’s Experience Design Lab. Kofi served as Director of the College’s Ghana International Design Studio, is a University Faculty Scholar, and a member of the Academy of Outstanding Teachers. His student’s works have earned various ASLA, NCASLA, and SEED Network awards.

Kofi serves on the Board of Directors of The Landscape Architecture Foundation and is a founding member of the American Society of Landscape Architects’ Environmental Justice Professional Practice Network. He is active in multidisciplinary activities ranging from the National Endowment for the Arts Designing Equity Forum, to The Kenan Institute of Ethics Collaboratory featuring partnerships with researchers as Duke University and the University of North Carolina Chapel Hill. Currently, Kofi is working on the Hurricane Matthew Disaster Recovery and Rebuilding Initiative (HMDRRI) with dozens of faculty, students, agencies, and disaster recovery specialists.

Kofi disseminates his work broadly including in Landscape Architecture and Urban Planning, PUBLIC: A Journal of Imagining America, and PRISM: Journal of Regional Engagement. Kofi serves as a reviewer for Elsevier academic journals. Currently, his article “Black Landscapes Matter” can be found in Ground Up, and he authored case studies featured in the forthcoming book, Design as Democracy: Techniques for Collective Creativity (Island Press,
Gene Bressler, FASLA
Professor Emeritus and former Department Head, 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 co-teaches the First-Year Fall MLA Design Studio and was appointed to the College’s PhD Faculty, and the University’s GIS and Environmental Science Faculties. Bressler works with and mentors the faculty and students on their scholarly and academic projects, courses, and careers. His major accomplishments include: working with the faculty to revise the MLA curriculum; leading the graduate first professional MLA program to successful re-accreditation reviews, building strong connections with the professional community; and enhancing the research mission of the department. He initiated the department’s Lecture Series and the department’s Professional Development/Mentor Program that pairs landscape architecture practitioners with our students. Working with faculty, he participated in the planning and direction of DesignWeek[Beta], an all department event that focused on several eastern North Carolina communities devastated by flooding resulting from the aftermath of Hurricane Matthew.

Bressler served 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 Panel, 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 the Blue Ridge Road Corridor Planning Task Force.

From 1997 to 2006, Bressler served as Chair of the Landscape Architecture Department at the University of Colorado, Denver, College of Architecture and Planning. For several years, he co-taught an annual series of advanced interdisciplinary design studios with Architecture Professor Keith Loftin focused on challenging existing residential 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.

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 landscape 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.

Bressler was named recipient of the 2016 ASLA President’s Council Award by ASLA North Carolina. In 2006, he 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.”
Meg Calkins, FASLA
Professor and Head of the Department of Landscape Architecture
MLA UCal-Berkeley, 1995
March UCal-Berkeley 1995
BUP University of Cincinnati, 1988
meg_calkins@ncsu.edu

Meg is the incoming Head of the Department of Landscape Architecture. She has taught landscape architecture design, theory and construction for twenty-three years at the University of California at Berkeley, the University of Illinois at Urbana-Champaign and most recently Ball State University.

Her scholarship focus is on the environmental and human health impacts of site construction materials. She wrote the book *Materials for Sustainable Sites: A Complete Guide to the Selection, Evaluation and Use of Sustainable Construction Materials* in 2009 and is now working on the second edition. She edited and contributed to *The Sustainable Sites Handbook: A Complete Guide to the Principles, Strategies and Best Practices for Sustainable Landscapes* in 2012. The intent of this book is to provide information on the strategies and technologies that support the Sustainable Sites Initiative (SITES) credits.

As one of the founding members of the Sustainable Sites Initiative (SITES), Meg has taken an active leadership role on development and implementation of the Standard since 2003. In the early years of SITES, Meg collaborated with a small, interdisciplinary group of professionals on development of credits and standards for all sections. As the Standard became more detailed, she focused on development and refinement of credits related to materials, construction and waste. In 2016, Meg worked on development of the SITES Accredited Professional Exam and am currently the SITES representative to the Green Business Certification Institute (GBCI).

Nilda Cosco PhD
Research Associate Professor
Education Specialist for the Natural Learning Initiative
Educational Psychology, Universidad del Salvador, Buenos Aires
PhD in Landscape Architecture, Heriot Watt University, Scotland
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.


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
Director of Graduate Programs
BA Architecture, UNC Charlotte, 1989
MLA, University of Pennsylvania, 2001
cfdelcam@ncsu.edu

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

Before coming to North Carolina State University, Carla was a Senior Landscape Designer at the 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.

M. Elen Deming, FASLA, FCELA
Director, Doctor of Design
Professor of Landscape Architecture
VP, Research and Information, Landscape Architecture Foundation
BA, State University of New York at Albany, 1976
MLA, Harvard GSD, 1985
MA of History of Art & Architecture, Syracuse University, 1997

M. Elen Deming is the Director for the new Doctor of Design Program at the College of Design at NCSU. For nearly 25 years she has taught design studios, design history and theory, and research design in landscape architecture and is a sought-after graduate mentor. Most recently, Deming was Professor of Landscape Architecture and former Department Head at the University of Illinois, Urbana-Champaign and, from 1993 to
2008, she taught at SUNY’s College of Environmental Science and Forestry in Syracuse, NY.

Deming’s research interests are two-fold: history and theory of landscape representation and utopian thought in 20th-century urban design, as well as research design and methodology serving the needs of professional practitioners. These areas of expertise synthesize her studies in humanities, teaching, design practice, and editorial experiences.

From 1985 through 1992, Deming practiced as a professional landscape architect at Sasaki Associates (Boston). She is professionally licensed in three states, has served two terms on the Illinois State Registration Board (2009-2017), and has been recognized by the ASLA for contributions to knowledge in the profession.

Co-editor of Landscape Journal from 2002 with James F. Palmer (emeritus, SUNY ESF), Deming became sole editor from 2006 to 2009. On the basis of work published in the field, she and Simon Swaffield co-authored Landscape Architecture Research: Inquiry/Strategy/Design (Wiley 2011), a framework explaining the breadth of research strategies operating in that discipline. The book was translated into Chinese in 2013 and has been widely adopted as an international standard. Deming is currently working on a series of articles and case studies focusing more broadly on a range of interdisciplinary design research practices in professional firms and agencies.

Meanwhile, Deming has edited a volume of essays called Values in Landscape Architecture and Environmental Design: Finding Center (LSU Press 2015) and recently completed Landscape Observatory (ORO/AR+D forthcoming 2017), an edited monograph on the design work of regionalist landscape architect Terence Harkness.

Deming has served as President of the Council of Educators in Landscape Architecture (2009-2011 cycle) and twice was selected as Research Fellow for LAF’s Case Study Investigation Program in Landscape Performance (2013, 2015). Currently she serves on the Board of Directors of the Landscape Architecture Foundation as Vice President for Research.

Charles Flink, FASLA, PLA
Professor of the Practice and Executive in Residence
MLA, NC State University, 2017
BLA, NC State University, 1982
chuckflink@altaplanning.com

Chuck Flink is widely regarded as one of the nation’s leading greenway planners, having completed comprehensive greenway, trail and open space plans for more than 250 communities within 37 States and consulting work in Argentina, Brazil, Belarus, Canada, China, the Czech Republic, Hungary, 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. Chuck and his wife, Marjorie, are sponsors of the Flink Endowment in Landscape Architecture which supports a graduate student fellowship. For the past four years Chuck co-delivered, with Gene Bressler, LAR 582 The Landscape Imperative seminar. In fall 2017, Chuck will deliver LAR 582 Greenway Planning, Design and Development seminar. Chuck was named the Department’s 2015 Outstanding Professor of the Year.
Chuck Flink was elected to the American Society of Landscape Architects Council of Fellows in November 2003 and is the 2006 College of Design Distinguished Alumnus. He currently serves on the College of Design Leaders Council and is Chair of the NC State University Board of Visitors, which is advisory to Chancellor Woodson and Board of Trustees.

In recognition of a distinguished career as a greenway designer, facilitator, educator, and scholar, Chuck was named recipient the department’s 2017 Extraordinary Achievements Award.

Andrew Fox, ASLA, PLA
Associate Professor of Landscape Architecture
NC State University Faculty Scholar | Park Faculty Scholar
Co-Director, Costal Dynamics Design Lab
Center for Geospatial Analytics Faculty Fellow
Community Engaged Faculty Fellow
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 16 years 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 spring Andy will deliver the collaborative Coastal Dynamics Studio with David Hill, Professor and Head of Architecture.

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.

This past academic year, Andy Fox spearheaded the Landscape Architecture departments’ DesignWeek[Beta] efforts in collaboration with additional faculty and staff in the College of Design at NCSU and the City and Regional Planning department at UNC- Chapel Hill.

He has been the instructor of record and principal investigator of several award-winning Landscape Architecture Design + Build Studios that 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.

Spring 2015, 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.
Andy’s teaching and scholarship focuses on 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. Andy has also held a faculty 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.

Professor Andrew Fox received the prestigious 2016 Award of Teaching Excellence from the Council of Educators in Landscape Architecture. He was named 2016 Case Study Research Fellow by the Landscape Architecture Foundation of the American Society of Landscape Architects and received the President’s Council Award from the NCASLA in 2018.

Daniel A. Howe, FASLA, AICP
Assistant Professor of the Practice
BCP, University of Virginia, 1977
MLA, NC State University, 1985
dan@pstreetstudio.com

Daniel Howe is Assistant Professor of the Practice in the Landscape Architecture. He has extensive experience in city planning and municipal government, having served as Assistant City Manager for the City of Raleigh among a variety of other planning-related roles, and currently leads Perry Street Studio, LLC, a planning, writing and public engagement consulting practice in Raleigh, NC, specializing in facilitating solutions for the physical design of public space. Dan’s firm is part of a design team led by Michael Van Valkenburgh Associates that is developing a master plan for Dorothea Dix Park, a 307-acre former mental hospital campus in central Raleigh.

He was elected to the American Society of Landscape Architects College of Fellows in 2014, and currently serves on the Board of Directors of the Appalachian Trail Conservancy and the City of Raleigh Museum. He has published articles on such diverse subjects as large landscape conservation, conditional use rezoning, solid state lighting technology and infill development for a variety of national publications and is a member of Raleigh’s Bicycle/Pedestrian Advisory Commission and the Wake County Citizens Energy Commission.

Dan hiked the entirety of the Appalachian Trail, and is an avid cyclist, having completed a bicycle ride of the entire length of the Blue Ridge Parkway, as well as extended bicycle tours across North Carolina, Virginia and Colorado. In spring semester, he delivers City Planning and Design – Building Great Communities, an overview of the interface of the professions of city planning and landscape architecture.
Robby Layton, PhD, FASLA, PLA
Assistant Professor of the Practice
PhD in Design, NC State University, 2016
MLA University of Colorado, Denver, 2002
BLA, Texas Tech University, 1978
Bachelor of Parks Administration and Landscape Architecture, Texas Tech University 1978

Robby Layton is a founding principal of Design Concepts, Inc., an award-winning landscape architecture and planning firm based in Colorado. His projects span four decades and address a wide range of challenges, but all of them converge on the theme of creating community. His recent work has focused on strategic planning for systems of parks, greenways, open space and other public amenities.

In addition to his design practice, Robby has taught a number of courses at the undergraduate and graduate levels both at the University of Colorado and at NC State. He also writes for a variety of publications in the landscape architecture field and presents regularly at academic and trade conferences on a range of topics related to his areas of interest. He recently received a PhD in Design at NCSU, where his research focused on level of service (LOS) models for the allocation of public greenspace. In recognition of exceptional teaching and mentoring, exemplary service to the program, and the successful completion of the PhD in Design degree, Robby was named recipient the department’s 2017 Extraordinary Achievements Award.

Fernando Magallanes, ASLA, PLA
Associate Professor
BSLA, Texas A & M University, 1978
MLA, Harvard Graduate School of Design, 1981
F_magallanes@ncsu.edu

Fernando teaches Landscape Architecture History, Drawing, First Year Experience (Foundation year for Design students in 5 design disciplines), the summer MLA foundations workshop, and MLA design studios. He believes in “methods supporting the teaching of landscape architecture as experiential learning and fitting the societal needs of current practice and era.”

He has served as a visiting design critic and juror at the Harvard Graduate School of Design, University of Arkansas, North Carolina A&T, UNC Charlotte Department of Architecture, LA Bash, Southeastern Center for Contemporary Art (SECCA), the Sir Walter Raleigh Awards, the United Arts Council of Raleigh, the NC Arts Council, and the ASLA National Student Awards Jury 2015 and 1991.

Fernando’s publications and conference papers focus on various design and cultural topics including Landscape Surrealism, use of analytical drawings in understanding historic landscapes, drawing, urban landscapes, landscape architecture education, interdisciplinary and collaborative professional practice, place making and human behavior, and the works of Mexican designer Luis Barragan. His seminal paper on Landscape Surrealism 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. He was recently cited in several books: Herrington, S. (2017). Chapter 5  Systems Logic. In Landscape Theory in Design (pp. 234–244, 251). London: Routledge and Dixon Hunt, J.,

He has been involved in international travel programs to Santander, Spain; Berlin, Germany; Buenos Aires, Argentina; Mexico City, DF, Mexico; and Prague, Czech Republic. He and his 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.” It is through travels and discussion, experience, drawing, reading the landscape, and walking that he and his students apply developing cognitive skills that heighten the senses and site observation producing design memories.

Fernando has received 9 outstanding teaching awards including the national award for Outstanding Educator from the Council of Educators in Landscape Architecture and holds both titles as the Alumni Distinguished Undergraduate and Alumni Distinguished Professor in the College of Design.

Emily McCoy, ASLA, PLA
Assistant Professor of Practice in Landscape Architecture
Associate Principal of Landscape Architecture at Andropogon Associates
BS of Ecology, Evolution, and Environmental Biology, Appalachian State, 2002
MLA, NC State University, 2008

Emily McCoy is the Director of Integrative Research and an Associate Landscape Architect at Andropogon Associates, an ecological planning and landscape architectural firm based in Philadelphia. Emily’s passions are rooted in both design and understanding of the natural world, which is reflected in her past educational and professional experiences in design, ecology, and horticulture. As Director of Integrative Research at Andropogon and as a visiting lecturer at NC State University, Emily strives to contribute to the knowledge base of landscape architecture by exploring the interplay between professional practice and scholarly research.

Emily holds a Master of Landscape Architecture with a concentration in natural resource management and GIS from North Carolina State University; a Bachelor of Science in Ecology and Environmental Biology from Appalachian State University; and has past professional experience as a horticulturist and research assistant in both the design and biology fields. Emily also serves on the Landscape Architecture Foundation’s Education Committee and the Advisory Council for the Landscape Architecture Department at NC State University.

Focus areas include Landscape Performance Research, Sustainable Design, Ecological Design and Planning, Urban Ecology, Green Infrastructure, Natural Resource Management, Geographic Information Science in Landscape Architecture, Public Land Design.

This past year, Emily McCoy has been working with the U.S. General Services Administration landscape architecture program on a white paper that examines the ins and outs of commissioning public landscapes. Through performance and metrics, the team has been able evaluate the factors associated with the planning and construction of landscape sites in an effort to make project development more thorough and responsive to context.
Ben Monette, Assistant Professor of the Practice
MLA, NC State University

Ben Monette, Senior Landscape Architect at Andropogon Associates since 2015, began his career in North Carolina working at Greenways, Inc. (now Alta Planning and Design). He has since worked at Surface 678 in Durham and OLIN in Philadelphia. His work has focused on high profile museum and public projects across the country and internationally and has had opportunities to work with many world-renowned architects and designers. He has led many unique projects with such artists as Roxy Paine, Jaume Plensa, Robert Israel and most recently Janet Echelman. This dynamic and inspirational collaboration, invigorates, and enhances his own work.

At Andropogon Associates, he has led intense campus and site scale landscape architecture and urban design efforts, as well as green infrastructure design projects in the public realm. Most recently he has been involved with the creation of a new, innovative 30-acre school campus in Bentonville, Arkansas with architects Eskew Dumez Ripple and Marlon Blackwell as well as the reorganization of the Sidwell Friends School campus in Washington, DC with Ennead Architects.

Ben has also been a lecturer and critic at the University of Pennsylvania, North Carolina State University, University of North Carolina at Chapel Hill and Philadelphia University and is a former professor of landscape architecture at Temple University.

Robin Moore, Honorary 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 holds degrees in architecture (London University) and urban planning (MIT), and for most of his career has worked in the field of landscape architecture as educator, researcher, and consultant.

Moore is an international authority on the design of children’s play and learning environments, user needs research, and participatory public open space design. His designs for children’s spaces in the USA include the well-known Environmental Yard, in Berkeley, California (recipient in 1988 of the Outstanding Contribution to the Practice of Design Research by the Environmental Design Research Association (EDRA).

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

As director of the NC State University Natural Learning Initiative, Moore is currently involved in the design and/or renovation of dozens of outdoor spaces for preschools, special education facilities, and schoolgrounds in North Carolina.

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

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

In April of 2016, Professor Robin Moore received the “2016, Life Time Achievement Award” from the NC state Department of Parks, Recreation and Tourism Management for his “career long contributions to the field of landscape architecture and design of children’s play environments, longstanding support of public parks and recreation, and support of PRTM, the faculty and staff found it fitting that you receive the award this year.”

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 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. She 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.

Celen serves Assistant Dean for Research and Engagement, Research and Strategic Thinking, Advanced Landscape Architecture studios and mentors PhD in Design students. In 2016, Celen and students in her advanced design
studio were awarded the 2016 National American Society of Landscape Architects Honor Award in the Student Community Service Category for, the “Growing Change Prison Flip” project. Last year, Celen directed DesignWeek ’18 event for which she was named recipient of the faculty’s “Extraordinary Achievement Award.”

Celen’s research interests involve 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.

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

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

Art Rice, FCELA
Professor of Landscape Architecture
Associate Dean, College of Design
BLA, University of Oregon, 1973
MLA, Harvard Graduate School of Design, 1978
Art_rice@ncsu.edu

Professor of Landscape Architecture, past president of the Council of Educators in Landscape Architecture (CELA), and past chair of the Council of Educators in Landscape Architecture Academy of Fellows. His research is in the area of design education and understanding and promoting the development of creative abilities.

He was awarded the Harvard Charles Eliot Traveling Fellowship upon graduation and was selected as an International Research and Exchange Board Traveling Fellow. He was one of fifty American scholars to teach and conduct research in the Soviet Union in 1979/80.

He has worked for a number of major national and international design firms and has taught at Harvard University, Tufts University, the Moscow Engineering and Building Institute, the University of Washington and North Carolina State University.

He came to the College of Design in 1990 and served as head of the Department of Landscape Architecture until 2000. He has since served as Associate Dean for Graduate and International Studies, and Interim Dean of the College. He is currently the Associate Dean for Academic Affairs. He has taught numerous disciplinary and interdisciplinary design studios to both beginning and advanced design students. In 2015 he received the Jackson Rigney International Service Lifetime Achievement Award for his efforts in leading numerous study abroad and internationalization efforts at NC State University.
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 earned her Master of Landscape Architecture from NC State University and has been practicing since 1993 and received a Bachelor of Science in Biology degree from Meredith College. She is a licensed landscape architect and an associate professor teaching at the NC State University department of Landscape Architecture in summer session and at her main appointment in the department of Horticultural Science. She was recently named recipient of the prestigious J. William Fulbright Foreign Global Scholar Grant in Science and Technology Scholarship Award to Mexico where she will be this academic year.

Julieta teaches studios and lecture classes in Hand and Digital Graphic Communication, Grading and Drainage, Construction Materials and Methods, Plant Identification, and Planting Design. She has chaired and served as a graduate committee member for Master of Horticultural Science and Master of Landscape Architecture at NCSU and for a Master of Science at the UNC School of the Environment and Ecology. She has worked with her graduate students by infusing an evidence-based approach and environmental design research strategies to a variety of landscape studies with local and global impacts, which were documented and published in peer refereed journals. She has coordinated community engagement by executing a variety of service-learning projects with her students across communities in her state, and internationally. This effort has resulted in awards such as the City of Raleigh Sir Walter Raleigh Awards for Appearance and the NC Association of Landscape Architects Merit Award.

Julieta served on the City of Raleigh Appearance Commission for 6 years and was chair during 2014/15 where she helped to promote community dialogue and foster design excellence that better contributes to the public realm. In her practice JTSLA, she focuses on the use of artful land form and plants as design elements and believes in the critical role they play in improving and enhancing the human/natural experience. To this end, she is interested in opportunities to improve natural and cultural resources while incorporating living infrastructure such as bioretention gardens, edible and ornamental landscapes that provide co-benefits in people’s day to day quality of life.

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

Rodney Swink, FASLA, PLA, is a licensed landscape architect and Professor of the Practice in the Landscape Architecture Program. In private practice, Swink is Senior Associate for Planning and Development with PlaceEconomics, (www.placeeconomics.com) and its international arm, Heritage Strategies International (www.hs-intl.com) a Washington, DC-based real estate and economic development consulting firm. PlaceEconomics specializes in services to public and nonprofit-sector clients who are dealing with downtown and neighborhood commercial district revitalization, the reuse of historic structures, and the rigorous analysis of preservation’s economic impacts. Heritage Strategies International is a Washington DC-based consulting firm offering international services on the economic evaluation of historic
resources and integrating heritage buildings into economic development strategies. Clients include local and national governments, international non-governmental organizations, international development banks and others.

Swink specializes in helping local governments, non-profits, individuals and firms interested in creating better community futures built around a thriving central city and utilizing their historic assets. Having directed the North Carolina Main Street Program for twenty-four years, he has first-hand knowledge of the issues facing not only cities and towns but also community organizations concerned about growth and development.

Swink has provided consulting services and guidance to communities and organizations throughout the United States as well as in Bolivia, China, Chile, Abu Dhabi and Saudi Arabia. He led a number of community workshops and provided detailed planning assistance to a series of towns in Cochabamba, Bolivia and he lectured on strategic planning at the Universidad de San Simon. In China he was a member of a team investigating heritage and cultural tourism opportunities in the Kunming Province on behalf of the US/China Arts Exchange. He worked with the Inter-American Development Bank in Chile, the Ministry of Culture and Tourism in Abu Dhabi, and the World Bank Urban Group in Saudi Arabia.

Swink served as President of the American Society of Landscape Architects and Chair of the ASLA Council of Fellows. He is past Chairman of the Board for Preservation North Carolina and past chair of the JC Raulston Arboretum Board of Advisors. Swink is active in other community-based organizations, serving as Vice-chair on the City of Raleigh Planning Commission. He has won numerous state and national awards for his leadership and public service, including the American Society of Landscape Architects (ASLA) President’s Medal and the ASLA LoGasse Medal in recognition of management and conservation of natural resources and public landscapes. An adjunct faculty member of the College since 1997, Swink is a 2004 recipient of the College’s “Wings on Wings” award and was recognized as its 2004 Distinguished Alumnus. He also sits on the College of Design Leaders’ Council.

Swink serves as Chair of the Landscape Architecture Accreditation Board (LAAB) and is active in the Urban Land Institute. He is a member of the American Planning Association, National Trust Preservation Forum, and North Carolina Partners of the Americas.

Jesse Turner, PLA
Assistant Professor of Practice in Landscape Architecture
BLA, NC State University, 2004
MLA, NC State University, 2014
jturner@ncsu.edu

Jesse is a landscape architect with more than a decade of professional design experiences built upon the foundation of having grown up in the landscape design and construction industry. He has worked at almost every scale, across two continents, and with a broad range of clients. Throughout his career he has consulted with many nationally known design firms, artists, and institutions in capacities ranging from construction coordination to programming for children's gardens. In North Carolina, Jesse's work is known to be “stunning and environmentally conscious.” He was the first designer in the state to work on a certified Sustainable Sites project and is an active member of the Triangle design community. Jesse is a member of the Cullowhee Native Plants Conference steering committee, which is dedicated to deepening the knowledge of natural systems in efforts to protect and create ecologically sustainable landscapes, and a partner of the Play Green Initiative.

Jesse’s professional works include multiple awards and highly visited public landscape architecture projects in places such as Duke Gardens at Duke University, the North Carolina Museum of Art, North Carolina State University, the North Carolina Botanical Garden, and the Minnesota Landscape Arboretum at the University of Minnesota.
His firm, *Lift Environmental Design*, combines design excellence with ecologically sensitive design and evidence-based approaches to problem-solving. His work has been the topic of sustainability case studies, most recently by the *Landscape Architecture Foundation’s Case Study Investigation Program* and is known to exhibit high standards of quality and performance.

Jesse has been involved in the delivery of several advanced design studios including *Design Development and Design + Build*. 
3 | 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 2016 when the program was awarded a full 6-year re-accreditation through May 2022. The BLA program successfully completed its last scheduled LAAB accreditation review February 2009. The BLA program was phased out over a 5-year period with the last class graduating May 2016.

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

Cost of Attendance
The following, information from the NS State Website of estimated costs of full-time attendance for the year (2018-2019) is summarized and provided for reference. It is the student's responsibility to review charges on their student account after registration.

Please note: An additional $1,293.88 Mandatory Health Insurance charge will be included on your account unless you waive out of the semester premium charge. The Mandatory Health Insurance premium rate will not be final until approved by the North Carolina Department of Insurance.

Residents of North Carolina
https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/

<table>
<thead>
<tr>
<th>Hours</th>
<th>Tuition</th>
<th>Tuition Increment</th>
<th>Required Fees</th>
<th>Campus Security Fee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>$1,114.63</td>
<td>$175.00</td>
<td>$424.56</td>
<td>$5.00</td>
<td>$1,719.19</td>
</tr>
<tr>
<td>3-5</td>
<td>2,229.25</td>
<td>350.00</td>
<td>424.56</td>
<td>5.00</td>
<td>3,008.81</td>
</tr>
<tr>
<td>6-8</td>
<td>3,343.88</td>
<td>525.00</td>
<td>849.12</td>
<td>10.00</td>
<td>4,728.00</td>
</tr>
<tr>
<td>9+</td>
<td>4,458.50</td>
<td>700.00</td>
<td>1,273.80</td>
<td>15.00</td>
<td>6,447.30</td>
</tr>
</tbody>
</table>
Nonresidents of North Carolina

https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/

<table>
<thead>
<tr>
<th>Hours</th>
<th>Tuition</th>
<th>Tuition Increment</th>
<th>Required Fees</th>
<th>Campus Security Fee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>$3,175.63</td>
<td>$175.00</td>
<td>$424.56</td>
<td>$5.00</td>
<td>$3,780.19</td>
</tr>
<tr>
<td>3-5</td>
<td>6,351.25</td>
<td>350.00</td>
<td>424.56</td>
<td>5.00</td>
<td>7,130.81</td>
</tr>
<tr>
<td>6-8</td>
<td>9,526.88</td>
<td>525.00</td>
<td>849.12</td>
<td>10.00</td>
<td>10,911.00</td>
</tr>
<tr>
<td>9+</td>
<td>12,702.50</td>
<td>700.00</td>
<td>1,273.80</td>
<td>15.00</td>
<td>14,691.30</td>
</tr>
</tbody>
</table>

**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: $490.00. 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.

For more detailed information on costs, see the Student Services Website.
## Student Achievement

**Degrees Awarded:** The program has awarded the following number of degrees over the past five years: (2012-2017).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BLA</td>
<td>N/A</td>
<td>N/A</td>
<td>8</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>MLA</td>
<td>16</td>
<td>14</td>
<td>24</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

## Demographics

Ethnic group/diversity rates and enrollment totals over the past five years: (2012-17)

- 0.0% American Indian
- 2% Hispanic
- 4.1% Black (non-Hispanic)
- 47.3% Caucasian
- 40.6% Asian or Pacific Islander
- 5.8% 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>18</td>
<td>12</td>
<td>25</td>
<td>26</td>
<td>26</td>
</tr>
<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>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White/non-Hispanic</td>
<td>32</td>
<td>28</td>
<td>21</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Mixed (Two or more races)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>47</td>
<td>51</td>
<td>58</td>
<td>63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>25</td>
<td>22</td>
<td>24</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Females</td>
<td>31</td>
<td>25</td>
<td>27</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>56</td>
<td>47</td>
<td>51</td>
<td>58</td>
<td>63</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](http://design.ncsu.edu/admissions/graduate-applicants/master-landscape-architecture-program)

- Landscape Architecture Homepage: 
  [http://design.ncsu.edu/academics/department-landscape-architecture](http://design.ncsu.edu/academics/department-landscape-architecture)

- Financial Aid and Scholarship: 
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 NC State 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 minimum 30 semester credit hour requirement for a master’s degree from the NCSU Graduate School. The MLA curriculum requires 85 semester credit 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 an Oral Examination.
4 | Curriculum

Overview

(Please refer to Introduction, “About NC State Landscape Architecture” that describes the mission and goals of the MLA curriculum.)

The curriculum is designed to fulfill the program’s mission and each of the following objectives:

1. To develop excellence in design processes and skills that lead to the creation of landscapes of benefit to society and the environment;
2. To learn, develop and apply 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;
3. 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 project;
4. To acquire a working knowledge of the institutional framework within which the design process occurs;
5. To engage in service activities using methods that apply to and extend course work, research and creative work to real world situations; and

Within the context of NC State University’s land grant mission, the MLA program fosters an individual’s sense of responsibility to society as a steward of the cultural and natural environment. Graduates of the MLA program understand the profession of landscape architecture, its role in society, and their potential role in the profession.

Core Values

Our Core Values reflect the passions of students, faculty and the design community concerning interdependence of human health, wellbeing, and the ecological health of the land.

● We are committed to understanding the consequences of human action on the land and responding with community-based design strategies and solutions;
● We are dedicated to teaching, research, and engagement activities that inspire design processes respectful of human interdependence within social, ecological, and economical systems; and
● We share a sincere appreciation for each student and for one another predicated upon understanding that students learn to design in different ways based upon each student’s unique interests and capabilities.

Program content

Influencing program content, delivery, and the lenses through which outcomes are assessed are the views of the faculty along with those of our students, alumni, local practitioners, the external advisory council, and other constituents. The faculty, however, is ultimately responsible for identifying the knowledge, skills, and abilities that students are expected to possess upon graduation. Specific curriculum and course content and its delivery are continually evaluated and revised in response to new knowledge and practices that evolve from research activities and professional practices, and our relationships with external constituents and stakeholders.

The current curriculum builds upon previous experiences and iterative changes. As faculty and students come and go, so do ideas about what the program ought to require of students upon graduation. Everyone’s perception of the growing body of knowledge and capability of the discipline and profession of landscape architecture requires the program to be agile. Curriculum integration occurs because of deliberate internal coordination efforts by the
The structure of the curriculum provides opportunities to collaborate, offer, and test new courses that respond to timely interests of faculty, students, the college, and the university.

The curriculum is divided into two parts:

- **The first year and a half** is highly structured to ensure that students are grounded in: the fundamentals of landscape design; site planning and design; design development and construction documentation; landscape dynamics; grading, drainage and site systems; plants and planting design, history of landscape architecture; design research and strategic thinking; drawing and digital media; and GIS applications in landscape architecture.

- **The second half** of the curriculum provides opportunities for advanced study and research in the core areas that include:
  - landscape architectural theory and criticism,
  - advanced digital media
  - landscape performance and metrics
  - environmental social equity
  - international studies
  - planning
  - contemporary issues in landscape preservation
  - professional practice and ethics,
  - internships,
  - independent studies,
  - advanced inquiry based topical design studios
  - design studios and/or courses offered by other academic units in the College and University, and free elective courses. In addition, all MLA students are required to undertake *MLA Oral Examination* in their last semester of study.

As nice and neat as the curriculum appears to be, not all students matriculate in exactly the same way depending on when they actually entered the program, and, if prior course work qualifies them for advanced standing. We therefore provide recurrent advising, at least twice annually, to help guide students with their individual matriculation path in concert with their professional and scholarly interests.

In addition, in the fall of their second year, students participate in a required Progress Towards Degree Advising Review with the Department Head/Director of the LAR graduate program (DGP) to reflect upon 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 procedures required for graduation such as their specific Plan of Work and other documents.

### Curriculum Sequence

- **The summer session prior to the first year of study**
  Entering students, having little or no previous design experience begin studies with the start of the **second summer session**. Advised elective courses* include:

    LAR 509, Landscape Architecture Design Foundation (3 credits),
    LAR 510, Intro to Landscape Architecture Drawing (3 credits), and
    LAR 513, Introduction to Landscape Architecture Digital Design Media 1 (3 credits).

- **First year**
  First year courses introduce landscape architectural design, site planning and design, history and theory, and technical site works. Landscape architecture practitioners actively and frequently participate in the delivery of these courses. They provide criticism and mentoring, deliver lectures, lead field trips to project sites, and attend
reviews. Instructors work together to ensure deliberate and thoughtful coordination and integration of material delivered, project assignments, pin up/reviews, and quizzes.

In the fall semester, students take:
- LAR 501, LA Introduction Design Studio (6 credits)
- LAR 582.010, Theories and Practices of Sustainable Site Design (3 credits)
- LAR 514, LA Digital Design Media 2 (3 credits)

This is followed in spring semester with:
- LAR 502, Site Planning and Design Studio (6 credits)
- LAR 527, Grading, Drainage, and Site Development Systems (3 credits)
- LAR 582.XXX, History of Landscape Architecture Grad Seminar (3 credits)

By the end of the first year of study (summer, fall, spring), students will be prepared to engage the site planning and design, and site works projects of increasing complexity that are given in the second-year.

- **Second Year**

During the **summer following first year**, rising second year students take:
- LAR 528, LA Construction Materials and Methods (3 credits)
- LAR 523, Landscape Architecture Plant Identification (2 credits)
- LAR 524, LA Planting Design (2 credits).

In the **fall semester** students take:
- LAR 503, Design Development Studio (6 credits)
- LAR 540, Landscape Architecture Research Methods (3 credits)
- LAR 517, GIS Applications in Landscape Architecture (3 credits)

In the **spring semester** students take:
- LAR 506, Design + Build Studio (6 credits)
- LAR 550, Landscape Architecture Professional Practice (3 credits)
- Free electives, (3-6 credits)

By the end of second year, students will have completed the fundamental landscape architectural practice “compulsories” that will enable one to seek and obtain part-time employment or an internship with many professional firms and pursue advanced course work.

During the summer following second year, rising third year students may take available free elective courses, and/or undertake professional practice opportunities including internships and travel.

- **Third Year**

In the third year, students have the opportunity to take advanced design studios offered by the department or other departments, free electives and pursue research opportunities.

In the **fall semester** students take:
- LAR 507, LA Advanced Topics Design Studio (6 credits) or LAR 504, LA International Design Studio.
- LAR 534, LA Theory and Criticism (3 credits)
- Free electives, (3-6 credits)

Third year, spring semester is typically the final semester in the 85 credit hour First Professional MLA program.

During this semester, students take:
One of three advanced studio options (6 credits).
- LAR 507, LA Advanced Design Studio (Example: Coastal Dynamics Studio delivered jointly with Architecture)
- LAR 500.001 City Design (Delivered jointly with Architecture)
- OR LAR 508, LA Design Research Project (also available during summer and fall; requires Department Head approval)
LAR 545, Landscape Architecture, City Planning and the Public Realm (3 credits)
Free elective(s), (3-6 credits)

Following on the next pages are:

- Landscape Architecture Course Number Translator showing old and new course numbers that will take effect in AY 2018-19
- MLA First Professional Degree Curriculum Requirements showing new course numbers
- MLA First Professional Degree Curriculum Semester Display with footnote annotations and new course numbers
- MLA First Professional Curriculum Areas and Courses with current and new course numbers
# Landscape Architecture Course Number Translator

85 credit hours: 70 credit hours of required courses + 15 credit hours of free electives

<table>
<thead>
<tr>
<th>OLD Course Number</th>
<th>NEW Course Number</th>
<th>Credits</th>
<th>Course Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 444</td>
<td>LAR 444</td>
<td>3</td>
<td>History of Landscape Architecture</td>
<td>R</td>
</tr>
<tr>
<td>LAR 501</td>
<td>LAR 501</td>
<td>6</td>
<td>LA Introduction Design Studio</td>
<td>R</td>
</tr>
<tr>
<td>LAR 502</td>
<td>LAR 502</td>
<td>6</td>
<td>Site Planning and Design Studio</td>
<td>R</td>
</tr>
<tr>
<td>LAR 503</td>
<td>LAR 503</td>
<td>6</td>
<td>Design Development &amp; Construction Documentation Studio</td>
<td>R</td>
</tr>
<tr>
<td>LAR 565</td>
<td>LAR 504</td>
<td>6</td>
<td>Landscape Architecture International Design Studio</td>
<td>E</td>
</tr>
<tr>
<td>LAR 500.xxx</td>
<td>LAR 506</td>
<td>6</td>
<td>Design + Build Studio</td>
<td>R</td>
</tr>
<tr>
<td>LAR 500.002</td>
<td>LAR 507</td>
<td>6</td>
<td>LA Advanced Topics Design Studio</td>
<td>R</td>
</tr>
<tr>
<td>LAR 679</td>
<td>LAR 508</td>
<td>6</td>
<td>Landscape Architecture Design Research Project</td>
<td>E</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 509</td>
<td>3</td>
<td>Landscape Architecture Design Fundamentals</td>
<td>AE</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 510</td>
<td>3</td>
<td>Introduction to Landscape Architectural Drawing</td>
<td>AE</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 513</td>
<td>3</td>
<td>Landscape Architecture Digital Design Media 1</td>
<td>AE</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 514</td>
<td>3</td>
<td>Landscape Architecture Digital Design Media 2</td>
<td>R</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 515</td>
<td>3</td>
<td>Advanced Digital Design Media</td>
<td>E</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 517</td>
<td>3</td>
<td>GIS Applications in Landscape Architecture</td>
<td>R</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 520</td>
<td>3</td>
<td>Land and Culture</td>
<td>R</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 523</td>
<td>2</td>
<td>LA Plant Materials</td>
<td>R</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 524</td>
<td>2</td>
<td>LA Planting Design</td>
<td>R</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 527</td>
<td>3</td>
<td>Landform, Grading, and Site Systems</td>
<td>R</td>
</tr>
<tr>
<td>LAR 457</td>
<td>LAR 528</td>
<td>3</td>
<td>Construction Materials and Methods</td>
<td>R</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 525</td>
<td>3</td>
<td>Landscape Architecture Field Studies</td>
<td>E</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 534</td>
<td>3</td>
<td>Landscape Architecture Theory and Criticism</td>
<td>R</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 535</td>
<td>3</td>
<td>Environmental Social Equity and Design</td>
<td>E</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 540</td>
<td>3</td>
<td>Research and Strategic Thinking</td>
<td>R</td>
</tr>
<tr>
<td>LAR 579</td>
<td>LAR 542</td>
<td>3</td>
<td>Human Use of the Urban Landscape</td>
<td>E</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 543</td>
<td>3</td>
<td>Landscape Performance and Metrics</td>
<td>E</td>
</tr>
<tr>
<td>LAR 630</td>
<td>LAR 630</td>
<td>3</td>
<td>Independent Study</td>
<td>E</td>
</tr>
<tr>
<td>LAR 697</td>
<td>LAR 697</td>
<td>3</td>
<td>Design Research Project Independent Study (Pass/Fail)</td>
<td>E</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 544</td>
<td>3</td>
<td>Contemporary Issues in Landscape Preservation</td>
<td>E</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>
<td>R</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 546</td>
<td>3</td>
<td>The Landscape Imperative</td>
<td>E</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 550</td>
<td>3</td>
<td>Landscape Architecture Professional Practice</td>
<td>R</td>
</tr>
<tr>
<td>LAR 494</td>
<td>LAR 650</td>
<td>3</td>
<td>Landscape Architecture Internship</td>
<td>E</td>
</tr>
<tr>
<td>LAR 582.xxx</td>
<td>LAR 582</td>
<td>1-3</td>
<td>Special Topics</td>
<td>R/E</td>
</tr>
<tr>
<td>LAR 685</td>
<td>LAR 685</td>
<td>3</td>
<td>Masters Supervised Teaching</td>
<td>E</td>
</tr>
</tbody>
</table>

Notes:
- LAR 500 or LAR 582 refers to the course catalog number.
- .xxx refers to a section number under the course catalog number and may vary depending on the semester the course is delivered. For example, in LAR 582.005, 582 is the course catalog number (in this case Special Topics). 005 is the assigned section number for the Landform, Grading, and Site Systems course delivered during the spring semester.
MLA First Professional Degree
Curriculum Requirements

85 credit hours: 70 credit hours of required courses + 15 credit hours of free electives
(Note: Proposed course numbers that take effect AY 2018-19 are listed in the following tables)

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Credit Hour Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Studios</td>
<td>36 credits required LAR 501, 502, 503, 506, 507 + 1 required elective studio</td>
</tr>
<tr>
<td>Representation and Modeling</td>
<td>6 credits required + advised electives LAR 514 + 517 are required; LAR 510 and 513 are advised electives; LAR 515 is a free elective</td>
</tr>
<tr>
<td>Site Works</td>
<td>13 required LAR 520, 523, 524, 527, 528 are required; LAR 525 is a free elective</td>
</tr>
<tr>
<td>History, Theory, and Criticism</td>
<td>6 required LAR 582.xxx (History of LA Grad Seminar), 534 are required; LAR 535 is a free elective</td>
</tr>
<tr>
<td>Research</td>
<td>3 required LAR 540 is required; LAR 542 and LAR 543, LAR 630 and LAR 697 are free electives</td>
</tr>
<tr>
<td>Planning</td>
<td>3 required LAR 545 is required; LAR 544 and LAR 546 are free electives</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>3 required LAR 550 is required; LAR 650 is a free elective</td>
</tr>
<tr>
<td>Free Electives</td>
<td>15 required Choose from curriculum subjects areas, advised electives, and/or free electives or an Advanced Design studio option</td>
</tr>
<tr>
<td>total</td>
<td>85 credit hours</td>
</tr>
</tbody>
</table>

Notes:

1. LAR 506, LA Design + Build and LAR 507, LA Advanced Topics Design Studio are required and typically taken after completing LAR 503, Design Development/Construction Documentation Studio.

2. Students may take a second LAR 507, Advanced Topics Design Studio or LAR 508, Design Research Project (requires approval by the department head or DGP) to fulfill the 6-design studio requirement. LAR 697: Design Research Project Independent Study is a mandatory prerequisite for undertaking LAR 508.

3. Advised electives (AE) may count towards the 15-credit hour elective requirement.

4. Some elective courses TBD will be offered on alternate years.
### MLA First Professional Degree Curriculum Semester Display

85 credit hours: 70 credit hours of required courses + 15 credit hours of free electives
(Note: New course numbers that take effect AY 2018-19 are listed in the following tables)

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| *LAR 513 (3)* | Landscape Architecture Digital Design Media 1 | LAR 501 (6) | Landscape Architecture Introduction Design Studio
| LAR 501 (6) | Landscape Architecture Introduction Design Studio | LAR 502 (6) | Site Planning and Design Studio |
| *LAR 510 (3)* | Intro to Landscape Architecture Drawing* | LAR 582.xxx (3) | Theories and Practices of Sustainable Site Design |
| *LAR 509 (3)* | LA Design Fundamentals | LAR 510 (3) | GIS Applications in Landscape Architecture |
| LAR 509 (3) | LA Design Fundamentals | LAR 514 (3) | LA Digital Design Media 2 |
| | | LAR 582.xxx (3) | LA History Graduate Seminar |
| **9 advised electives** | **12 required** | **12 required** |

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 528 (3)</td>
<td>LA Construction Materials and Methods</td>
<td>LAR 503 (6)</td>
</tr>
<tr>
<td>LAR 523 (2)</td>
<td>Landscape Architecture Plant Identification</td>
<td>LAR 540 (3)</td>
</tr>
<tr>
<td>LAR 524 (2)</td>
<td>Landscape Architecture Planting Design</td>
<td>LAR 517 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Varies (3)</td>
</tr>
<tr>
<td><strong>7 required</strong></td>
<td><strong>12 required</strong></td>
<td><strong>12: 9 required + 3-6 free electives</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Open for free electives</td>
<td>LAR 507 (6)</td>
<td>Landscape Architecture Advanced Topics Studio</td>
</tr>
<tr>
<td>LAR 534 (3)</td>
<td>Landscape Architecture Theory and Criticism</td>
<td>LAR 545 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3-6 Free Elective(s)</strong></td>
<td><strong>3-6 Free Elective(s)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>12: 9 required + 3-6 free electives</strong></td>
<td><strong>12: 9 required + 3 free electives</strong></td>
</tr>
</tbody>
</table>

* advised elective

---

**Fall 2018 LAR Electives (subject to change)**
- Advanced Digital Design Media (3)
- Design Communications Workshop (1)
- Other LAR Electives: Internship, Independent Studies

**LAR Electives Planned for Spring 2019 (subject to change)**
- Landscape Performance and Metrics (3)
- Contemporary Issues in Landscape Preservation
- Environmental Social Equity in Design (3)
- Other LAR Electives: Internship, Independent Studies
### MLA First Professional Degree Curriculum

#### Areas + Courses

85 credit hours: 70 credit hours of required courses + 15 credit hours of free electives

(Note: Proposed course numbers that take effect AY 2018-19 are listed in the following tables. *Current (fall 2017) course numbers are shown where appropriate."

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Course Number *</th>
<th>Credits</th>
<th>Course</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design Studios</strong></td>
<td>Required Studios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAR 501</td>
<td>6</td>
<td>LAR Introduction Design Studio</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 502</td>
<td>6</td>
<td>Site Planning and Design Studio</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 503</td>
<td>6</td>
<td>Design Development &amp; Construction Documentation Studio</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 506</td>
<td>6</td>
<td>LA Design + Build Studio</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 507</td>
<td>6</td>
<td>LA Advanced Topics Design Studio</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 504</td>
<td>6</td>
<td>LA International Design Studio</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>LAR 507</td>
<td>6</td>
<td>LA Advanced Topics Design Studio</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>LAR 508</td>
<td>6</td>
<td>LA Design Research Project</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>LA 509</td>
<td>3</td>
<td>LA Design Fundamentals</td>
<td>AE</td>
</tr>
<tr>
<td></td>
<td>Varies</td>
<td>6</td>
<td>Studio offered by another discipline</td>
<td>E</td>
</tr>
<tr>
<td><strong>Representation and Modeling</strong></td>
<td>Required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAR 513</td>
<td>3</td>
<td>LA Digital Design Media 1</td>
<td>AE</td>
</tr>
<tr>
<td></td>
<td>LAR 514</td>
<td>3</td>
<td>LA Digital Design Media 2</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 517</td>
<td>3</td>
<td>GIS Applications in Landscape Architecture</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 510</td>
<td>3</td>
<td>Introduction to Landscape Architectural Drawing</td>
<td>AE</td>
</tr>
<tr>
<td></td>
<td>LAR 515</td>
<td>3</td>
<td>Advanced LA Digital Design Media</td>
<td>E</td>
</tr>
<tr>
<td><strong>Site Works</strong></td>
<td>Required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAR 520</td>
<td>3</td>
<td>Landscape and Culture</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 523</td>
<td>2</td>
<td>LA Plants Materials</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 524</td>
<td>2</td>
<td>LA Planting Design</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 527</td>
<td>3</td>
<td>Landform, Grading, and Site Systems</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 528</td>
<td>3</td>
<td>Construction Materials and Methods</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>LAR 525</td>
<td>4</td>
<td>LA Field Studies</td>
<td>E</td>
</tr>
</tbody>
</table>

*AE: Advised elective
  R: Required
  E: Free elective*
<table>
<thead>
<tr>
<th>History, Theory, and Criticism</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Credits required</td>
<td></td>
</tr>
<tr>
<td>LAR 444</td>
<td>3</td>
</tr>
<tr>
<td>History of Landscape Architecture</td>
<td>R</td>
</tr>
<tr>
<td>LAR 534</td>
<td>3</td>
</tr>
<tr>
<td>(Old # LAR 582.xxx)</td>
<td></td>
</tr>
<tr>
<td>LA Theory and Criticism</td>
<td>R</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>LAR 535</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Social Equity and Design</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits required</td>
<td></td>
</tr>
<tr>
<td>Additional Research courses may be taken as free electives.</td>
<td></td>
</tr>
<tr>
<td>LAR 540</td>
<td>3</td>
</tr>
<tr>
<td>(Old # LAR 582.xxx)</td>
<td></td>
</tr>
<tr>
<td>Research and Strategic Thinking</td>
<td>R</td>
</tr>
<tr>
<td>Elective: Pass/Fail or Graded (as noted)</td>
<td></td>
</tr>
<tr>
<td>LAR 542</td>
<td>3</td>
</tr>
<tr>
<td>Human Use of the Urban Landscape</td>
<td>E</td>
</tr>
<tr>
<td>LAR 543</td>
<td>3</td>
</tr>
<tr>
<td>Landscape Performance and Metrics</td>
<td>E</td>
</tr>
<tr>
<td>LAR 630</td>
<td>3</td>
</tr>
<tr>
<td>Independent Study (Pass/Fail)</td>
<td>E</td>
</tr>
<tr>
<td>LAR 697</td>
<td>3</td>
</tr>
<tr>
<td>Design Research Project Independent Study (Pass/Fail)</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits required</td>
<td></td>
</tr>
<tr>
<td>Additional Planning may be taken as free electives.</td>
<td></td>
</tr>
<tr>
<td>LAR 545</td>
<td>3</td>
</tr>
<tr>
<td>(Old # LAR 582.xxx)</td>
<td></td>
</tr>
<tr>
<td>City Planning and Design-Building Great Communities</td>
<td>R</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>LAR 544</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Issues in Landscape Preservation</td>
<td>E</td>
</tr>
<tr>
<td>LAR 546</td>
<td>3</td>
</tr>
<tr>
<td>The Landscape Imperative</td>
<td>E</td>
</tr>
<tr>
<td>LAR 547</td>
<td>3</td>
</tr>
<tr>
<td>Greenway Planning and Design</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Practice</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits required</td>
<td></td>
</tr>
<tr>
<td>Additional Professional Practice may be taken as free electives</td>
<td></td>
</tr>
<tr>
<td>LAR 550</td>
<td>3</td>
</tr>
<tr>
<td>(Old # LAR 582.xxx)</td>
<td></td>
</tr>
<tr>
<td>LA Professional Practice</td>
<td>R</td>
</tr>
<tr>
<td>Electives: Pass Fail</td>
<td></td>
</tr>
<tr>
<td>LAR 650</td>
<td>3</td>
</tr>
<tr>
<td>LA Internship</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 582</td>
</tr>
<tr>
<td>Special Topics (graded)</td>
</tr>
<tr>
<td>LAR 685</td>
</tr>
<tr>
<td>LAR Teaching Assistantship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free Electives</th>
<th>Choose from curriculum subject areas, advised electives, advanced studio electives or courses offered by other academic departments</th>
</tr>
</thead>
</table>

**Notes:**
1. LAR 506, LA Design + Build and LAR 507, LA Advanced Topics Design Studio are required and typically taken after completing LAR 503, Design Development/Construction Documentation Studio.
2. Students may take a second LAR 507, Advanced Topics Design Studio or LAR 508, Design Research Project (requires approval by the department head or DGP) to fulfill the 6-design studio requirement. LAR 697: Design Research Project Independent Study is a mandatory prerequisite for undertaking LAR 508.
3. Advised electives (AE) may count towards the 15-credit hour elective requirement.
4. Some elective courses TBD will be offered on alternate years.
Grading Policies
Grading is 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 class discussion sessions, and the completeness and quality of all assignments. 400 and 500 level courses are letter graded A through F; 600 level courses are pass/fail. Please refer to specific course syllabus for detailed explanation of how grades are determined.

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

Please notify your instructors 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. 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 unless the professor states otherwise. 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
Graduate studies require intellectual rigor, honesty, and creative processes. All work must be original and created by you. Citing all references (with proper credit given to the author) is mandatory. Cheating of any kind and failure to adequately cite references is a serious offence and will be treated as such. Familiarize yourself with the NC State Code of Student Conduct and with academic integrity standards in America, as they may differ from those in other universities or countries.

Any student who violates the NC State Code of Student Conduct i.e., plagiarism (including design plagiarism), cheating, etc. will automatically receive a failing grade (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 websites:

https://studentconduct.dasa.ncsu.edu/academic-integrity-overview/

and

https://studentconduct.dasa.ncsu.edu/code/

Supporting Fellow Students with Disabilities
“Equal opportunity is the foundation for success. The Disability Services Office works collaboratively with students, faculty, and staff to help create an inclusive educational environment for students. Reasonable accommodations are provided by faculty to access course content and/or demonstrate learning when the design of the educational environment prevents equal participation.” -DSO Website

We want to ensure that you get the help that you need to succeed in the MLA program. For more information about your rights and resources available to you, please contact the Disability Services Office:

https://dso.dasa.ncsu.edu/
Supporting Fellow Students in Distress

As members of the NC State Wolf Pack Community, we 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, you are encouraged 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 are given the opportunity to formally evaluate course instructors at the end of each semester. 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 and, therefore, have no impact on your final grades.

Evaluation website: https://oirp.ncsu.edu/surveys/classeval/

More Information about ClassEval: https://oirp.ncsu.edu/surveys/classeval/about-classeval/

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 maintain good communications. Please bring up any concerns privately, or, if necessary, publicly with the entire class.

Student Help Desk: classeval@ncsu.edu
5 | Curriculum Areas and Course Sequences
(Note: Proposed course numbers are shown.)

This section describes the MLA curriculum areas and the required and elective courses within each area. Please refer to the curriculum model presented earlier in Section 4, Curriculum. Also, please note that course numbers presented herein are the “new” course numbers. Please see page 52 for old course numbers.

The Department maintains an official syllabus for each course. Included are the course description, statement of learning outcome objectives, course schedule and requirements, performance/grading policies, and readings. In addition, each semester a descriptive, more specific, and updated “Course Prospectus” is prepared for each course and 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.

1 | The Design Studio Sequence – 36 credit hours required

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 first professional 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 placed 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. Design media, history and theory, site works, research and professional practice are integrated threads woven 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 506, (6 credits) Design + Build Studio
- LAR 507, (6 credits) LA Advanced Topics Design Studio

The sixth studio can be selected from the following options:
- LAR 509, (3 credits) LA Design Fundamentals is offered as an advised elective for students coming into the program having no formal design background.
- LAR 504, (6 credits) Landscape Architecture International Design Studio
- A second LAR 507 LA Advanced Topics Studio
- LAR 508, (6 credits) Design Research Project (requires Department Head approval)
- 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.

Introduction to landscape architectural design thinking processes and applications that include: site analysis, post occupancy user studies, programming, site planning, elementary site grading, graphic representation (drawing, model making, digital graphics), verbal communication, and criticism and reflection.
By the end of this course, students will be able to:

- Study, describe, and evaluate how people use landscapes;
- Produce a Project Definition Study that identifies and describes design issues, affected constituents, and situations/problems to be addressed in the planning and design of landscapes;
- Analyze non-complicated, site specific, and contextual landscape conditions in terms of opportunities and constraints to accommodate development;
- Design, apply, and evaluate various design thinking methods to develop alternative site plans at various scales of resolution. These plans should accommodate diverse program elements on non-complicated sites and considers sustainable design practices, and strategies for site development including grading, drainage, planting and landscape dynamics;
- Apply various communication and representational methods including written, oral, drawing, physical and digital modeling and representation to explore, test, develop, and communicate design ideas.

The instructors provide a supportive environment in which students explore and experiment with many alternative ways to solve design problems, evaluate their ideas, learn from their successes and errors, and develop 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.

Strategies, principles, and methods for designing and evaluating resilient ways and means to fit an intensive development program(s) on challenging, regionally specific sites. This design studio is integrally linked with courses LAR 527- Landform, Grading and Site Systems and LAR 520- Landscape Dynamics.
● Identify and model site development program requirements and inter relationships for a given design situation;

● Analyze site specific and contextual conditions within and surrounding subject site(s) that includes: collecting and managing appropriate data, and analyzing/modeling potential development opportunities/constraints as related to various program elements, their relationships, and other site planning and design considerations;

● Design and evaluate alternative general development plans considerate of public health, safety, and well-being including but not limited to: program functionality; environmental and cultural conditions; sustainable design practices, and implementation (grading, drainage, storm water management, planting and landscape dynamics);

● Refine and test site planning and design ideas at higher levels of resolution;

● Deliver competent verbal and graphic presentations (including computer modeling/rendering, hand drawing, and physical models) that effectively communicate one’s ideas; and

● Receive and deliver constructive criticism from and to peers, faculty, practitioners, and other constituents.

The studio expects students to utilize and expand upon ideas of landscape ecology, 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.

Site planning design refinement from conceptual schematic design through to the preparation of technical landscape architectural construction plans and details.

Building upon previous coursework, students are given a relatively small site, typically less than one acre, on which to develop a design for an urban open space. Students will learn 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. Landscape architecture practitioners are invited into the studio on several 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.

By the end of this course, students will be able to:

● Demonstrate knowledge of landscape architectural construction materials, methods, and implementation to actual project situations;

● Develop a landscape architectural site planning and design project through various phases including conception and schematic design, design refinement and preparation of industry standard construction document;

● Research landscape construction material fabrication, dimensions, and finishes, and how to convey precise instructions to the contractor/craftsman
● Recognize and evaluate inter relationships between existing site conditions, proposed program functions, site grading, drainage, planting, and construction methods associated with the design built works of landscape architecture;

● Define principles of sustainable landscape architecture construction and green building practices and technologies, including life cycle analysis of materials and products;

● Apply various communication and representational methods including written, oral, drawing, physical and digital modeling and representation to explore, test, develop, and communicate design ideas;

● Identify simultaneous processes of evaluation during project development including but not limited to: governmental approvals, permitting, cost estimates, construction sequencing, written specifications, contracts, and construction administration;

● Receive and deliver constructive criticism from and to peers, faculty, practitioners, and other constituents; and

● Explain the value of built works of landscape architecture in the context of public health, safety, and well-being.

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

LAR 506, 6 credits, LA Design + Build Studio: second year, spring semester

“Design and implementation of sustainable construction practices for low-impact system landscape installations that respond to degraded environmental conditions.”

By the end of this course, students will be able to:

● Create environmentally responsive solutions through project conception, design development (refinement and detailing), and installation;

● Utilize research resources to inform the everyday decision-making processes found within the practice of landscape architecture;

● Integrate technical considerations within functional and attractive design solutions in order to satisfy all related project requirements (course/code/regulatory);
● Evaluate various Design + Build viewpoints, approaches, and research found in related fields of study and/or professional practice(s);
● Accurately evaluate, apply, design, construct, and maintain sustainable site features;
● Increase both performance proficiency and efficiency related to the successful completion of project goals and deadlines; and;
● Explain the value of built works of landscape architecture in the context of public health, safety, and well-being.

LAR 507, 6 credits, LA Advanced Topics Design Studio: third year, fall or spring semester,
(Note: An additional LAR 507 studio may be taken later as an available elective studio option).

“Advanced engagement, emphasizing research, development and application of experimental and best practices, on current and emerging landscape architectural topics of increased complexity. LA Advanced Topics Studios integrate, apply, and reinforce materials including history and theory, site works, modeling and representation, research methods, and professional practice delivered in LAR subject area courses.”

LA Advanced Topics Design Studios are inquiry focused. Upon completion of these courses students will be able to apply important professional practices, venture into emerging areas, test and evaluate known practices, and literally experiment with emerging design theories or technologies that advance knowledge and capability of the profession. These studios reflect the specific research interests of the faculty delivering the studio. Recent topics addressed in the advanced studios include: community planning and design, coastal dynamics, brown field re-development, sustainable design, campus planning, large area resource planning, design competitions, and city design. Integration, application, and reinforcement of subject area course material including history and theory, landscape technologies, plants, media, and professional practice courses is expected.

The LA Advanced Topics Design Studios require rigorous thinking to identify, clearly define, and engage more complex sets of questions or issues that influence or become influenced by situations of increasing complexity at multiple scales of resolution.

By the end of the course, students will be able to:
● Design, apply, and evaluate strategic research methods applicable to landscape architecture project situations of varying types, complexities, and scales;
● Apply skills to formulate, experiment, and test alternative design strategies and evaluate potential resultant outcomes;
● Receive and deliver constructive criticism from and to peers, faculty, practitioners, and other constituents;
● Deliver competent verbal and graphic presentations (including computer modeling/rendering, hand drawing, and physical models) that effectively communicate one’s ideas;
● Evaluate and apply lessons learned from the study of relevant case study precedents;
● Apply various communication and representation skills, including written, oral, and analog and digital media, as appropriate, to develop, test, present, and exchange their work; and
● Explain the value of built works of landscape architecture in the context of public health, safety, and well-being.

Elective Design Studios:
LAR 509, 3 credits, Landscape Architecture Design Fundamentals: advised elective studio for students who are entering into the MLA program with now previous design background, summer session 2, prior to first year.
“Introduction to the language, topics, and processes associated with landscape architectural design and the means used to envision and transform ideas into physical form in the landscape. This is an intensive 5-week advised elective course, delivered during Summer Session 2 for incoming first professional MLA students coming into the program having no previous formal design background.”

This course is comprised of a series of exercises that isolate and explore fundamental design issues. Exercises begin with more theoretical, abstract subjects and end with more practical, comprehensive subjects. The assignments are approached with a sense of rigor, clarity, craft, and enthusiasm -- designed to work in a “building block” manner.

By the end of this course, students will be able to:

- Apply fundamental skills, theory, and techniques to design non-complex two-dimensional (2D) and three-dimensional (3D) landscapes; and
- Explain how these skills, theories, and methods provide the foundation required to interface with other disciplines such as horticulture, economics, engineering, ecology, and sociology.
- Communicate design ideas effectively through graphic, verbal, and written forms

LAR 504, 6 credits, LA International Design Studio: third year, fall semester

“Application of design thinking processes in landscape architectural design situations resident within a host international urban venue. This is a studio course for Landscape Architecture students studying abroad.”

In 2005, the College of Design Prague Institute in the Czech Republic was founded. It has since become the NC State European Center in Prague open to other academic units. Students, coming from the United States, Asia, South America, and the Middle East, will experience landscapes of a unique European city rich in history that offers countless examples of urban design encompassing several centuries’ growth from which to study and learn.
This urban design-oriented studio engages students with the complex environment of Prague, the “stone city,” with its dense historic central core surrounded by large parks and planned communities from the communist era. Students will develop their design thinking and research capabilities to synthesize, generate, and evaluate alternative design interventions and precedents that address “landscape imperatives” associated with environmental and cultural factors and relationships shaping urban landscapes.

Studio subjects may address current significant urban issues such as:

- Integration of green urban infrastructure into the urban environment such as integration of existing large park lands with the business, residential, and historic fabric of the city;
- Development of an accessible waterfront as an open space resource;
- Development of pedestrian networks within the city; and
- Connections of the city to the surrounding open space resources;

By the end of this course, students will be able to:

- Identify customs, mores, and places resident within host venue; and describe landscape design problems and the issues that confront a designer when working in a culture other than their own;
- Apply skills to interpret and depict the structure and relationships of the environment and formulate strategies to visualize, design and evaluate potential design outcomes;
- Apply methods to examine how contemporary interventions may become part of the cultural fabric and the natural systems of the city;
- Apply representational methods and verbal skills that communicate planning and design concepts and solutions; and
- Navigate and live within a foreign land.
The studio instructor(s), conversant in the cultural and natural factors and relationships influencing urban design, will engage students in situations that challenges them to apply and expand their research, design thinking, analysis, ideation, representation, and critical evaluation knowledge and skills.

LAR 508, 6 credits, Design Research Project (DRP), third year, fall, summer or spring semesters: requires Department Head approval and completion of LAR 697, Design Research Project Independent Study.

“Independent research in a specific area of landscape architectural design with the requirement that the research be integrated and applied within a landscape architectural design context; provides opportunities for a student or team of students (up to 4 people) to engage in independent inquiry leading to the completion of a definitive scholarly, research-oriented landscape architectural design project. Requires consent of department head or DGP.”

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

By the end of this course, students will be able to:

- 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;
- Formulate and implement a strategic plan for design inquiry including timelines, resource, and expected deliverables;
- Reflect and adjust the research strategic plan as new information such as data, criticism, theory, and/or finding informs the situation;
- Explain inquiry methods, design processes, and outcomes addressed and derived from design inquiry utilizing written, graphic, and verbal methods and media, as appropriate;
- Deliver public presentation(s) and respond to questions/comments to and from professional peers, constituent stakeholders, and others utilizing diverse media as appropriate;
- Evaluate the usefulness and efficacy of design inquiry theory, methods, and tools in landscape architectural design situations;
- Receive and deliver constructive criticism from and to peers, faculty, practitioners, and other constituents;
- Evaluate and apply lessons learned from the study of relevant case study precedents;
- Explain the value of landscape architecture in the context of public health, safety, and wellbeing.

LAR 508, Design Research Project requires 3 courses over 3 semesters consisting of:

- LAR 540 (3), Applied Research and Strategic Thinking, required of all students, typically taken in the fall of second year.
- LAR 697 (3), DRP Independent Study typically taken immediately preceding the planned undertaking of LAR 508: Design Research Project.
- LAR 508 (6), Design Research Project typically taken in the last semester of MLA matriculation.
Eligibility:
- The completion of design studio courses totaling a minimum of 30 credit hours, or as approved by the department head.
- An accumulated GPA of 3.50 or greater.

Procedure to initiate a DRP:
- Students wanting to pursue the DRP are required to submit an Application of Intent to the department head 30 days prior to start of the semester in which the LAR 697, DRP Independent Study is planned to commence. The LAR faculty member who agrees to mentor the student during this subsequent Independent Study must sign the Application of Intent.
- Within 10 days of receipt of the Application of Intent, the department head will call a meeting with the student and the 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 discuss any concerns about authorizing the student to proceed with the DRP Independent Study. Granting approval to proceed with the Independent Study does not automatically constitute the Faculty’s automatic approval of the DRP. The student must satisfactorily complete DRP Independent Study as described below:

LAR 697, DRP Independent Study is a prerequisite for undertaking LAR 508. This involves the preparation of a written Project Proposal that:

- Defines the central problem, question, or situation to be examined through design inquiry and application;
- Identifies a substantial body of supportive materials (research) that will inform the project; and
- Delineates the strategic plan of action for undertaking the design research project including timelines, resources, and expected deliverables.

The Project Proposal is to consist of the following contents:
- An Abstract of no more than 200 words that succinctly states the principal question or questions to be studied in the DRP.
- A summary of the research to date including field work, data gathered, analyses, listing of maps and photographs of the site, as well as other relevant site or project information supporting the validity of the inquiry, etc. Key contacts or reference persons outside the University should also be listed with their area of expertise.
- A bibliography of references.
- A detailed description of the proposed DRP scope of work including:
  o The topic and the imperatives motivating this work.
  o The problems or themes to be addressed, hypotheses to be tested, question or questions, and/or design project to be undertaken.
  o The intended scope of work and milestones with anticipated dates and products to be completed in the DRP.

The DRP Committee will consist of 3 faculty members: the chair, (a landscape architecture faculty member) and two other faculty, who may include part time faculty 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.
Approval to proceed with the DRP:
The chair of the student’s DRP Faculty Committee and the department head (and other LAR Faculty, if appropriate) will review DRP Project Proposal at the end of the semester in which the DRP Independent Study is undertaken and notify the student of its findings and recommendations. If approved, the DRP Project 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. 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 another design studio option in order to meet graduation requirements.

The DRP Faculty Committee is responsible for monitoring the student’s progress during the semester in which the DRP is undertaken. Students are required to meet with the DRP faculty committee at least three times during the semester during dates to be specified by the committee chair. The committee chair may require the student to make formal presentations during these meetings.

Upon completion of the DRP (typically at the end of the semester) the student(s) will make a formal public presentation to faculty and peers. The DRP Faculty Committee will evaluate the work and issue a final grade. The grade of I-Incomplete (IF/IW) 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 member of the DRP Faculty Committee prior to Commencement. Within 10 days thereafter, the student shall submit 5 bound copies of the DRP (committee members, department, college library) to the DRP Faculty Committee chair.

2| The Representation and Modeling Sequence: 6 credit hours required

Verbal, hand drawn, and digital graphics communications, as well as history and theory, site works, research and professional practice are integrated threads woven throughout the MLA curriculum. All design studios and seminar courses incorporate 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 513, LA Digital Design Media 1.

The advised electives are:
- LAR 510, (3 credits), Landscape Architectural Drawing Applications
- LAR 513, (3 credits) LA Digital Design Media 1

Required courses include:
- LAR 514, (3 credits) LA Digital Design Media 2
- LAR 517, (3 credits) GIS Applications in Landscape Architecture

Additional elective course:
- LAR 515, (3 credits), Advanced Digital Design Media
Students may take as electives various modeling and representation courses including those delivered by other academic units (architecture, graphic design, industrial design) in the College.

LAR 582: Special Topics courses, TBA

**Required Courses:**

**LAR 514, 3 credits, Landscape Architecture Digital Design Media 2:** first year, fall semester

“Digital modeling and representation methods, applications and production using two and three-dimensional digital design media; this course is integrally linked with LAR 501, Landscape Architecture Introduction Design Studio.”

By the end of the course, students will be able to:

- Apply various 2D and 3D digital design tools such as AutoCad, Rhino, and the Adobe Suite in elementary landscape architectural design situations;
- Manage file structures;
- Critically evaluate distinctions between technical and illustrative graphics for use in different representational application contexts;
- Produce elementary image animations; and
- Deliver verbal and visual presentations using the digital applications.

**LAR 517, 3 credits, GIS Applications in Landscape Architecture:** second year, spring semester

“This course introduces GIS analytical tools and methods as an integral part of the creative iterative design process from initial due diligence through conceptual design.”

Topics for this course include social and demographic analysis, terrain modeling, hydrological modeling, viewshed analysis, map overlay analysis, network modeling and how to relate it to Landscape Architecture, 3D visualization, and rapid prototyping.

Topics are taught utilizing applications in ArcGIS and AutoCAD Civil 3D. QGIS will also be reviewed for raster-based analysis.

By the end of this course, students will be able to:

- Apply GIS principles and technologies pertaining to modeling and analysis in two and three dimensions as an integral part of the creative design process;
- Design conceptual and logical models to structure and generate landscape architectural design solutions that link creative abstraction, computational exploration, structured decision-making, and expression; and
- Create GIS workflows as part of an iterative design process linking 3D GIS, 3D modeling, and visualization.
Elective Courses:

LAR 510, 3 credits, Introduction to Landscape Architectural Drawing, advised elective for entering first year students having little or no formal drawing experience; delivered as a 5-week intensive workshop course during summer session 2.

“Introduction to fundamental drawing principles and methods utilized in landscape architectural design and representation applications. Topics covered include: freehand sketching, field observation diagrams and sketches, freehand and constructed perspectives, plan and section view drawings, shade and shadow, color, design process drawings, and presentation layout. This is an introductory landscape architecture focused drawing course advised for incoming first professional MLA students during Summer Session 2.”

By the end of the course, students will be able to:

- Apply fundamental drawing and representation principles and methods including free hand sketching, plan and section view drawings, freehand and constructed perspectives, presentation layout, color, shade and shadow, and design process diagramming; and
- Critically assess the effectiveness of drawings to represent and communicate landscapes, objects, relationships, and spatial and theoretical relationships.

LAR 513, 3 credits, Landscape Architecture Digital Design Media 1, advised elective for entering first year students having little or no formal drawing experience; delivered as a 5-week intensive workshop course during summer session 2.

Note: Most students taking this class are concurrently taking LAR 510, Introduction to Landscape Architectural Drawing and LAR 509 Landscape Architecture Design Fundamentals. Instructors delivering these courses coordinate assignments and participate in discussions and reviews of student work.

“Introduction to the principles and practices related to the use of 2D and 3D digital media in landscape architectural design applications. The primary emphasis will be placed on using digital software applications as effective design representation and design communication tools.”

2D digital drafting is an essential skill for landscape architects and provides a framework for designers to communicate complex spatial relationships with a high level of precision. This class emphasizes learning the fundamentals and best practices of drafting using AutoCAD, an industry standard for construction documentation and site engineering. As the course progresses, students will explore the integration of 2D data and 3D environments. Students will learn fundamental 3D visualization techniques used by designers to better understand and communicate the scale and character and functionality of existing and designed landscapes.

This course will focus on two digital software applications: Autodesk’s AutoCAD and Trimble’s SketchUp, and how these applications can work together. Prior knowledge of these applications is not required. A basic knowledge of computers, however, is expected.

By the end of this course, students will be able to:

- Apply fundamental digital drafting techniques using applications such as AutoCAD 2014 and SketchUp;
- Integrate survey data and images in typical CAD files;
- Manage file structure/file management structures;
- Evaluate distinctions between technical and illustrative graphics for use in different representational application contexts;
- Apply annotation conventions (dimension styles and text);
- Plot, publish e-transmit, and export drawing data;
- Apply Sketch Up’s three-dimensional capabilities with AutoCAD throughout the implementation process;
- Create 3D model from scratch;
Manipulate 3D environments and establish appropriate viewing angles;
- Export 3D data for 2D use in AutoCAD; and
- Export 3D imagery for printing.

LAR 515, 3 credits, Advanced Landscape Architecture Digital Design Media: third year, fall and/or spring

“This is an elective course in the curriculum’s digital media sequence that builds upon and expands knowledge of and capability with principles and applications in 3D modeling and representation, digital rendering, and other forms of representation for visualization of existing and proposed site conditions and design concepts in diverse landscape architectural applications.”

Advanced Digital Media for Landscape Architects provides access to tools and techniques that will help students develop a relationship between their design work and their ability to communicate cohesive, illustrated, design perspectives, and theory. The course will expand existing knowledge of software interoperability and focus on creating/refining routines to be used in preparation of graphics for landscape architecture visualization. By engaging multiple forms of written and visual representation, students will explore methods that facilitate describing and representing their design ideas.

Students will refine graphics prepared in previous courses and integrate current project work as the semester progresses. Precedent studies will: focus on building understanding of the variety of graphic conventions used in current practice; develop a library of graphic styles and conventions; and develop/apply new skills in our own work. New trends in computer interface technology including the use of touch screens and virtual reality will be discussed. Class meetings will be half forum and half lecture/instruction. Each student will create a portfolio of work organized in a “clean and concise document” that can be used for job interviews after graduation.

By the end of this course, students will be able to:
- Utilize digital design media to define, articulate, and illustrate the student’s design concept
• Increase proficiency with hand graphics and digital graphic software applications
• Evaluate strengths/weaknesses of digital media programs in landscape architecture applications; and
• Understand workflow and select appropriate digital media software to be used for desired outcomes.

**LAR 582: Special Topics courses, TBA**

### 3 | The Site Works Sequence – 13 credit 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 knowledge of these areas. Material covered in Site Works is explicitly applied and reinforced in the design studios at all levels.

Required courses in the Site Works sequence include:
- LAR 520, (3 credits) Landscape and Culture
- LAR 523, (2 credits) LA Plant Identification
- LAR 524, (2 credits) LA Planting Design
- LAR 527, (3 credits) Landform, Grading, and Site Systems
- LAR 528, (3 credits) Construction Materials and Methods

Elective courses include:
- LAR 525, (3 credits) LA Field Studies
- LAR 582, Special Topics TBA
- Students are also encouraged to seek Site Works related courses offered in other academic units in the university.

**Required courses:**

**LAR 520, 3 credits, Landscape and Culture:** first year, spring semester.

“An integrative approach to human + natural systems, specifically the dynamic forces that act upon, alter, and give meaning to landscapes. The dynamics of ecological scale, function, spatial structure, and human ecosystems interaction will be examined through lectures, field trips, case studies and theories that operate at a variety of scales.”
Course activities link 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 includes 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.

By the end of this course, students will be to:

- Interpret ecological design principles according to landscape systems as required to develop socio-environmentally responsive designs;
- Critique and evaluate landscape architectural design from an ecological perspective;
- Identify and utilize research methods in topic areas that connect: theory to practice, large-to small-scales, and initial site assessment to life-cycle management; and
- Formulate wide-range of questions and issues related to landscape dynamics.

LAR 523, 2 credits, Landscape Architecture Plant Identification: summer following first year.

“Introduction to the vocabulary and methods necessary to identify ornamental plants in the built landscape. The course is structured around the understand of the taxonomic tools necessary to identify plants.”

Students will develop 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 briefly examined. Emphasis is given design matters rather than on horticultural detail, to enable students to begin developing individual philosophies of design, particularly as they relate to the use of plants.

Over 100 plant species and cultivars, most of which are within walking distance of the College of Design, will be introduced. Several off-campus field trips will be taken to local nurseries to provide information concerning plant production and delivery to the market, and to landscape contractors’ shops and construction sites to observe the process of installing new plant material.

By the end of this course, students will be able to:

- Identify the common cultivated, native, and introduced plants species found in the built landscape;
- Create a reference plant list to be used as a planting design palette;
- Explain the morphological characteristics of plants in the landscape, in order to identify specific plants;
● Identify scientific and common name of approximately 160 plant species;
● Identify a plant using botanical keys and other botanical references for plant identification; and
● Utilize reference resources for plants identification.

LAR 524, 2 credits, Planting Design Applications in Landscape Architecture: summer following first year.

“Introduction to theories, practices, and implications associated with the diverse uses of plants in landscape architectural design applications considerate of functional, ecologic, aesthetic, economic, maintenance, health, safety, welfare, and other factors.”

By the end of the semester, students will be able to:

● Apply design processes including analyzing existing conditions, developing programs, and applying the appropriate planting design process, grounded in the art as well as the science principles of horticulture, that are sensitive to the expression of place, and the evolution of plant material changes over time;
● Identify general types of plants and their use in design (ground covers, and small, medium and large shrubs and tree);
● Identify general plant cultural characteristics such as hardiness, growth rate, sun exposure requirements, soil requirements, habit, and other key design characteristics like scent, light quality, texture color, scale, space, proportion, form, massing and seasonal changes;
● Apply a level of artistic expression in the landscape using plants as elements for an overall ecological artful composition;
● Apply research skills which enable appropriate response to planting design project scale and scope;
● Apply the skills necessary in the preparation of professional level planting plans, planting construction details and specifications using design strategies on projects with varied scopes and scales with the primary goal of protecting the safety, health and well-being of the general public; and
● Distinguish the methods necessary for the management and evaluation of designed landscapes and natural processes that impact them, and be familiar with landscape management practices that ensure long term success of the landscape

LAR 527, 3 credits, Landform, Grading and Site Systems: first year, spring semester.

“An introduction to site grading and drainage, slope analysis, landform representation and processes, and site development best practices required for landscape architectural site planning and design applications.”

The course is structured around case studies examples and assignments ranging from short to long term exercises. Emphasized are the vocabulary, methods, principles and calculations landscape architects used to make critical design decisions in the preparation of technical documents as an integral part of the site planning and design process. Discussed will be the immediate and longer-term issues, practices, and consequences associated with balancing land use and functionality needs with landforms, soils, and surface water hydrologic conditions as critical factors affecting the long-term resilient site design.

By the end of this course, students will be able to:

● Apply theories, current and emerging technologies, and best professional practices required for grading and drainage processes used to reshape the earth’s surfaces, influence functionality, and water infiltration and runoff in landscape architectural applications including, but not limited to:
● Landform representation and interpretation
● Site analysis
● Fundamental principles of watersheds and surface water runoff
● Contour manipulation
● Slope calculations formulas and their applications
● Cut and fill calculations
● Preparation of technical documents in accordance with best management practices
● Environmental and functional constraints and opportunities that determine site development decisions
● Relationships involving site design and site grading and drainage
● Approaches to storm water management
● Horizontal and vertical road, trail and path alignments
● Production of plans, cross sections, and 3 dimensional physical models that represent proposed grading practices.

LAR 528, 3 credits, Construction Materials, Methods and Documentation: summer following First year.

“An introduction to landscape architectural construction materials, methods and documentation, and implementation practices including best professional practices, current and emerging technologies, strategies, and applications.”
LAR 528 is offered during the summer preceding the fall semester's LAR 503, Design Development/Construction Documentation Studio in the fall and LAR 504, Design + Build Studio in the Spring. Together, these 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.

By the end of this course, students will be able to:

- Select and specify one or a combination of materials, based on aesthetic and structural considerations, from the vast array of currently available products as well as recycled material for use in landscape architectural applications;
- Make specific decisions about fabrication, dimension, texture, and finishes, and how to convey precise instructions to the contractor/crafts people;
- Identify and evaluate relationships between site grading and drainage and the built environment and understand how to perceive design in an integrated way;
- Interpret simultaneous processes of evaluation during the development of a project; governmental approvals, permitting, cost estimate, construction sequencing, written specifications, contracts and construction administration; and
- Integrate principles of sustainable landscape architecture construction and green building techniques, including life cycle analysis of materials and products.

Elective courses:

LAR 582: Special Topics courses, TBA
The History, Theory and Criticism Sequence — 6 credit hours required

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 582.xxx, (3 credits) History of Landscape Architecture Graduate Seminar
- LAR 534, (3 credits) Landscape Architecture Theory and Criticism.

Available elective courses:
- LAR 634, (3 credits) Contemporary Issues in Landscape Preservation
- LAR 582.xx, (3 credits) Special Topics: Contemporary Landscape Architecture
- LAR 582.xx, (3 credits) Special Topics: Environmental Social Equity in Design
- LAR 582.xx, other special topics courses.

Students are 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.)

Required courses:

LAR 582.xxx, 3 credits, History of Landscape Architecture Graduate Seminar: first year, spring semester

“Students learn the range of landscape styles and historical thinking within landscape architecture. 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. Upon completion of this course students will have a mastery of historic landscape styles, vocabulary, and significant concepts and figures of each era.”


LAR 534, 3 credits, Landscape Architecture Theory and Criticism: third year, fall semester

“This course introduces the pervasive principles, concepts, movements, and applications influencing landscape architectural planning and design. Utilizing a case study approach the course explores various theoretical underpinnings of the profession. The final project requires students to critically examine an “iconic” work of landscape architecture, submitting a written paper and delivering a formal presentation.”

By the end of this course, students will be able to:
- Identify, evaluate, and apply theories, bodies of knowledge, and places informing landscape architectural practice; and
- Demonstrate understanding of landscape theory and criticism through the use of oral, and visual presentations;
- Engage in debates to demonstrate ability to critique built works of landscape architecture and design from various points of view.
Elective Courses:

LAR 535, 3 credits, Environmental Social Equity and Design, second/third year, spring semester, open to non-majors

“This course explores disparities in social mobility, equity, and environmental justice and how design thinking operating in the built environment can bridge these trends. This seminar will increase student experience with the principles of environmental justice and social equity in the context of design and community engagement while focusing on trends affecting environmental and human health in the built environment with an emphasis on emerging issues in Durham, North Carolina.”

This course will use blended educational strategies including include lectures, small group activities, field study, community engagement, individual assignments, and peer-reviews of course work. Major topics framing course themes will occur in class through lectures and discussions. As needed, in-class workshops will be conducted by the instructor and others to build technical skills and project capacities.

By the end of this course, students will be able to:

- Describe historic and contemporary environmental and social equity issues in the built environment;
- Communicate issues and opportunities presented by existing frameworks and methods for evaluating design engagement impacts on issues of environmental and social equity;
- Use archival research tools for evaluating built environmental issues;
- Gather original data and utilize analytical tools for evaluating built environmental issues; and
- Demonstrate the ability to utilize democratic design tools for engaging stakeholders in evaluating and transforming the built environment.

LAR 582: Special Topics courses, TBA

5 | The Research Sequence – 3 credit hours required

Research is a pervasive thread woven 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 research is reflected in the courses they teach.

One course is required:

- LAR 540, (3 credits) Research and Strategic Thinking

Available electives include:

- LAR 542, (3 credits) Human Use of the Urban Landscape
- LAR 543, (3 credits) Landscape Performance and Metrics
- LAR 630, (3 credits) Independent Study
- LAR 697, (3 credits) Design Research Project Independent Study

Students are also encouraged to seek research-oriented courses offered by other academic units in the college, the university, and from other universities in the area (UNC Chapel Hill and Duke University.)

Required:

LAR 540, 3 credits, Research and Strategic Thinking: second year, fall semester, open to non-majors.
“This course introduces students to the basic research tools used in landscape architecture situations and explores a variety of historic, current, and emerging research methodologies applied in landscape architecture and other areas of graduate studies and professional design practices.”

By the end of this course, students will be able to:

- Interpret and evaluate the physical environment in relation to its social, political, economic, environmental, cultural and scientific contexts. Research and critical reflection are integral part to achieve this learning outcome;
- Assess the strength and weaknesses of various methodological approaches and field research techniques relevant to landscape architecture; and
- Students will know how to apply various research tools systematically in a range of situations and places.

Elective courses:

**LAR 542, 3 credits, Human Use of the Urban Landscape**: second or third year, spring semester, open to non-majors.

“Urban environment-behavior field research methods at site planning scale (behavior and cognitive mapping, interview and survey methods, archival research), suitable for application in practice. Methods of integrating user needs into design programming using participatory approaches. Evidence-based design applied to residential neighborhood, health, education, and recreation settings. Research activities conducted in small groups. No required texts. Overnight, weekend field trip at student expense.”

The course will focus on methods of integrating user needs into design programming using participatory approaches and evidence-based design applied to residential neighborhood, health, education, and recreation settings. Research activities will be conducted in small groups. No required texts. Overnight, weekend field trip at student expense.

By the end of this course, students will be able to:

- Interpret and analyze the urban public realm as being all public spaces used by people at the site level where human behavior can be influenced, supported, or “afforded” through design intervention;
- Apply environment and behavior quantitative and qualitative research and assessment tools within a socio-ecological framework to explore overt behavior and perceptual variables at the site level;
- Communicate and discuss the concepts of affordance, behavior setting, territoriality, and the socio-ecological model and understand their usefulness in linking environmental design and behavior;
- Apply new technologies for data gathering and analysis, including GIS, GPS, hand held devices, activity monitors, and software for coding observational data from digital video that can be applied in studio projects and future professional work;
- Analyze user needs as variable across the human life cycle according to age, socio-cultural, and physical contexts; and
- Apply empirical knowledge of user needs to inform design programming in areas such as health promotion and inter-generational design.

**LAR 543, 3 credits, Landscape Performance and Metrics**, Second/third year spring, open to non-majors.
“Concepts of tools and methods to measure and integrate considerations of landscape performance including environmental, economic/life cycle, management, social, and aesthetic factors in landscape architectural applications.”

By the end of the course, students will be able to:

- Evaluate and utilize concepts, tools, and methods of landscape performance including environmental, economic/life cycles, management, social, and aesthetic considerations in landscape architectural design situations;
- Integrate concepts of sustainable/resilient design, from concept design to landscape management, in landscape architectural design situations; and
- Conduct a landscape assessment.

LAR 582: Special Topics courses, TBA

LAR 630, Independent Study, (3 credits), all semesters

LAR 697, Design Research Project Independent Study, (3 credits), Third year all semesters. Please course description under LAR 508, Design Research Project.

6| The Planning Sequence – 3 credit hours required

The required course in this sequence is:

- LAR 545, (3 credits), City Planning and Design – Building Great Communities

Elective courses offered by the Department of Landscape Architecture include:

- LAR 544, (3 credits), Contemporary Issues in Landscape Preservation
- LAR 546, (3 credits), The Landscape Imperative

Required course:

LAR 545, 3 credits, City Planning and Design – Building Great Communities: third year, spring semester, open to non-majors.

“This course explores the history and heritage of city planning and design in an ever-urbanizing world, the legal underpinning and practice of the tools of planning in the US - comprehensive planning, zoning, infrastructure planning and design guidelines, environmental and social challenges for an urban planet, and the procurement of planning and design services, both from the perspective of the hiring entity as well as from that of the consultant.”

By the end of the course, students will be able to:

- Analyze the historical context in the wake of the Industrial Revolution during which the professions of landscape architecture and city planning were created and evolved through the Twentieth Century, and identify the key figures and movements in the professions over this time;
- Illustrate one’s knowledge of 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;
Demonstrate an understanding of the concepts used by planners such as Frederick Law Olmsted and others through the development of physical solutions in public spaces that address not only aesthetic and functional, but broader social, legal, political and symbolic objectives; and

Interpret how community design works in contemporary cities, how development is governed, how a vision of the future city is created in a democratic process and embedded in its policies and regulations, and how design professionals and public managers can navigate this world to have powerful impact on the future urban realm.

Elective course:

**LAR 544, 3 credits, Contemporary Issues in Landscape Preservation**, offered fall semester, open to non-majors.

"An examination of how local governments organize themselves to deal with the conservation and protection of areas of acknowledged cultural value or scenic/aesthetic character as well as the respective roles of federal, state, and local governments in these efforts. Particular attention will be given to understanding the recent past in preservation efforts."

This lecture/seminar course features class discussions, guest lecturers and out of class assignments supplemented by readings. Students will have the opportunity to meet professionals across the preservation and development disciplines. There will also be field trips to observe and discuss preservation practices in a contemporary setting.

By the end of this course, students will be able to:

- Identify historic preservation and conservation laws, policies and practices as applied to the local, regional and national levels;
- Evaluate opportunities to become engaged in historic preservation and conservation efforts;
- Explain how local and state preservation programs function;
- Interpret contemporary preservation and conservation issues relevant to the design and development professions; and
- Consult with professionals involved in preservation and conservation efforts in government and non-profit positions.

**LAR 546, 3 credits, The Landscape Imperative**, offered spring semester, open to non-majors:

"This course 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 consists of lectures, discussions, and student presentations. Students will write short papers, participate in debates, and deliver oral/visual presentations."

This course is predicated on the facts that "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."
By the end of this course, students will be able to:

- Demonstrate understanding of research that defines and informs findings and recommendations for addressing future land planning, design, and development strategies;
- Evaluate and synthesize complex information pertaining to demographics, natural systems, gray and green infrastructure and urban form;
- Define the complex topics addressed in the seminar in both oral and written form in a concise and coherent manner; and
- Demonstrate the importance of landscape architecture’s role in addressing the public’s health, safety, and welfare through oral presentations.

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 subject’s 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, (3 credits) Landscape Architectural Professional Practice

Available electives are:

- LAR 650, (3 credits) LA Internship
- Students may also take Professional Practice related courses offered by other academic units.

**Required course:**

LAR 550, 3 credits, **Landscape Architecture Professional Practice**: third year, spring semester, open to non-majors.

“Exposure to the full range of practice opportunities in landscape architecture with an overview of career opportunities in the public (federal, state, and local) and private sectors as well as in non-traditional and emerging roles. The course emphasizes landscape architecture practice, primarily in the U.S. but also abroad, professional ethics, business practices, regulatory issues, and the legal framework within.”

By the end of this course, students will be able to:
Identify the range of opportunities to practice landscape architecture in the public, private and non-traditional settings;

Apply ethical concepts to landscape architectural professional practice;

Explain professional licensure, legal responsibilities, and liability issues as related to the practice of landscape architecture; and

Distinguish, analyze, and discuss various forms of professional landscape architecture management and business practices.

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

Elective courses:

LAR 650, 3 credits, Landscape Architecture Internship: any semester

“Supervised field experience in landscape architecture office, related design office, or governmental agency. Students work in an office or agency for up to 12 hours per week. A daily work journal and final paper summarizing the work experience are required.”

The department encourages students to complete an internship within a professional landscape architectural, architectural, or civil engineering (private or governmental) organization. Students will gain knowledge of and appreciation for the practices of landscape architecture.

By the end of this course, students will be able to:

Evaluate and apply various procedures and processes of professional practice, where appropriate, in their future work endeavors;

Explain the value of landscape architecture practices from the points of view of health, safety, and welfare;

Identify areas of personal professional strength and weakness;

Generate examples of their own professional accomplishments for future reflection and portfolio use.

Students seeking an internship experience are instructed to initiate a relationship with a potential (landscape architectural) practice. The student and the prospective employer should 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 to the department head a Work Plan that describes 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 log sheets documenting hours worked.

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 student’s 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.

**International students** wishing to complete an internship, for credit or just for experience, must contact the Office of International Services. During the academic year, students wishing to complete an internship will likely need to get approval for their Visa Status. Optional academic semesters, such as summers, may also require additional authorization. If you are an international student, you should always contact OIS for more information regarding how work may affect your immigration status. For more information about the typical approval process for F-1 students, visit the following website.

https://internationalservices.ncsu.edu/curricular-practical-training/

**LAR 582: Special Topics courses**, TBA
6 | MLA Oral Examination

MLA students, in both the First Professional and Post Professional MLA programs, are required to pass the *MLA Oral Examination* in their final semester of matriculation. The exam is administered by the faculty of the Department of Landscape Architecture in accordance with the policies of the Graduate School. Written by the landscape architecture faculty, the exam is intended to validate the students’ understanding and competence in applicable 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). Prior to taking the exam, students must complete, submit, and receive Department and Graduate School approval on their *Graduate Plan of Work*. Once approved, the Graduate School authorizes the Department to proceed with conducting the examination.

**Purpose:**
The *MLA Oral Examination* is intended to challenge graduating MLA students in their final semester to clearly and persuasively communicate (verbal and graphic) their approach to design and landscape thinking.

The *Oral Exam* is directly related to work developing in the student’s final design studio in order to demonstrate their ability to define design imperatives and apply design processes to pursue those imperatives.

For the purposes of this *Oral Exam*, the term *final project* includes:

- Advanced design studios including: LA Advanced Topics Studio (LAR 500) and LA Design Research Project (LAR 679) conducted in the MLA student’s last semester
- Other advanced design work that is reflective of the student’s ability to address imperatives and processes (with approval by the Department Head or DGP)

**MLA Oral Exam Committee:**
There will be three (3) members of the MLA Oral Exam Committee. They presently include 1) the LAR Department Head, 2) Director of Graduate Programs (DGP), and 3) a LAR faculty member of the student’s choice. Students should actively identify and recruit a third member of their committee and involve them in the development of their presentation. (With department head approval, a faculty member from another academic unit who is formally involved in the student’s final project may also participate as a member of the *MLA Oral Exam* committee.)

Student presentations are public; all are welcome to attend. However, the student’s *MLA Oral Exam* committee (the signers of official NC State Graduate School forms) are the primary audience for their presentations. All MLA committee members are required to attend the *MLA Oral Exam* and to sign off on all necessary paperwork to confirm successful completion.

**Learning Objectives:**
The specific learning objectives driving the *MLA Oral Exam* includes positioning students to:

1. **Define a landscape architecture imperative:**
   Successful *MLA Oral Exam* answers clearly communicate a landscape architecture imperative that drove the student’s final project work. **Imperatives are fundamental drivers of change in society.** A successful student presentation will describe: a) that imperative, b) how landscape architecture relates to that imperative, and c) how their work reflects their commitment to the future pursuit of that imperative. This emphasizes the student’s own work, but also anticipates work to be completed in the future.

   Successfully articulating a landscape architecture imperative reflects how the student can “take a position” and clearly describe their role in advancing the imperative through their own project design work.
2. **Communicate landscape architecture design strategies:**

   Successful MLA Oral Exam answers clearly communicate landscape architecture design strategies that will result in competently executed landscape architecture and serve to **showcase the unique roles landscape architecture can play in solving complex problems, particularly those dealing with societal and environmental health, safety, and wellbeing.** There are many design processes and many different professions engaged in design of the land. **However, this objective asks students to assume the position of a professional landscape architect and present their design processes that resulted in effective landscape architecture-led strategies present in their own project design work.**

   **Being able to successfully articulate landscape architecture design strategies reflects the student’s ability to effectively describe how they think a problem should be defined, analyzed, and solved through landscape architecture design processes.**

**Outcomes:**

The outcomes of the MLA Oral Exams are based on the quality of student presentations. Students will make brief presentations in response to the questions (below) and respond to questions from the faculty.

Potential outcomes include:

- **Pass:** The student successfully responded to both questions and demonstrated mastery of key concepts experienced in the MLA Curriculum.

- **Fail:** The student unsuccessfully responded to one or both questions and did not demonstrate a mastery of the key concepts experienced in the MLA Curriculum. In the case of a Fail, the student will be required to respond to faculty feedback and schedule a follow up MLA Oral Exam presentation within 10 days of their initial Oral Exam.

**Preparation and MLA Oral Exam Process**

Students are strongly encouraged to a) create a one-page outline of their proposed oral exam and b) schedule a meeting with their committee members and/or other advisors for feedback prior to making their final presentations.

Successful MLA Oral Exams require professional oral and visual presentations that are delivered clearly and within the time allowed. **Students are strongly encouraged to rehearse their presentations in advance with colleagues, faculty, and others.**

Students are allocated a total of 20 minutes to deliver to the faculty a formal verbal/graphic presentation that responds to both questions, **time management is up to the student.** A 20-minute question and answer period will follow. At the end of 40 minutes, the student presenter will be dismissed to enable faculty to discuss and evaluate the student’s performance. The student will then be recalled to receive the faculty’s findings.

**Within 24 hours of passing the exam, students are required to submit a digital copy of their presentation to the MLA Director of Graduate Programs.**

**Following are the two MLA Oral Examination questions given 2017-18.**

**Question #1: What is Your 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 related theories or concepts that you find particularly important to historic, contemporary, and future research and practices. Choose a topic about which you are passionate—the imperative should be an area of landscape architecture that you believe is a potential pathway toward your continued career development.

Explain how this imperative, and its associated concepts have been applied in your design project work. Use your final project work to illustrate your experience with attempting to pursue landscape architecture design through the lens of the driving imperative. Provide and appropriately document evidence that describes the potential outcomes of the application and reflect on its value. Speculate on how the theories or concepts related to the imperative could be modified through future exploration, testing, and/or application.

**Question #2 What is Your Landscape Architecture Design Strategy?**

Communicate to a lay audience (a group having little understanding of a specialized profession like landscape architecture) the process/strategy by which you pursue your current design studio project.

Consider addressing the following items, as appropriate: Values informing the process; programming and user needs; site analysis; ideation and conceptual design; advanced design development, evaluation, and visualization.

Consider your response in the context of question #1: How has the body of knowledge of landscape architecture informed your strategy?

Explain how your process reflects a defensible approach to the design situation, issues, and mission addressed.
7 | Distinctive Educational Opportunities

Students are encouraged to work closely with the Department Head/DGP, and the 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, graduate certificates programs, graduate minors and dual/concurrent degrees, independent study with a specific instructor, and the final advanced studio.

**DesignWeek[Beta] and Design Week ‘18 were “game changers!”**

Faculty and students from the entire Department of Landscape Architecture, along with a number of students and faculty from the School of Architecture and the UNC Chapel Hill’s Department of City and Regional Planning, and several local practitioners participated in a week-long charette to generate creative design solutions intended to help relieve pressures from flooding that resulted from the aftermath of Hurricane Matthew that occurred October 2017.

The success of the DesignWeek experiences demonstrated the need for continued interaction between the College of Design and our neighbors in North Carolina. DesignWeek ‘19 is in the planning process, and this event is on its way to becoming an annual tradition.

![DesignWeek['Beta] and Design Week ‘18 were “game changers!”](image)

**Graduate Minors and Certificates**

Graduate Minors and Certificate programs are available 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.

Graduate Certificate Programs 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](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 following describes two interdisciplinary Graduate Certificate Programs presently offered in the College of Design that are specifically targeted for landscape architecture and architecture students:

- The Graduate Certificate in City Design
- The Graduate Certificate in Public Interest Design

Graduate Certificate in City Design

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

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:
- Professor of Architecture Robin Abrams
  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.”

The City Design Certificate requires students 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; and
● 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.

<table>
<thead>
<tr>
<th>Single Studio Option M.Arch Tracks 1, 2, and 3 &amp; MLA Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 studio</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Two Studio Option M.Arch Tracks 1, 2, and 3 & MLA Students

<table>
<thead>
<tr>
<th>Studios</th>
<th>Required Coursework</th>
<th>HRS</th>
<th>Required Coursework from the Elective Menu</th>
<th>HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 studios</td>
<td>ARC 570/LAR 582 Anatomy of the City</td>
<td>3</td>
<td>ARC 503 Advanced Architectural Design (Urban) or /LAR 500 Advanced Design (Urban)</td>
<td>6</td>
</tr>
<tr>
<td>ARC 503 Advanced Architectural Design (Urban) or /LAR 507 LA Advanced Topics Design Studio (Urban)</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Non-Studio Option Practitioner Post-Baccalaureate Student

<table>
<thead>
<tr>
<th>Practitioner Post-Baccalaureate Student</th>
<th>Required Coursework</th>
<th>HRS</th>
<th>Required Coursework from the Elective Menu</th>
<th>HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 570/LAR 582 Anatomy of the City</td>
<td>3</td>
<td>Advanced Seminar from Elective Menu</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Seminar from Elective Menu</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Seminar from Elective Menu</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Seminar from Elective Menu</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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 507 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 1 studio option; 12 hours for non-studio option)

School of Architecture
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
- LAR 504 LA International Design Studio
- LAR 507 LA Advanced Topics Design Studio
- LAR 545 LA and City Planning in the Public Realm
- LAR 546 The Landscape Imperative
- LAR 542 Human Use of the Urban Landscape
- 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.

Public Interest Design Certificate

Introduction:

Public Interest Design is a participatory and issue-based design practice that places emphasis on the “triple bottom
line” of sustainable design that includes environmental, economic, and social challenges across the world. Public
Interest Design seeks to broaden access of the benefits of design to all of the general public. By connecting the
design process to global issues, Public Interest Design helps further establish the public value of design to a broader
audience and provides designers with a larger platform to affirm the value of all the design disciplines.

The built and natural environments, including the spaces in which we live and work, the products we consume, and
the messages we receive, have a powerful impact on how we function in society. Good design requires attention
and sensitivity to social, economic, political, cultural and behavioral issues. The aim of all curricula at the College of
Design is to develop the designer’s perception, knowledge, skills and problem-solving abilities in order to prepare
students for a successful career – and life. Public Interest Design provides one area of study that links design
education and professional practice with the knowledge and skills to address global issues.

The strength of Public Interest Design at the NCSU College of Design extends back into the late 1960’s, with a
recognized history of community-based service through the teaching legacies of many faculty. This certificate would
allow the College of Design to build on past leadership in public service and to strengthen the institution’s role as a
global leader in Public Interest Design. Both the millennial generation and current practitioners desire the
knowledge of how to use their design education and professional skills to serve the public meaningfully.

This certificate allows the College of Design (COD) to further align its research, education and outreach activities
with the strategic plans of the university. The proposed certificate aligns with the following stated goals from
Pathways to the Future, NCSU Strategic Plan, 2011-2020: “We see an educational institution that nurtures
graduates ready to enter productively into society with skills, an inquiring mind, global awareness, and a sense of
social responsibility.” The Plan includes:

- Applying innovative solutions to societal problems at the local, state, national and global levels.
- Facilitating interactions among extraordinary minds engaged with complex real-world problems.
- Promoting an integrated approach to problem solving that transforms lives and provides leadership for
  social, economic and technological development across North Carolina and around the world.

Program Intent:

The graduate level certificate program in Public Interest Design will provide education in this rapidly emerging field.
The curricular content, which is research, classroom and field based, educates students and professionals in how to
use design to address a range of critical challenges that communities face in the world. This is an opportunity to
further align the teaching, research and outreach of all the design departments of the College of Design with the
mission of the University. This certificate would capitalize on NCSU’s past leadership and current faculty, as well as
join the growing cultural momentum to provide expanded public service.
The programs objectives are to educate students to:

- analyze precedents of how Public Interest Design is and can be a meaningful part of professional practice;
- describe one model of professional practice in public interest design;
- identify public need for design that can address community challenges;
- determine a design project’s social, economic, environmental impact on a community;
- document stakeholders and assets that can address project challenges;
- use a step-by-step process of working with a community as a design partner; and
- apply a collaborative process with multiple stakeholders.

Market for Graduates:
Public and pro bono services are an integral part of the Architecture and Landscape Architecture professions. The motivation to “improve quality of life in communities” has been documented as the second main reason that people enter the profession of architecture. In 1996, Ernest L. Boyer and Lee D. Mitgang conducted a survey of architecture students and asked the following:¹

Please rank the most important reasons for entering the architecture profession:
- Top reason given: Putting creative abilities to practical use: 44% gave as first reason for entering the profession of architecture.
- Second most often reason given: Improving quality of life in communities 22% gave as first reason for entering the profession of architecture.

If we combine these top two reasons, we arrive at a working definition of Public Interest Design: “the desire to improve quality of life in communities” by “putting creative abilities to practical use.”

Two more recent surveys, one of American Institute of Architects members and another of a sample of students at the Harvard Graduate School of Design, document the current strong interest for a public-based practice.

Certificate Program Coordinator:
Bryon Bell, Associate Professor
College of Design
North Carolina State University
919-637-2804
bbell@ncsu.edu

Faculty Participants
School of Architecture:
Robin Abrams, Professor
Tom Barrie, Professor
Bryan Bell, Associate Professor
David Hill, Head and Professor
Sara Queen, Associate Professor
Katie Wakeford, Assistant Professor of Practice
Ellen Cassily, Instructor
Randy Lanou, Instructor

Academic Requirements for Participants:
Certificate students are expected to complete a total of 15 hours of coursework. Participants not in the College of Design would pursue Option 3 which does not include design studios. Additionally, it is possible to earn this certificate as a post-baccalaureate, non-degree seeking student. In addition,

There are three methods of fulfilling this requirement:

Option 1

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 563 Public Interest Design Seminar: Case Studies and Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>Two (2) approved design studios</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Option 2

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 563 Public Interest Design Seminar: Case Studies and Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>One (1) approved design studios</td>
<td>6</td>
</tr>
<tr>
<td>Two (2) approved seminars</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Option 3

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 563 Public Interest Design Seminar: Case Studies and Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>Four (4) approved seminars</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Required Coursework:

All studios and seminars taken for certificate credits must be either: (1) be listed below, or (2) approved by the Certificate Coordinator prior to the student’s enrollment in the proposed course.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 507 LA Advanced Topics Design Studio in Community Planning and Design</td>
<td>6</td>
</tr>
<tr>
<td>ARC 503* Affordable Housing Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARC 503* PID Incubator Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARC 503* Coastal Dynamics Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARC 503* Design Build Summer Studio</td>
<td>6</td>
</tr>
<tr>
<td>LAR 582 Coastal Dynamics Studio</td>
<td>6</td>
</tr>
</tbody>
</table>
Successful completion of the following seminar is required for all PID Certificate students:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAR 582</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>LAR 578</td>
<td>Environmental Social Equity in Design</td>
<td>3</td>
</tr>
<tr>
<td>LAR 579</td>
<td>Human Use of the Urban Landscape</td>
<td>3</td>
</tr>
<tr>
<td>LAR 582</td>
<td>Performance and Metrics</td>
<td>3</td>
</tr>
<tr>
<td>ID 582</td>
<td>Human Centered Design</td>
<td>3</td>
</tr>
<tr>
<td>ARC 590</td>
<td>Special Topics - topics vary, by approval of PID</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Certificate Coordinator</td>
<td></td>
</tr>
<tr>
<td>LAR 582</td>
<td>Special Topics - topics vary, by approval of PID</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Certificate Coordinator</td>
<td></td>
</tr>
<tr>
<td>ADN 502</td>
<td>Documentary Film</td>
<td>3</td>
</tr>
<tr>
<td>ADN 503*</td>
<td>Introduction to Practice Based Research on Art and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>ADN 503*</td>
<td>Storytelling Through Films</td>
<td>3</td>
</tr>
</tbody>
</table>

Successful completion of the following courses may be included towards the completion of the PID Certificate:

*Only these pre-approved sections of ARC 503 and ADN 503 are eligible for credits. Not all courses are taught every year.

Successful completion of the following courses in other NCSU Public Administration Departments may be included towards the completion of the PID Certificate:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 510</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PA 512</td>
<td>Public Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>PA 521</td>
<td>Government and Planning</td>
<td>3</td>
</tr>
<tr>
<td>PA 535</td>
<td>Problem Solving for Public and Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PA 536</td>
<td>Management for Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PA 546</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PA 553</td>
<td>Disasters and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PA 598</td>
<td>Grant Writing and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Successful completion of up to 6 credit hours in other NCSU departments other than the College of Design and the Department of Public Administration can count towards PID Certificate if given approval by PID Certificate Coordinator at the time of application to the PID Certificate program.

All coursework for the PID Certificate must be a registered NC State University course. Transfer credit from other institutions is not allowed.

Additional Opportunities:
Students in the Public Interest Design Certificate Program will join an academic and professional community that offers a broad range of extracurricular activities. These include the College of Design visiting lecturers and membership in student organizations, such as the American Institute of Architecture Students’ Freedom by Design program, which organize community-based design/build projects.

Application Process
Students must apply online to participate in the certificate program. The PID Certificate application process is a separate process from application to admission for NCSU departments. To qualify for admission to the Certificate in Public Interest Design, students must meet one of the 4 following criteria:

- Be a degree student in good standing in a NC State University graduate program. Students must have at the time of application a GPAS of 3.00 in their professional degree program.
● Have completed, a professional program in architecture, landscape architecture, industrial design, graphic design or urban planning.
● Be a graduate of an accredited four year college or university, and have a GPA of at least 3.0 on a 4.0 scale in their last 60 credit hours of undergraduate study.
● Have a Master’s degree.

Students must apply to graduate from the certificate at the same time or prior to the time that they apply to graduate from their degree program.

Each student must complete the required coursework in the course options at time of application for admission for the PID Certificate.

Practicing professionals, members of the public, and graduate students enrolled in other NCSU departments may also apply for admission.

Certificate Completion:
To receive a PID Graduate Certificate, all three of the following criteria must be met:

1. A student must complete 15 hours of coursework in an approved selection of courses identified above.

2. A student must have a minimum 3.00 cumulative grade point average (GPA) on all certificate course work. 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.

3. As evidence that learning outcomes are met, each student must document clearly and concisely all items of evidence described in the following table. Creating, documenting and collecting these items are the full responsibility of the student. Each student must create and maintain a digital file in the designated PID Certificate storage with these items in order to complete the certificate requirements. Items must be put into folder within two weeks after the last day of classes of the semester of each completed course.

Additionally, PID Certificate requirements must be completed within four calendar years, beginning with the date the student commences courses applicable to the GCP. A student may obtain more than one certificate. Each certificate must have at least nine credit hours that are unique to it.

Note: Academic success in a certificate program 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.

Program Outcome Assessment Plan
Objective 1: In this certificate program, students will learn concepts of effective practice and leadership in how to use design to address the critical challenges communities face globally by developing the designer’s perception, knowledge, skills and problem-solving abilities in order to prepare students for a career in public interest design.

Evidence of successful completion of each outcome is required to be provided by each student. Documentation must be provided that addresses critical criteria for each outcome. These criteria are provided on the PID Certificate website.

Objective 2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.
Research and Extension Opportunities

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.

Community Development Initiative

During the last 10 years more than 75 communities from around the state have been directly served by the Department of Landscape Architecture’s Community Development Initiative. Of the 100 North Carolina counties, 53 have benefited directly from these efforts. Numerous small communities in North Carolina are in need of growth management economic development, planning, and design assistance. Communities that have historically relied on traditional industries and farming to fuel their economies are now seeing population out migration movement and economic pressures that require change. Many projects are funded meaning there may be employment opportunities for students. Please contact Professor Celen Pasalar for more information about participating in Community Development Initiative projects.

NLI - The Natural Learning Initiative

http://naturalearning.org/

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.”

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

- 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.

Conferences

- “Institute for Emerging Issues Forum”
  
  https://iei.ncsu.edu/
  
  “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 15th Annual Urban Design Conference, themed, “Urban Disruption and the Equity Challenge” featured keynote presentations and several case study tracks. Last year several LAR courses required students to attend the conference and were given free admission.

Planning for the 2019 Urban Design Forum is underway.

● “Growing in Place Symposium”
http://www.naturalearning.org/training/gip2010/about.html
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.”

● “National ASLA Annual Meeting”
http://www.asla.org/annualmeetingandexpo.aspx
More than 6,000 landscape architecture professionals from across the U.S. and around the world will gather in Philadelphia, October 19-22, for the annual ASLA Conference.

● NCASLA Conferences
The NCASLA 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 in practitioner 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.
8| Teaching Assistantships and Internships

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 NC State MLA students unique and challenging venues and opportunities to advance the profession. Assistantship funding is set in accordance with College of Design policies. The number of available assistantships is dependent upon available funding.

Teaching (TA) and Research (RA) Assistantships

Teaching and research assistantships are awarded to MLA students who are typically in their second and third years, and first year students who might have appropriate prior education and experience in a particular area. Teaching assistants may participate 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 or RA is assigned to both a specific class or research project 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.) The GSSP is highly competitive and based on the student’s academic performance and available funding.

- **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 may be paid if funding is available. If interested in this option, please discuss with the department head and 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/
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 pursue internships elsewhere, nationally or internationally. Many firms advertise for full time summer interns, while local firms may employ part time interns during the fall and spring. Internships with a registered Landscape Architect are eligible to accrue hours that may count towards fulfilling state licensure requirement.

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. The student may work more than 12 hours per week during the summer or during a semester when the student takes a low course load.
- Maintain a weekly journal that documents their work tasks and time.
- Submit to the LAR department head a binder containing representative examples of the work generated during the internship, a critical reflection about their internship experience including the 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 to the department head an evaluation of the student’s performance.

Students seeking an internship experience for credit are responsible for initiating the relationship with a prospective design practice. The student and the prospective employer should discuss the potential internship experience with the goal of identifying and defining the scope of 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.

International students wishing to complete an internship, for credit or just for experience, must contact the Office of International Services. During the academic year, students wishing to complete an internship will likely need to get approval for their Visa Status. Optional academic semesters, such as summers, may also require additional authorization. If you are an international student, you should always contact OIS for more information regarding how work may affect your immigration status. For more information about the typical approval process for F-1 students, visit the following website.

https://internationalservices.ncsu.edu/curricular-practical-training/
Overview of College of Design Facilities

The College of Design is housed in three adjacent buildings: Brooks Hall, Kamphoefner Hall, and Leazar Hall. Brooks Hall, built in 1925 as the original library of North Carolina State College, has been the central building of the College of Design since 1956, when a new north wing was added. To accommodate the College's rapid growth, a south wing was added in the 1960s. The College of Design Addition (now known as Kamphoefner Hall) was completed in 1978.

Leazar Hall houses the College of Design's materials lab (the shop), 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.

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.
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. Access is controlled with key codes. Each student in the Department who is enrolled in a studio is provided with a desk and chair. Each desk has lockable storage and serves as the student’s home base “work station.” Studios infrastructure includes: high speed WIFI, ceiling mounted electric extension access, and a digital equipment cluster consisting of several desk top workstations loaded with licensed software applications as the machines in the College’s computer labs, small and large format printers, and happy design memories.

Materials Lab

The Materials Lab for wood and metal applications is a resource available to all College of Design students and faculty. Landscape architecture students 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. The Lab is staffed with highly trained specialists who provide instruction and “check out” students in the safe and proper use of the equipment.

In addition, there are three laser cutters in a separate 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.
William Bayley 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.

Library and other Information Systems Resources

"The NCSU Libraries has earned an international reputation for an intense and sustained focus on how students learn and how faculty create and share knowledge in an age of digital technology and collaboration. The James B. Hunt Jr. Library builds on all we have learned to create an iconic building that captures the spirit of NC State University’s strengths in science, engineering, technology, and textiles. Designed to be a major competitive advantage for the university, the Hunt Library is a signature building that both enables and reflects NC State’s vision as a preeminent technological research university recognized for its innovative education and research addressing the grand challenges of society. Its bold design is a visual statement of its bold purpose: to be a place not of the past but of the future, a place where our students, faculty, and partners can gather to research, learn, experiment, collaborate, and strengthen NC State’s long tradition of leading transformative change. A great research library is more than collections, technologies, and comfortable workspaces--a great library inspires. Its architecture and technology create spaces that encourage collaboration, reflection, creativity, and awe. At the core of the vision for the Hunt Library is the ability for our students, faculty, and partners to immerse themselves in interactive computing, multimedia creation, and large-scale visualization—tools that are enabling revolutionary ways to see and use information.

In bringing together a state-of-the-art research library with the Institute for Emerging Issues, the Hunt Library is an international destination for those who seek to explore how collaborative spaces and innovative applications of technology can inspire the next generation of engineers, designers, scientists, researchers, and humanists.

The Hunt Library, in short, is the proud face of NC State University in the 21st century."

Source: https://www.lib.ncsu.edu/huntlibrary. Please go to this web page link for more information about NC State Libraries
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.

**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 | Where to find out more information about...

**Graduate Student Policies:**

[http://www.ncsu.edu/grad/](http://www.ncsu.edu/grad/)

This web page contains information about:

- NC State University
- The Graduate School
- Admissions
- Financial Support: See: [https://grad.ncsu.edu/students/fellowships-and-grants/](https://grad.ncsu.edu/students/fellowships-and-grants/)
- Graduate Programs
- International Students
- Research opportunities and
- Student Life:
  - Student Health,
  - Women’s Center,
  - Counseling,
  - Student Organizations
  - Sports and Recreation
  - Arts and Activities
  - Community Services
  - Housing
  - Food
  - Diversity and Safety

**Financial Aid:**

Myke Dunstan  
[rm dunsta@ncsu.edu](mailto:rm.dunsta@ncsu.edu)  
919.515.8841

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

**University Registrar:**

[http://www.ncsu.edu/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 + Amenities:
  - University campus housing for graduate students: [http://www.ncsu.edu/housing/index.php](http://www.ncsu.edu/housing/index.php)
  - University Dining: [https://dining.ncsu.edu/](https://dining.ncsu.edu/)

- NCSU and Raleigh:
  - Things to do in and around NCSU: [https://getinvolved.ncsu.edu/events](https://getinvolved.ncsu.edu/events), [https://www.visitraleigh.com/events/](https://www.visitraleigh.com/events/)

- City of Raleigh:
  - Residential real estate: [https://www.trulia.com/NC/Raleigh/](https://www.trulia.com/NC/Raleigh/)
  - Education: [http://www.godowntownraleigh.com/explore/services/Schools_&_Universities](http://www.godowntownraleigh.com/explore/services/Schools_&_Universities)
  - Nightlife, restaurants, entertainment, culture: [http://www.godowntownraleigh.com/explore/nightlife](http://www.godowntownraleigh.com/explore/nightlife)
  - Grocery Stores: Cameron Village Harris Teeter, Cameron Village Fresh Market, Wade Ave Whole Foods, Avent Ferry Food Lion, Holly Park Trader Joe’s, Around the World Market, Grand Asia Market, El Mandado Supermarket
  - Car Repairs: [https://www.villagemotorworks.com/](https://www.villagemotorworks.com/)

Emergency Contact Numbers:

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

**Raleigh Police Department**
[http://www.raleighnc.gov/safety/content/POLICE/Articles/POLICEPhoneNumbers.html](http://www.raleighnc.gov/safety/content/POLICE/Articles/POLICEPhoneNumbers.html)

**Raleigh Fire Department**
[http://www.raleighnc.gov/safety/content/Departments/Articles/FireDepartmentMain.html](http://www.raleighnc.gov/safety/content/Departments/Articles/FireDepartmentMain.html)
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, welcome to your academic and scholarly home in the College of Design!

Best wishes and Welcome to NC State Landscape Architecture!