

# UNDERGRADUATE PROGRAM HANDBOOK

Bachelor of Landscape Architecture 2017-18



**Department of Landscape Architecture**

<http://landarch.uoregon.edu>

## **For Prospective Students:**

We welcome applications from people with a variety of backgrounds and interests in the field, and encourage you to inquire further after you have reviewed our program materials.

The Department of Landscape Architecture was established at the University of Oregon in 1932 and is accredited by the Landscape Architecture Accreditation Board. At present, there are approximately 120 students in the department, approximately half of whom are undergraduate students. Currently, we have thirteen full-time faculty members and nearly 10 part-time instructors, including local practicing professionals.

Our department is a national leader in design education and scholarship, with a particular reputation for social responsibility and ecological stewardship. For us, landscape Architecture is an environmental design discipline of broad scope whose central concern is the wise use of land. Its activities span the spatial and temporal scales required to guide and implement landscape change, ranging from the detailed development of small sites to the planning of large, regional landscapes. These design and planning activities rest on a foundation of ecological understanding that views human value systems as a major force in landscape making. The discipline is growing from a primarily professional field to one that supports scholarship and research, thus changing its role and mission in the academic community and in society.

Our award-winning faculty offer expertise in sustainable urban design, ecological design and planning, urban agriculture, climate-change adaptation, exploratory design practices, landscape representation, landscape history and design theory. Our programs focus on supporting students as they find their own voice as landscape designers and planners through individualized development, and collaborative design and research investigations. We are proud of our reputation as a “thinking persons” design program and emphasize the integration of mutually supportive skills in design and research. We are also known for being a close-knit community, and for our long-standing traditions of consultative governance among faculty and with students. With a faculty:student ratio of 12:1, we offer a personalized approach to design education that fosters and embraces the diversity of ideas and values needed for a new generation of landscape architects.

The Department admits undergraduate students as first year students (freshmen), second year transfer students, or advanced transfers. We have a series of application cycles:

- **FALL** applications for students already enrolled in UO or transferring from another school. Students admitted in the fall start the program right away in winter term.
- **WINTER** applications for all interested students. This is the traditional application period for entering freshman as well as transfer and current UO students. This application is due **January 15**. Students admitted start core course work the following fall. Students admitted who are already enrolled in UO are encouraged to take LA courses that spring if they wish.
- **SPRING** applications are open to all students for start in fall of the following year, space permitting.
- also **SUMMER**, in which a small number of students are admitted into the fall term, space permitting.

**PLEASE VISIT** <http://archenvironment.uoregon.edu/landarch/apply/bla> for specific dates and details about each application cycle, as well as links to our application procedures and required materials.

Letters of acceptance or denial will be sent out 4-8 weeks after each application deadline

**All applicants are required to submit the following materials listed below to the Landscape Architecture Department's on-line application portal: <https://uoaaa.slideroom.com/-/login>**

1. **A personal letter indicating why you want to study Landscape Architecture and particularly why you want to study at the University of Oregon.**
2. **A portfolio of your creative work submitted digitally.**
3. **Three letters of recommendation addressing creative and academic abilities and work habits.**
5. **Transcript(s) of previous academic credit, including high school and/or college.**

In the personal letter, please tell us about yourself - your background, your interests and aspirations in the field of landscape architecture, and anything else which you believe will aid us in making our decision regarding your admission. The examples of work in your portfolio should show your creativity and academic potential. Please include approximately ten samples of various graphic and written materials which will help us evaluate your potential to succeed and flourish within our school. You may include photographs, drawings, a story, an article, poetry, projects of any kind, or a combination of all of these.

**ADVANCED TRANSFERS:** Please follow the above procedure. Advanced placement will be based upon demonstrated ability and previous accomplishments; including academic and work experience. Students applying for advanced transfer standing will usually have completed at least two years of Landscape Architecture at another institution.

*If you have a previous baccalaureate degree, you must apply to our graduate program.* Please review our website for more information regarding the graduate application process.

We look forward to receiving your application materials and encourage you in your ambitions toward Landscape Architecture. We are delighted that you are considering the University of Oregon.

Sincerely,

Bart Johnson  
Professor, Department Head

Yekang Ko  
Assistant Professor, Bachelor of Landscape Architecture  
Director

**DEPARTMENT OF LANDSCAPE ARCHITECTURE  
BACHELOR PROGRAM HANDBOOK**

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## **1. FACULTY PROFILES**

*The faculty of the department is a group of diverse individuals, with varied backgrounds, professional experience, and research interests.*

**JACQUES ABELMAN** – (B.A. Amherst College, 1996; M.A. University of the Arts London, 2002; M.L.A. Amsterdam Academy of Architecture 2014) Assistant Professor. Jacques teaches design studios, advanced digital media courses, and seminars exploring the concepts underpinning landscape architectural practice. Jacques's research focuses on the potential of landscape as multifunctional infrastructure at the intersection of the social, the spatial, and the ecological.

**MARY CADWALLENDER** – (B.A. Goucher College, 2010; M.L.A. Virginia Tech, 2017) Visiting Professor. Mary teaches design studios, technical and illustrative media courses, and seminars investigating the relationship between cultural practices and urban systems through landscape architecture. Mary's research focuses on landscape architecture in international development and the adaptation of vernacular practices for landscape infrastructure.

**LISKA CHAN** – (B.A. Hampshire College, 1993; M.L.A. Cornell University, 2000) Associate Professor. Liska teaches design studios, graphics and design theory. She has a creative practice that explores the relationships between patterns of settlement, socioeconomic, culture and biophysical properties in urban landscapes.

**ARICA DUHRKOOP-GALAS** – (B.A., 1998, Portland State University; C.E.L.T.A., 1999, University of Cambridge; M.L.A., 2005, University of Oregon) Career Instructor. Arica teaches the plants series and landscape technologies II. She is a licensed, practicing Landscape Architect and specializes in residential design. Arica emphasizes sustainability through plant selection and material choices. Her interests include open space planning for habitat corridors and neighborhood walkability.

**MARK R. EISCHEID** – (B.S., 1994, Stanford University; M.L.A., 2000, University of California, Berkeley; M.F.A., 2010, Edinburgh College of Art; Ph.D. in Landscape Architecture (in progress), University of Edinburgh) Assistant Professor. Mark teaches classes, seminars, and studios in history, theory, and design. His research focuses on the history, theory, critique, and aesthetics of 20th and 21st century landscape architecture. He is also a licensed landscape architect and a practicing artist.

**CHRIS ENRIGHT** – (B.A. 1984, University of California Santa Barbara; B.L.A. 2003, M.L.A. 2006, Ph.D. 2013, University of Oregon) Career Instructor. Chris teaches Geographic Information Systems (GIS), Analyzing Land Systems and Master's Project studio. Her research interests include agricultural landscapes, ecosystem services and floodplain restoration.

**MICHAEL GEFFEL** – (B.S. 2006, University of Oregon; M.L.A. 2013, University of Virginia). Visiting Professor. Michael teaches design studios and seminars on landscape media, site detail, and field study. His research is focused on how landscape processes and operations can be utilized as design instruments in landscape architecture, and how field experiment can be integrated into the design process.

**DAVID HULSE** – (B.S.L.A., 1981, Colorado State University; M.L.A., 1984, Harvard University) Professor. David teaches Landscape Planning and Computer Applications, Landscape Architecture Research and Theory, design studios and graduate seminars. Interested in the relationship between social value and physical form, his scholarship is concerned with techniques useful in analyzing, predicting and creating places suited to diverse human use.

**BART JOHNSON** – (B.S., 1987, Cornell University; M.L.A., 1992, Ph.D., in Ecology, 1995, University of Georgia) Professor. Bart teaches Applied Ecology, Landscape Architecture Research, Landscape Ecology, design studios and graduate seminars. His work focuses on integrating people, design and land use with native ecosystems and evolutionary processes. Current research focuses on climate adaptation planning, biodiversity conservation, urban ecosystems and ecological restoration.

**HARPER KEELER** – (B.L.A., 1995, M.L.A., 2011, University of Oregon) Career Instructor. Harper directs the Urban Farm Program and also teaches classes and design studios. His research and teaching is centered around place-based experiential education, often focusing on how food systems and local foodways define and shape community.

**YEKANG KO** – (B.S., 2005, Korea University; M. Area Studies, 2007, Kyung Hee University; Ph.D. in Landscape Architecture and Environmental Planning, 2012, University of California, Berkeley) Assistant Professor. Yekang teaches classes, seminars, and studios in landscape planning and analysis and sustainable urban planning/design for climate change mitigation and adaptation. Her current research interests are urban energy planning, climate-responsive urban design, green infrastructure performance and climate literacy education.

**JUNHAK LEE** – (B.S., 1999, Korea University; M.S., 2001, Korea University; Ph.D. in Environmental Science, Policy, and Management, 2010, University of California, Berkeley). Instructor. Junhak teaches data visualization, advanced Geographic Information Systems (GIS), and remote sensing. He is interested in measuring landscape features using GIS and remote sensing and modeling carbon and water cycle using spatially explicit data.

**ROBERT RIBE** – (B. Sc., 1977, U.C. Riverside; M. Sc., 1981, M.A., 1987, Ph.D. 1990 in Land Resources Management, University of Wisconsin, Madison. Professor. Rob teaches Site Analysis, Land Use Planning, Landscape Planning Analysis and design studios. His particular interests are in regional environmental planning, landscape aesthetics, applied ecology and forest planning.

**KORY RUSSEL** – (B.S., 2003; M.E.S., 2005, Taylor University; M.S., 2013, Ph.D., in Civil and Environmental Engineering, expected 2016, Stanford University) Assistant Professor. Kory teaches Design for a Sustainable World, Sustainable Design Principles and Practice, and Tech workshops in water and urbanization. His primary research focuses on planning, designing and implementing sustainable water and sanitation (WASH) services in low- and middle-income countries.

**BRAD STANGELAND** – B.L.A., 1983, University of Oregon. Career Instructor. Brad teaches the “Tech” studio with staff members from his firm. This studio integrates technical site-scale design development with the preparation of professional contractual documents. Brad operates an award-winning firm in Eugene that prides itself on working instructively with clients, architects, engineers, and planners to create landscapes that range in scale from residential to commercial to institutional.

**ROXI THOREN** – (B.A., 1996, Wellesley College; M.Arch., 2001, M.L.A., 2002, University of Virginia) Associate Professor. Roxi teaches design studios, media, design theory, and microclimate design. She studies the relationship between landscape processes and architectural form, and the integration of landscapes and buildings.

## **Emeriti**

**KENNETH I. HELPHAND** – FASLA (B.A., 1968, Brandeis University; M.L.A., 1972, Harvard University) Professor. Kenny teaches design studios, History of Landscape Architecture, Contemporary American Landscape, Landscape Perception, Contemporary Design Theory and design studios. His work is directed towards the study of landscape history and theory.

**ROBERT MELNICK** – (B.A., 1970, Bard College; M.L.A., 1975, State University of New York) Professor and Former Dean of A&AA. Robert teaches design studios, Landscape Preservation, and National Parks. His interests include understanding and protecting cultural and historic landscapes and the role of theory in design education.

## 2. GUIDING PRINCIPLES FOR LANDSCAPE ARCHITECTURE EDUCATION AT THE UNIVERSITY OF OREGON

We are located in a liberal arts university within The College of Design with Departments of Architecture, History of Art and Architecture, Art, and Planning, Public Policy, and Management and programs in Historic Preservation, Interior Architecture, Digital Arts and Arts and Administration. Students are encouraged to become aware of the wealth of university offerings as an important component of their education. Departmental requirements allow the individual flexibility and time to pursue interests in areas both inside and outside of the department.

As an academic discipline, landscape architecture provides a unique opportunity for personal development through environmental problem-solving and project-oriented study. The curriculum is conceived as an individually variable set of courses and experiences that are integrated in as many different ways as there are students. The required curriculum represents the faculty's best judgment as to what is fundamental to landscape architecture education. Our program objectives are to provide both a solid base of essential skills, tools and knowledge and enough flexibility to allow each student to proceed through the program following his or her own pattern of interests and readiness.

We offer design studios and courses with depth and variety, arising from a congruence of faculty expertise and the resources of community and region. This is reflected in our work in: local urban issues; rural area and small community development; neighborhood planning and design; park and open space design; computer-aided analysis and design for regional landscapes; planting design within the regional context; rural agricultural and historic landscape preservation and development.

Studio offerings are continuously revised and refined, with the aim of achieving diversity and balance within the program. We have taken a holistic, synthetic perspective toward landscape architecture education, exploring the relationships between design and planning; large scale and small scale; theory and practice; learning and doing. We emphasize the making of supportive and expressive places. We see planning and design as *processes* for understanding the complex relationships between natural and cultural systems.

Oregon has a long history of educational experimentation in design. Beginning with Dean Ellis Lawrence, studio courses have been un-graded and a cooperative, non-competitive educational environment has been fostered, exemplified in our system of "reviews", not "juries." A climate of informed inquiry is basic to the department's programs. A major strength of Oregon's program has always been its rich liberal arts setting and its direct associations with architecture, planning, art, art education and art history in a college that describes itself as being about the history, teaching and practice of the arts.

Additional units such as the Fuller Center for Productive Landscapes, Ecological Design Center, the Institute for Sustainable Environment, Sustainable Cities Initiative, Sustainable Cities and Landscapes Research Hub, and the Energy Studies in Buildings Laboratory have become important components, as well as a significant research presence. The college and department have a long history of providing service to the state and to local communities. These in turn have been national leaders in environmental legislation and awareness, and we have capitalized on our regional landscape as part of the educational experience.

## MISSION STATEMENT

Our mission is to provide a stimulating, challenging, and effective professional education that instills a love of learning, a commitment to landscape stewardship, and the skills necessary to design meaningful landscapes that are socially sensitive and ecologically responsible. As the principal center for the study of landscape architecture in Oregon, situated within a research-oriented liberal arts university, our faculty and students seek to advance the theory and practice of landscape architecture through education, research, creative work and service.

The Department believes that an education in Landscape Architecture should include, at a minimum, the following elements:

1. **Responsibility:** Fostering an ethical commitment to the worthy task of developing landscapes that respect the land, its processes and integrity as well as human-ecological processes thereby helping to fulfill human potential.
2. **Knowledge:** Instilling a lifetime intellectual curiosity and motivation to explore and understand the phenomena and processes that shape the world's landscapes.
3. **Methodology:** Devising creative problem-solving methodologies that recognize landscape architecture as both a science and an art that involves scientific knowledge of natural processes coupled with awareness of historical, cultural and social dynamics.
4. **Skills:** Training and practice in using diverse technologies and critically conceived strategies to implement landscape design in a humane and ecologically responsible manner.

## WHO ARE WE?

- A leader in environmental design and planning education with a core commitment to the creation of vibrant landscapes that are ecologically responsible, socially just, and celebrate the human spirit;
- One of the few landscape architecture programs in the US to offer the full complement of Bachelor's, Master's and Ph.D. degree programs as a means to excellence at all levels of teaching and research;
- Our award-winning faculty offer expertise in sustainable urban design, ecological design and planning, urban agriculture, climate-change adaptation, speculative design explorations, landscape representation, landscape history and design theory.
- We focus on supporting students as they find their own voice as designers and planners through individualized development, and collaborative design and research investigations. We are proud of our reputation as a "thinking persons" design program and emphasize the integration of mutually supportive skills in design and research.
- We are known for being a close-knit community and for our long-standing traditions of consultative governance among faculty and students. With a faculty:student ratio of 12:1, we provide on a personalized approach to design education that fosters and embraces the diversity of ideas and values needed for a new generation of landscape architects.



- We believe in joining learning with service. Many of our design and planning studios focus on real problems in real landscapes with actual clients and stakeholders. We take seriously the responsibility to learn through service and to serve through learning.

### 3. THE FIRST PROFESSIONAL BACHELORS CURRICULUM:

The curriculum provides required and elective sequences in Design and Planning; History, Literature and Theory; Plants; Landscape Analysis and Planning, including Landscape Ecology; the Technologies Sequence; and Landscape Media and Technologies workshops.

In addition, elective courses that fulfill degree requirements may be taken in other departments and programs throughout the university, including: Architecture; Planning, Public Policy, and Management; History of Art and Architecture; Geography; History; Biology; and Computer Science.

**The Design and Planning Program:** The department allocates a significant portion of faculty resources to project-oriented instruction, and has a long history of success at design studio education. All regular faculty offer or consult in studios and participate in midterm and week-long end-of-term reviews of student work. The final year’s studio sequence, a large-scale planning project followed by an independently conceived Master’s Project or Thesis, is especially strong in its culmination of the program of study and as final preparation for professional work.

**The History, Literature and Theory Program:** sets out a rich banquet of theory and thought, fundamental concepts, historical perspectives and ways of thinking about all aspects of landscape architecture. Especially notable are: the two courses on the History of Landscape Architecture which attract many students outside the department; a course on National Parks; and a course in Landscape Perception. Understanding Landscapes, a popular introductory course, provides a theoretical base and landscape vocabulary for our incoming bachelor students.

**The Plants Program** in general, especially the 8 credit hour sequence of fall and winter plants equally emphasizes knowledge of native plants and local plant communities and horticultural plant materials. The program integrates plant identification with an introduction to planting design. Our Urban Farm, which provides hands-on opportunities to explore the culture of soil and plants, appropriate technology, and the special problems of agriculture in an urban setting, has become very popular and attracts students from all over campus.

**The Landscape Analysis and Planning Program:** Landscape planning classes cover history, theories and methods related to Oregon’s unique land use planning system, zoning, property rights and other critical issues related to land conservation and development. The introductory and advanced landscape ecology classes provide our students with a sound knowledge of landscape-scale ecological knowledge. The department also offers coursework in Geographic Information Systems, teaching the industry standard, ArcGIS.

**The Technologies Program:** covering site engineering, landscape materials and detailing, irrigation, computer-aided design software, professional practice and other topically oriented classes. Careful sequencing and coordination between the courses and a focus on both classroom and on-the-ground projects has resulted in meaningful and well-integrated program content.

**Landscape Media and Technologies Workshops:** Media workshops begin with the development of basic hand graphic and digital tools, and build to complex uses of advanced digital representation and 3-D design software. Technologies workshops on special topics ranging from stormwater management to writing for designers and planners are offered on a regular basis.

### **Comprehensive Project**

The Comprehensive Project serves as the capstone experience for the completion of the Bachelor of Landscape Architecture. Made up of two courses (LA 490 and LA 499) and extensive preparatory work before and during these two courses, students identify a site and design problem, articulate a set of design goals and objectives and complete a comprehensive design proposal. Students work on their unique design project, collect their own information, create their own decision making process and explain their design rationale. The end result is a project addressing a focused set of issues at multiple scales, including a site scaled design, a larger master plan and a discussion of contextual physical, socio-cultural and environmental implications. As the comprehensive project is the springboard into professional practice, each student is encouraged to pick a design problem that allows her or him to deeply focus on an area of the profession she or he hopes to pursue after graduation.

### **Computer Requirement**

Digital tools are a necessary tool for all landscape architects. The department requires all students to have unlimited access to their own personal computer. Because of the professional application of complex graphic programs and large data files for most coursework, the department's computer requirements exceed the average user's computing needs. See the [AAA computing page](#) for recommended specifications and departmental requirements.

**BACHELOR OF LANDSCAPE ARCHITECTURE (220 Total Credits Required)**  
**DEGREE REQUIREMENTS (In Addition To University Requirements)**

Required Classes     Selectable Classes

<b>Technologies Sequence (12 credits)</b>					
<input type="checkbox"/>	LA 362	Landscape Tech I	4 credits		
<input type="checkbox"/>	LA 366	Landscape Tech II	4 credits		
<input type="checkbox"/>	LA 417	Computer Aided Landscape Design	2 credits		
<input type="checkbox"/>	LA 410	Professional Practice	2 credits		
<b>Plants (12 credits)</b>					
<input type="checkbox"/>	LA 326	Fall Plants	4 credits		
<input type="checkbox"/>	LA 327	Winter Plants	4 credits		
<input type="checkbox"/>	Choice	Basic Ecology or Natural Systems Course	3-4 credits		
<b>Landscape Analysis &amp; Planning (12 credits)</b>					
<input type="checkbox"/>	LA 413	Analyzing Land Systems	4 credits		
<input type="checkbox"/>	LA 440	Intro. to Landscape Planning Analysis	4 credits		
<input type="checkbox"/>	LA 441	Principles of Applied Ecology	4 credits		
<b>History, Literature &amp; Theory (take three plus one more for 14-16 credits)</b>					
<input type="checkbox"/>	LA 260	Understanding Landscapes	4 credits		
<input type="checkbox"/>	LA 410	History of Landscape Architecture I	4 credits		
<input type="checkbox"/>	LA 410	History of Landscape Architecture II	4 credits		
<input type="radio"/>	LA 410	Design Theory Course	2-4 credits		
<input type="radio"/>	LA 407	Design Theory Course	2-4 credits		
<input type="radio"/>	ARCH 450	Spatial Composition	4 credits		
<input type="radio"/>	ARCH 407	Design Theory Course	3-4 credits		
<b>Media Courses (6 credits)</b>					
<input type="checkbox"/>	LA 350	Analog Landscape Media	2-4 credits		
<input type="checkbox"/>	LA 352	Digital Landscape Media	2-4 credits		
<b>Landscape Media and Technologies Workshops (take enough for 6 credits)</b>					
<input type="radio"/>	LA 408	Media or Technical Workshop (repeatable)	1-4 credits		
<input type="radio"/>	ARCH 408	Architecture Media or Technical Workshop	1-4 credits		
<input type="radio"/>	ARCH 423	Media for Design Development	3 credits		
<input type="radio"/>	LA 459	Landscape Technical Topics	2 credits		
<input type="radio"/>	ARCH 410	Oregon BILDS Technical Workshop	1-4 credits		
<input type="radio"/>	_____	_____	_____		
<input type="radio"/>	_____	_____	_____		
<b>Elective Courses in Landsc. Arch., AAA or Other Departments (44 credits)</b>					
<b>Transfer Majors' Electives:</b>		<b>Freshman Majors' Electives:</b>			
<input type="checkbox"/>	_____	<input type="checkbox"/>	Intro LA class _____		
<input type="checkbox"/>	_____	<input type="checkbox"/>	Intro LA class _____		
<input type="checkbox"/>	_____	<input type="checkbox"/>	Intro LA class _____		
<b>All Majors' Additional Electives:</b>					
<input type="checkbox"/>	_____	_____	_____		
<input type="checkbox"/>	_____	_____	_____		
<input type="checkbox"/>	_____	_____	_____		
<input type="checkbox"/>	_____	_____	_____		
<input type="checkbox"/>	_____	_____	_____		
<input type="checkbox"/>	_____	_____	_____		
<input type="checkbox"/>	_____	_____	_____		
<b>Landscape Architecture Design (60 credits)</b>					
<input type="checkbox"/>	<input type="checkbox"/>	LA 289	Two Introductory Studios (6 cr. x 2)	12 credits	
<input type="checkbox"/>	<input type="checkbox"/>	LA 439	Two Intermediate Studios (6 cr. x 2)	12 credits	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LA 489	Three Intermediate Studios (6 cr. x 3)	18 credits
<input type="checkbox"/>	<input type="checkbox"/>	LA 494	One Advanced Studio	6 credits	
<input type="checkbox"/>	<input type="checkbox"/>	LA 490	Comprehensive Project Preparatory	3-4 credits	
<input type="checkbox"/>	<input type="checkbox"/>	LA 499	Comprehensive Project	8 credits	



# Bachelor of Landscape Architecture

This is a sample curriculum guide. Most required courses are only offered in certain terms as shown.

## CURRICULUM GUIDE FOR THE BLA PROGRAM

### Program Requirements: 220 credits

This degree is typically completed in 5 years. 2<sup>nd</sup> Year Start students may enter the program with transfer credits from another college. Transfer students must adhere to the minimum residence requirements. The breakdown of curriculum requirements is on previous pages.

Most transfer students start in their second year. Some students are admitted to the program as freshman and they take 12 credits of LA classes in that year. Good choices are LA 260, LA 408, LA 375, LA 390, LA 337, LA 421 and LA 227.

	Fall	Winter	Spring	Summer
<b>Year 1</b>	Intro LA Freshman Requirement* 4 University Requirements 12 <b>total credits 16</b>	Intro LA Freshman Requirement* 4 University Requirements 12 <b>total credits 16</b>	Intro LA Freshman Requirement* 4 University Requirements 12 <b>total credits 16</b>	Optional time to take some University Requirements or BLA electives.
<b>Year 2</b>	LA 326 - Fall Plants 4 LA 260 - Understnd Lndscapn 4 University Requirements 8 <b>total credits 16</b>	<b>LA 289 - Intro to Design</b> 6 LA 327 - Winter Plants 4 LA 350 - Landscape Media 4 LA 408 - Media Workshop 2 <b>total credits 16</b>	<b>LA 289 - Intro to Design</b> 6 LA 352 - Digital Media 2 Basic Ecol. Nat. Syst. Course 4 University Requirements 4 <b>total credits 16</b>	Optional time to take some University Requirements or BLA electives.
<b>Year 3</b>	LA 362 - Landsc Tech I 4 LA 413 - Anal Lnd Systems 4 LA 410 LA Theory Elective 2 University Requirements 4 <b>total credits 14</b>	<b>LA 439 - Interm. Des. Studio</b> 6 LA 410 - History of LA I 4 LA 417 - CAD in LA 2 University Requirements 4 <b>total credits 16</b>	<b>LA 439 - Interm. Des. Studio</b> 6 LA 410 - History of LA II 4 LA 362 - Landsc Tech II 4 LA 408 - Media Workshop 2 <b>total credits 16</b>	Optional summer field study or study abroad to satisfy some degree requirements.
<b>Year 4</b>	<b>LA 489 - Site Plan Design</b> 6 LA 441 - Princ Applied Ecol 4 LA Electives 6 <b>total credits 16</b>	<b>LA 489 - Tech Plan Design</b> 6 LA 408 - Media Workshop 2 LA Elective (LA 415 - GIS) 4 LA Elective 4 <b>total credits 16</b>	<b>LA 489 - Site Plan Design</b> 6 LA 440 - Land Plan Analysis 4 LA Electives 6 <b>total credits 16</b>	Optional summer field study or study abroad to satisfy some degree requirements.
<b>Year 5</b>	<b>LA 494 - Urb. or Plan. Studio</b> 6 LA 490 - Comp Project I 4 LA Electives 6 <b>total credits 16</b>	<b>LA 499 - Comp Project</b> 8 LA 410 - Pro Practice 2 LA Electives 6 <b>total credits 16</b>		
		Students who have fulfilled their University Requirements and BLA requirements may be able to graduate at the end of winter of the fifth year.	Students may graduate after spring of their 5th year if they need to complete University Requirements and BLA requirements in that term.	

\* These classes are only required of freshman who are already admitted to the major. Students who transfer into the major after their freshman year may apply any 12 credits they took as a freshman (that do not satisfy University Requirements) toward their 44 credit BLA electives requirement.

Shown above is a 220 credit schedule for students pursuing the BLA:

(60) Credits of landscape architecture design studios (includes 3 LA 489 studios, of which one can be I.Arch or Arch)

(64) Credits of non-studio landscape architecture courses.

(52) Credits of University Requirements. (Some of these may be waived by the UO for individual students.)

(44) Credits of BLA electives, not including University Requirement courses, but including introductory LA freshman courses.

Note: University Requirements and BLA electives can be taken at any time where either are listed above.

2015 - 2016

#### 4. THE DEPARTMENT AS A COMMUNITY

##### **HOW THE DEPARTMENT FUNCTIONS:**

The Department believes in the broadest possible participation by all members of its community. While there are, by necessity and choice, many decisions made by faculty, students share in the responsibility for making decisions regarding the Department. These include, for example: faculty hiring, lecture series, field trips, new course offerings, and course sequencing. The Department has a number of important meeting times that afford opportunities for participation by students and faculty. These include:

Beginning of Term Meeting (everyone attends) – First Monday afternoon of each term

Department Meetings, as needed - 12:00-1:00 p.m. (open to all students and faculty)

##### **STUDIO PREFERENCING**

Students must preference design studios in academic terms where more than one option is offered at their studio level. The Department Head supervises the assignment of students into studios (typically a maximum of 16) based on student preferences, studio enrollment balance, and an assessment of which studio may best serve individual student's needs based on past coursework. In practice students usually receive their first choice. In conjunction with registration each term, students must complete a preference sheet and return it to the Department office. Students will then be pre-authorized for studio registration.

##### **REVIEW WEEK**

During Week 10 of each regular academic term (the week before Final Exams, a.k.a. Dead Week), Architecture and Landscape Architecture classes are cancelled so that studio classes, undergraduate Comprehensive Projects, and graduate projects, theses and dissertations can be scheduled for final reviews. This is an important tradition in The College of Design because it gives all students and faculty the opportunity to view and discuss the design and planning work completed during the term.

##### **FACULTY ADVISING**

In the beginning of their first year in the program, all students meet as a group with the BLA director to map out course work and get acquainted with the program. In their first year, all BLA students are assigned to a faculty member who acts as advisor (Faculty Advisor) for the duration of each student's period of study (students may change advisors at some future date if they desire). The primary role of the Faculty Advisor is to provide advice and counseling on academic and departmental matters, including helping advisees prepare a program of study which satisfies Departmental and university requirements for graduation. Advising begins prior to registration. The advisor is available at specified times (times are usually posted on the advisor's office door) to assist the student in course selection and registration, and may be able to set up a time outside of those hours upon request if the student cannot meet during those times.

The primary role of the student is to keep their advisor informed about matters concerning the student's progress in the department. This may include personal matters such as finances, health problems, etc. if these interfere with satisfactory progress in the department. Advisors need to be informed about these matters so that they can act effectively as advocates for advisees should it be necessary. The time spent with a faculty advisor is left to the student's discretion. The student is expected to take the initiative in arranging such meetings as he or she requires them. However, on occasion, the faculty advisor may request meetings with the student. Consultation with an advisor is strongly recommended prior to registering during the first term of residency.

Additionally, the BLA Director holds an information session each academic year. This meeting usually occurs in the middle of the fall term, prior to registration. Registration, cohort progression,

and any other issues each cohort would like to discuss will be addressed at this meeting. The BLA Director both guides cohorts and acts as a sounding board about the curriculum, course progress, and unique situations or opportunities each cohort will encounter.

The school advising staff is available to all BLA students throughout their time in the program for advising, advice, questions about graduation, etc. The BLA Director serves as an additional advisor to the student's primary Faculty Advisor, but does not replace the important advising relationship between the Faculty Advisor and the student. The BLA Director will at times request meetings with students to address issues regarding progress toward their degree, marginal passes in studios, and other issues regarding successful progress in the program.

#### **APPLICATION FOR SUBSTITUTION OR WAIVER OF A REQUIRED COURSE**

Students wishing to apply for advanced standing in required department courses must make a written submission to the course instructor which provides evidence that the student has fulfilled the objectives of the course, either through courses previously taken or through work experience. Students must obtain written approval from the course instructor before advanced standing can be granted. Forms are available in the School of Architecture & Environment office. In these cases, students must take a substitute course. This course may be one designated by the instructor of record that is related to the subject of the required course, or, if they do not specify such a course, one that is agreed upon by the student's Advisor. Student's should keep in mind that in all cases, they must fulfill the total credit hours required of their degree program.

#### **SATISFACTORY PROGRESS IN THE DEPARTMENT**

At the conclusion of Spring Term, the faculty conducts a review of each student's overall progress in the department. If a student, in the opinion of faculty members, is not making satisfactory academic progress, the student will either be invited to a counseling session with the Department Head and advisor or will be advised in writing about the department's concerns with regard to the student's work.

The following aspects of a student's record constitute grounds either for the department's requiring the student to withdraw from the department or for refusing her or him the right to advance into any year or session of the program:

- i) Failing grades: see University Calendar for regulations governing good academic standing
- ii) Two marginal passes in studio courses in one year
- iii) Overall marginal grades over the course of three years, which indicate lack of general educational attainment
- iv) Failure to take sufficient credits towards a degree
- v) Failure to make satisfactory progress in the Comprehensive Project

#### **5. FINANCIAL ASSISTANCE:**

The department has a number of competitive scholarships available. Applications for scholarships will be made available to those currently in the Landscape Architecture program during Spring Term for the following year. Scholarships are generally awarded in three installments during the following academic year. Other financial aid options can be found at <http://financialaid.uoregon.edu>.

## 6. UNIVERSITY, SCHOOL AND DEPARTMENT INFORMATION

The University of Oregon, located in the scenic Willamette Valley, is a world-class research university that offers students a broad array of resources. The university serves its students and the people of Oregon, the nation, and the world through the creation and application of knowledge in the liberal arts, the natural and social sciences, and the professions. Oregon is a recognized leader in environmental innovation. From public sector actions that protect public beach access, to state land use planning programs, to urban growth management and design, to watershed councils, Oregon's experience in addressing land conservation and development provide compelling learning opportunities. The university reflects these concerns through the environmental emphasis of many of its programs and a variety of other initiatives. Please contact the University of Oregon's Website Directory for information about University services, policies and opportunities at <http://www.uoregon.edu>.

The Department of Landscape Architecture is part of the School of Architecture & Environment in The College of Design. The College also includes programs in Architecture; Planning, Public Policy and Management; Art; History of Art and Architecture; Historic Preservation; Interior Architecture; Arts and Administration; and Product Design. In addition to facilities on the UO campus in Eugene, The College of Design offers programs and research opportunities at its facility in Portland, Oregon, one of the nation's most highly regarded livable cities. The College also owns and manages two properties under endowments that honor the legacy of John Yeon, a Pacific Northwest architect, designer and environmentalist. These properties offer educational opportunities in both rural (The Shire) and urban (The Watzek House) settings. Landscape Architecture maintains close ties with UO programs outside of The College, such as Environmental Studies, Geography, and Biology, as well as related programs at Portland State and Oregon State Universities that provide additional educational opportunities.

Landscape Architecture, by its nature and the way it is taught at the University of Oregon, is an integrative professional discipline. The modes of inquiry and expression for scholarship and creative works are diverse. They range from creative and artistic expression, to historical perspectives, to the development and publication of quantitative research and its application to landscape design and planning. The department's emphasis on collaborative team-based project development also prepares new professionals for leadership in the interdisciplinary settings that are increasingly required to address complex socio-environmental issues.

In addition to the BLA program, we also offer both an accredited first-professional and a post-professional Master of Landscape Architecture (MLA) degree and a research-oriented Ph.D. in Landscape Architecture. The combination of degree programs, students and faculty offers rich opportunities for learning and teaching at all program levels.

## 7. CODES OF CONDUCT

Being a member of the Landscape Architecture community comes with rights as well as responsibilities. We expect all members of the community to treat each other with respect and openness and to maintain the highest standards of academic honesty and integrity. The University of Oregon has developed comprehensive standards and guidelines for codes of conduct as well as policies and procedures for addressing concerns and violations.

Resources are available within the department as well as the broader university community. If students have questions or concerns, the Landscape Architecture faculty and/ or the Department Head can offer guidance or connect students with the appropriate campus resources. If students prefer, they can go directly to resources available at the University level.

A statement about student conduct and community standards and links to specific topics can be found here:

<https://dos.uoregon.edu/conduct>

### *Additional useful resources:*

Diversity and Community

<https://dos.uoregon.edu/community>

Academic Misconduct:

<https://dos.uoregon.edu/academic-misconduct>

Sexual Misconduct:

<https://dos.uoregon.edu/sexual-misconduct>

Conduct Process:

<https://dos.uoregon.edu/conduct%20process>

Conflict Resolution

<https://dos.uoregon.edu/crs>