

MASTER'S PROGRAM HANDBOOK

Master of Landscape Architecture 2017-2018



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 graduate 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 shaping landscapes. The discipline is growing from primarily a 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, speculative design explorations, 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 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 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 Master’s program at the University of Oregon is primarily intended for mature and independent students who are strongly self-motivated and prepared to undertake original work in the field. Study at the Master’s level may be in a number of subareas of the field, including advanced design theory, landscape history, landscape planning, landscape ecology, urban design, or preparation for teaching. We encourage diversity in thinking among faculty and students, and select our graduate students with this in mind.

Students may enter the Master’s programs with a background in either Landscape Architecture or another field. If you enter with a Bachelor’s of Landscape Architecture (B.L.A.), the **Post Professional Master’s** degree program takes approximately two years. (Please refer to the Post Professional Master’s degree section.) If you enter from another discipline and without a B.L.A., completion of the **First Professional Master’s** degree program takes three years plus one term. (Please see the First Professional Master’s degree section.)

You must apply online for admission to the Graduate Program for either the First Professional MLA or the Post Professional MLA. Application procedures and required materials can be found on our department website at <http://archenvironment.uoregon.edu/landarch/apply/mla>.

Thank you again for your interest in the University of Oregon. We encourage you to visit the Department or contact us if you have any further questions. Our web site is <https://uoaaa.slideroom.com/-/login>.

Sincerely,

Bart Johnson
Professor, Department Head

Rob Ribe
Professor, Master’s Program Coordinator

**DEPARTMENT OF LANDSCAPE ARCHITECTURE
GRADUATE PROGRAM HANDBOOK
2016-2017**

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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 and scholarship 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 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. GRADUATE PROGRAM OPTIONS: A FIRST PROFESSIONAL MASTER'S OR POST PROFESSIONAL MASTER'S DEGREE?

The department makes a distinction between **First Professional Master's** students and **Post Professional Masters students**. First Professional Master's students are those who hold an undergraduate degree *other than a Bachelor of Landscape Architecture*, and are working towards the completion of an M.L.A. (see Section 4 for details). Post-professional Master's students are those who hold an accredited Bachelor's of Landscape Architecture (B.L.A. or B.S.L.A.) and are working towards the completion of the advanced post-professional M.L.A. (see Section 5 for details).

4. THE FIRST PROFESSIONAL MASTER'S DEGREE PROGRAM

Although requirements and time may vary with each individual, students with undergraduate degrees, but no background in design, can expect to spend three years and one term (10 terms total) in the department to earn the M.L.A., beginning with the First-Professional MLA summer entry program.

The department recognizes that graduate students, especially those pursuing the First Professional Master's have extremely varied backgrounds and may have special requirements. Based on their undergraduate courses, work experience, and background in design-related disciplines, students may be allowed to substitute other courses for a limited number of required courses. Students who wish to do so must show equivalent competency in those areas, normally through previous course work or professional experience.

In addition to departmental requirements, students must fulfill all requirements of the Graduate School to receive their degree (<http://gradschool.uoregon.edu/policies-procedures>). This includes the provision that at least 24 of the required graduate credit hours (i.e., 500 or 600 course level) must be taken as graded (i.e., not Pass/No Pass), and maintaining at least a 3.00 grade point average (GPA) in all graduate courses taken with the graded option.

The First Professional Master's program begins in Summer Term of the student's first year, typically starting the third week of June. See Advising Sheets on the following pages.

THE FIRST PROFESSIONAL MASTERS 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 focuses attention on theory, fundamental concepts, historical perspectives and ways of thinking that underpin all aspects of landscape architecture.

The curriculum includes a set of four required courses including a two-term sequence on the History of Landscape Architecture, as well as an array of electives that explore different areas of literature and theory in the field.

The Plants Program, and in particular the 8 credit hour sequence of fall and winter plants, 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 provides landscape planning classes that 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 requires coursework in Geographic Information Systems, teaching the industry standard, ArcGIS.

The Technologies Program covers 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 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.

The Master's Project or Thesis

The Masters Project (LA 699) or Thesis (LA 503) is completed during the third year. This is an independent project of high academic standard presenting original work that contributes to the body of knowledge in Landscape Architecture. The topic may be selected from a wide range of theoretical to practical design issues. It may be an original investigation, an original interpretation of existing scholarship, or an application of innovative strategies for the solution of a specific design challenge. Most importantly, the project should demonstrate a creative engagement in environmental transformation. *All projects must include a written component that sets out the problem, goals and objectives, methodology, findings and conclusions of the project.* A five-course sequence helps prepare students to complete their Master's Project and culminates in the two-term LA 699 Master's Project or LA 503 Thesis. See "The Master's Project" brochure available from the department office (should we make this available from the LA website rather than the office?). The student's choices of Master's Project topic and Area of Concentration (see below) are intended to be mutually supportive.

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.

Areas of Concentration:

The Area of Concentration (AOC) courses represent a focused inquiry in advanced topics that Master's students undertake while forming and developing their Master's Projects. The following areas reflect the strengths of the faculty, but should not limit the topic areas for student projects. Projects sometimes combine aspects of two or more areas of concentration, for instance, addressing ecological design theory or urban landscape planning history. In this case, it is up to the student, working with their Advisor, to identify how a combination of courses from different areas supports his or her master's project. When students begin the MLA program, they should consult their departmental advisor to begin planning their Area of Concentration coursework and to receive approval for AOC course selection. At the time when a student is assigned a Master's Project Advisor, responsibility for AOC course approval shifts to this person. At any time, students may consult with other department faculty they feel could help them craft their Area of Concentration. To be approved, an AOC must be graduate level (i.e. have a 5XX or 6XX course number) and must be demonstrably related to the student's master's project topic and supportive of the project's development. When in doubt or whenever you have questions, please see your Advisor.

Design Theory: The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas and content.

Landscape History: This critical dimension of landscape architecture seeks to understand every landscape as a unique place in time and meaning. It combines an understanding of how landscapes have evolved as cultural and vernacular environments as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally significant landscapes.

Landscape Planning: Analyzing large landscapes and directing their management and land use patterns to meet social and environmental ends requires understanding of land tenure, use traditions and institutions, and knowledge of the science and values inherent in regional natural resources and human activities. For this analysis, geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, public forest plans, urban growth management, scenic resource management and regional ecological enhancement.

Landscape Ecology: This rapidly evolving discipline focuses on how landscape pattern, process and change interact to create land mosaics that maintain the rich diversity of life and the foundations for human well-being. Understanding key links between spatial and temporal patterns and flows of organisms, materials, energy and information at a variety of scales is the basis for maintaining or restoring landscapes that embody ecological integrity and cultural vitality.

Urban Design: Designing cities, and designing in cities, requires an understanding of the interaction between natural and cultural processes. This field stretches across disciplines, and combines skills from architecture, landscape architecture, planning, and finance. This concentration focuses on the processes of city forming, and develops skills to analyze and design urban form as the expression of cultural and civic values, at a specific time, in a specific location. In this analysis, ecological processes, climate, and regional building typology inform the design of blocks, neighborhoods, cities and streetscapes that function economically, culturally, and ecologically.

FIRST-PROFESSIONAL MASTER OF LANDSCAPE ARCHITECTURE
DEGREE REQUIREMENTS

(144 Total Credits Required)

Required Classes

Selectable Classes

Technologies Sequence (12 credits)			
<input type="checkbox"/>	LA 362	Landscape Tech I	4 credits
<input type="checkbox"/>	LA 366	Landscape Tech II	4 credits
<input type="checkbox"/>	LA 517	Computer Aided Landscape Design	2 credits
<input type="checkbox"/>	LA 510	Professional Practice	2 credits
Plants (8 credits)			
<input type="checkbox"/>	LA 326	Fall Plants	4 credits
<input type="checkbox"/>	LA 327	Winter Plants	4 credits
Landscape Analysis & Planning (16 credits)			
<input type="checkbox"/>	LA 513	Analyzing Land Systems	4 credits
<input type="checkbox"/>	LA 515	Computers in Landscape Architecture	4 credits
<input type="checkbox"/>	LA 540	Intro. to Landscape Planning Analysis	4 credits
<input type="checkbox"/>	LA 541	Principles of Applied Ecology	4 credits
History, Literature & Theory (Up to 14-16 credits)			
<input type="checkbox"/>	LA 607	Summer Readings Seminar	2 credits
<input type="checkbox"/>	LA 608	Understanding Landscapes Workshop	2 credits
<input type="checkbox"/>	LA 510	History of Landscape Architecture I	4 credits
<input type="checkbox"/>	LA 510	History of Landscape Architecture II	4 credits
<input type="radio"/>	LA 510	Design Theory Seminar	4 credits
<input type="radio"/>	LA 510	Design Theory Course	4 credits
<input type="radio"/>	LA 617	Intro. to Landsc. Arch. Theory	4 credits
<input type="radio"/>	LA 519	Contemp. Landsc. Arch. Theory	3 credits
<input type="radio"/>	ARCH 550	Spatial Composition	4 credits
<input type="radio"/>	ARCH 507	Design Theory Course	3-4 credits
<input type="radio"/>	_____	_____	_____
Media Courses (4 credits)			
<input type="checkbox"/>	LA 608	Summer Analog Landscape Media Workshop	2 credits
<input type="checkbox"/>	LA 352	Digital Landscape Media	2 credits
Landscape Media and Technologies Workshops (pick enough for 6-8 credits)			
<input type="radio"/>	LA 508	Media or Technical Workshop (repeatable)	1-4 credits
<input type="radio"/>	ARCH 508	Architecture Media or Technical Workshop	1-4 credits
<input type="radio"/>	ARCH 523	Media for Design Development	3 credits
<input type="radio"/>	LA 559	Landscape Technical Topics	2 credits
<input type="radio"/>	ARCH 510	Oregon BILDS Technical Workshop	1-4 credits
<input type="radio"/>	LA 550	Advanced Landscape Media	4 credits
<input type="radio"/>	_____	_____	_____
Research and Master's Project Courses (22 credits)			
<input type="checkbox"/>	LA 620	Landscape Research Methods I	2 credits
<input type="checkbox"/>	LA 621	Landscape Research Methods II	2 credits
<input type="checkbox"/>	LA 601	Research	2 credits
<input type="checkbox"/>	LA 699	Master's Clinic	16 credits
Area of Concentration Courses (16 credits)			
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____
Landscape Architecture Design 42 credits			
<input type="checkbox"/>	LA 539 or 606	Summer Introductory Studio	6 credits
<input type="checkbox"/>	LA 539	Two Intermediate Studios (6 cr. x 2)	12 credits
<input type="checkbox"/>	LA 589	Three Intermediate Studios (6 cr. x 3)	18 credits
<input type="checkbox"/>	LA 594	One Advanced Studio	6 credits



Master of Landscape Architecture — 1st Professional

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

1st Professional students complete all of the M.L.Arch. degree requirements at the University of Oregon, and begin the program the summer before their first full academic year of study.

In addition to the general Graduate School requirements, 1st Professional students must meet the following requirements:

Program Requirements: 144 credits

This degree is typically completed in 10 terms. 1st Professional students may enter the program with transfer credits from another accredited masters degree program. 1st Professional students must adhere to the minimum residence requirements. The breakdown of the curriculum follows.

Design Requirements: 42 credits (8 terms)

Master's Project Requirements: 22 credits (5 terms)

This includes 6 credits of Research Methods & Mentored research and 16 credits of LA699 Masters Project Clinic.

Subject Area Requirements: 64 credits

Area of Concentration: 16 credits

Includes 4 Area of Concentration elective courses in support of the Master's Project or Thesis. (4 credits each)

The study plan below is a guide to when required classes need to be taken by full-time students seeking to finish their MLA in three years. The area of concentration, theory and workshop classes can be exchanged around within the calendar below.

	Fall	Winter	Spring	Summer
				LA 539 - Intro Grad Design 6 LA 352 - Digital Lndscp Media 2 LA 607 - Intro Landscape Lit 2 LA 350 - Landscape Media 2 total credits 12
Year 1	LA 362 - Landscape Tech. I 4 LA 326 - Fall Plants 4 LA 513 - Analyzing Lnd System 4 LA 608 - Undrstnd Lndscapes 2 total credits 14	LA 539 - Design & Process 6 LA 327 - Winter Plants 4 LA 510 - History of LA I 4 LA 517 - Computer Aided Design 2 total credits 16	LA 539 - Design & Process 6 LA 366 - Landscape Tech II 4 LA 510 - History of LA II 4 Media or Tech. Workshop 2 total credits 16	Optional Summer Field Study, Studio or Study Abroad (Summer courses can substitute for regular-year courses shown.)
Year 2	LA 589 - Site Plan Design 6 LA 541 - Applied Ecology Media or Tech. Workshop Design Theory Course 4 total credits 16	LA 589 - Site Plan Design 6 LA 515 - Computers Land Arch 4 LA 620 - Research Methods Area of Concentration 2 total credits 16	LA 589 - Site Plan Design 6 LA 540 - Land Plan Analysis 4 LA 621 - Research Methods Area of Concentration 2 total credits 16	Optional Summer Field Study, Studio or Study Abroad (Summer courses can substitute for regular-year courses shown.)
Year 3	LA 594 - Land Plan Design 6 LA 601 - Mentored Research Area of Concentration Media or Tech. Workshop 2 total credits 14	LA 699 - Masters Project 8 LA 510 - Pro Practice Area of Concentration Media or Tech. Workshop 2 total credits 16	LA 699 - Masters Project 8 (Make Up Area Concentration) (Make Up Media/Tech Wkshp) (Make Up Theory Course) 2 total credits 8	

2015 - 2016

5. THE POST PROFESSIONAL MASTER'S DEGREE PROGRAM

The two-year post Professional Master's degree program leading to the Master of Landscape Architecture (M.L.A.) is intended for students prepared to do advanced graduate work in landscape architecture and contribute original research to the profession. Students entering this program are expected to have completed a professionally accredited degree in landscape architecture. Students with professional BLA degrees are typically in residence for two years to satisfy course requirements.

• OPTIONS For:

• STUDENTS WITH A BACHELOR OF LANDSCAPE ARCHITECTURE

Students entering the program with a five-year B.L.A. are expected to spend two years in residence in the department. The first year is normally spent in required coursework and the second in working on the Master's Project.

• STUDENTS WITH A FIVE-YEAR BACHELOR OF ARCHITECTURE

Those with a Bachelor of Architecture are expected to spend a minimum of two years in the Department, although coursework is individually programmed to build additional background in landscape architecture. Many Bachelor of Architecture students find that it takes up to one additional year to complete the post-professional M.L.A. requirements.

THE POST PROFESSIONAL MASTERS CURRICULUM:

A central aspect of the Post Professional Master's program is the student's concentration on studies and original work in one of five areas of landscape architecture: design theory, landscape history, landscape ecology, landscape planning and urban design. These areas are broad enough to include many particular research problems for master's projects. While these concentration areas are naturally related, each involves a different set of skills and understanding developed through department courses and focused elective work outside the department. The five concentration areas are those in which faculty members, due to their academic training and professional and research experience are best equipped for collaboration with graduate students.

Required coursework includes: one planning and design studio, Landscape Research I and II, and Mentored Research with faculty. In addition, students must complete five classes or 20 credits in an Area of Concentration. The Master's Project or Thesis and its prerequisite Master's Research course sequence must also be completed for a minimum of 22 credits.

In addition to departmental requirements, students must fulfill all requirements of the Graduate School to receive their degree (<http://gradschool.uoregon.edu/policies-procedures>). This includes the provision that at least 24 of the required graduate credit hours (i.e., 500 or 600 course level) must be taken as graded (i.e., not Pass/No Pass), and maintaining at least a 3.00 grade point average (GPA) in all graduate courses taken with the graded option.

Areas of Concentration:

The Area of Concentration (AOC) courses represent a focused inquiry in advanced topics that Master's students undertake while forming and developing their Master's Projects. The following areas reflect the strengths of the faculty, but should not limit the topic areas for student projects. Projects sometimes combine aspects of two or more areas of concentration, for instance, addressing ecological design theory or urban landscape planning history. In this case, it is up to the student, working with their Advisor, to identify how a combination of courses from different areas supports his or her master's project. When students begin the MLA program, they should consult their departmental advisor to begin planning their Area of Concentration (AOC) coursework and to receive approval for AOC course selection. At the time when a student is assigned a Master's Project Advisor, responsibility for AOC course approval shifts to this person. At any time, students may consult with other department faculty they feel

could help them craft their Area of Concentration. To be approved, an AOC must be graduate level (i.e. have a 5XX or 6XX course number) and must be demonstrably related to the student's master's project topic and supportive of the project's development. When in doubt or whenever you have questions, please see your Advisor.

Design Theory: The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas and content.

Landscape History: This critical dimension of landscape architecture seeks to understand every landscape as a unique place in time and meaning. It combines an understanding of how landscapes have evolved as cultural and vernacular environments as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally significant landscapes.

Landscape Planning: Analyzing large landscapes and directing their management and land use patterns to meet social and environmental ends requires understanding of land tenure, use traditions and institutions, and knowledge of the science and values inherent in regional natural resources and human activities. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, public forest plans, urban growth management, scenic resource management and regional ecological enhancement.

Landscape Ecology: This rapidly evolving discipline focuses on how landscape pattern, process and change interact to create land mosaics that maintain the rich diversity of life and the foundations for human well-being. Understanding key links between spatial and temporal patterns and flows of organisms, materials, energy and information at a variety of scales is the basis for maintaining or restoring landscapes that embody ecological integrity and cultural vitality.

Urban Design: Designing cities, and designing in cities, requires an understanding of the interaction between natural and cultural processes. This field stretches across disciplines, and combines skills from architecture, landscape architecture, planning, and finance. This concentration focuses on the processes of city forming, and develops skills to analyze and design urban form as the expression of cultural and civic values, at a specific time, in a specific location. In this analysis, ecological processes, climate, and regional building typology inform the design of blocks, neighborhoods, cities and streetscapes that function economically, culturally, and ecologically.

The Master's Project or Thesis:

The Masters Project (LA 699) or Thesis (LA 503) is completed during the second year. This is an independent project of high academic standard presenting original work that contributes to the body of knowledge in Landscape Architecture. The topic may be selected from a wide range of theoretical to practical design issues. It may be an original investigation, an original interpretation of existing scholarship, or an application of innovative strategies for the solution of a specific design challenge. Most importantly, the project should demonstrate a creative engagement in environmental transformation. All projects must include a written component that sets out the problem, goals and objectives, methodology, findings and conclusions of the project. A five-course sequence helps prepare students to complete their Master's Project and culminates in the two-term LA 699 Master's Project or LA 503 Thesis. See "The Master's Project" brochure available from the department office. The student's choices of Master's Project topic and Area of Concentration are intended to be mutually supportive.

Computers in the Curriculum

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.

POST-PROFESSIONAL MASTER OF LANDSCAPE ARCHITECTURE
DEGREE REQUIREMENTS

(56 Total Credits Required)

Landscape Analysis & Planning (4 credits)		
Take one of these classes: (Additional ones may count toward your AOC requirement.)		
<input type="checkbox"/>	LA 541 Principles of Applied Ecology	4 credits
<input type="checkbox"/>	LA 513 Analyzing Land Systems	4 credits
<input type="checkbox"/>	LA 515 Computers in Landscape Architecture	4 credits
<input type="checkbox"/>	LA 540 Intro. to Landscape Planning Analysis	4 credits
History, Literature & Theory (2-4 credits)		
Take one of these classes: (Additional ones may count toward your AOC requirement.)		
<input type="checkbox"/>	LA 510 Design Theory Seminar	2-4 credits
<input type="checkbox"/>	LA 510 Design Theory Course	2-4 credits
<input type="checkbox"/>	LA 617 Intro. to Landsc. Arch. Theory	4 credits
<input type="checkbox"/>	LA 519 Contemp. Landsc. Arch. Theory	3 credits
<input type="checkbox"/>	ARCH 550 Spatial Composition (pick one)	4 credits
<input type="checkbox"/>	ARCH 507 Design Theory Course (pick one)	3-4 credits
<input type="checkbox"/>	LA 510 History of Landscape Architecture I	4 credits
<input type="checkbox"/>	LA 510 History of Landscape Architecture II	4 credits
Landscape Architecture Design (6 credits)		
<input type="checkbox"/>	LA 594 Advanced Planning or Urban Design Studio	6 credits
Research and Master's Project Courses (22 credits)		
<input type="checkbox"/>	LA 620 Landscape Research Methods I	2 credits
<input type="checkbox"/>	LA 621 Landscape Research Methods II	2 credits
<input type="checkbox"/>	LA 601 Research	2 credits
<input type="checkbox"/>	LA 699 Master's Clinic	16 credits
Area of Concentration Courses (20 credits)		
<input type="checkbox"/>	_____	_____



Master of Landscape Architecture — Post Professional

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

Post Professional M.L.Arch students generally spend two years completing the program. The individual schedule of courses is determined on a case by case basis.

Most coursework for this program can be completed in the first year, leaving the second year to focus on the Master's project or thesis. Post Professional students must meet the following requirements:

Program Requirements: 56 credits

This degree is typically completed in 6 terms. Post Professional students may enter the program with transfer credits from another accredited masters degree program. Post Professional students must adhere to the minimum residence requirements. The breakdown of the curriculum follows.

Design Requirement: 6 credits (1 term)

Masters Project Requirements: 22 credits (5 terms)

This includes 6 credits of Research Methods & Development and and 16 credits of LA 699 Masters Clinic.

Subject Area Requirements: 28 credits (4 terms)

Breadth Courses: 6-8 credits

Take one landscape analysis and planning course and also one history/theory course. (2-4 credits each)

Area of Concentration: 20 credits

Includes 5 Area of Concentration elective courses in support of the Master's Project or Thesis. (4 credits each)

	Fall	Winter	Spring	Summer
Year 1	LA 594 - Land Plan Design 6	LA 620 - Research Method 2	LA 621 - Research Method 2	Optional Summer Field Study or Study Abroad
	Area of Concentration 4	Area of Concentration 4 Theory or Analysis Course 4	Area of Concentration 4 Area of Concentration 4	
	total credits 10	total credits 10	total credits 10	
Year 2	LA 601 - Research 2	LA 699 - Master's Clinic 8	LA 699 - Master's Clinic 8	
	Area of Concentration 4 Theory or Analysis Course 4			
	total credits 10	total credits 8	total credits 8	

6. 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

All students entering the Department are assigned to a faculty member who acts as 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 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. At this time 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.

The primary role of the student is to keep the 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. The student-faculty advisor relationship is treated as confidential so that both parties can feel free to be honest and candid in their discussions.

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 and 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 Master's Project

7. FINANCIAL ASSISTANCE

The department has a limited number of Graduate Teaching Fellowships (GE, or Graduate Employee) that are awarded each spring by the department faculty for the coming academic year. GEs include a tuition waiver, health insurance fees and a monthly stipend for the term(s) they are awarded to a student. Because these GTF awards are compensation to students for teaching, they are awarded to students on the basis of their qualifications as teachers in the curricular areas they pertain to (e.g. Plants, Landscape Technologies, Landscape Ecology, Landscape Planning, etc.). They are usually given out to returning students, with occasional exceptions when an in-coming student is exceptionally qualified by virtue of prior academic and/ or professional experience. There are also occasional GRF's (Graduate Research Fellowships) available from funded faculty research projects that are also awarded on a competitive basis following an open search process.

In addition, the department has a number of competitive scholarships. Applications for these scholarships are considered each Spring for the following year. For more information, please see the department web site <http://landarch.uoregon.edu>

8. 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 of 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 MLA program, we also offer both an accredited Bachelor of Landscape Architecture (BLA) 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.

9. 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>

10. APPENDIX – AREA OF CONCENTRATION DETAIL

Areas of Concentration: *The listings in this section are intended to offer guidance and outline typical courses of study. They are not meant to be all inclusive class options for Areas of Concentration. Each student should work with their advisors to outline a plan for meeting the Area of Concentration requirement in a way that serves their educational goals.*

There are new courses offered every quarter in various departments that have applicability for students in Landscape Architecture. We urge you to check the university course schedule and seek advice as to appropriate choices.

A. Design Theory:

The faculty recommends any two of the following courses:

- LA 584 Landscape Perception (4)
- LA 543 Land and Landscape (4)
- LA 617 Intro to Land Arch Theory (4)
- LA 510 Contemporary Landscape Theory (4)
- LA 610 Landscape Representation Theory (4)
- LA 507 Landscape Urbanism (4)
- Art 555 Contemporary Art (4)

Plus two additional courses for First Prof. MLA and three for Post Prof. MLA:

- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)

B. Landscape History:

Note: Hist. of Land Arch I and II or equivalents are pre-requisites for this Area of Concentration.

The faculty recommends any two of the following courses:

- LA 584 Landscape Perception (4)
- LA 608 Contemporary American Landscape (4)
- LA 510 Contemporary Landscape Theory and Practice (4)
- LA 520 Landscape Preservation (4)
- LA 582 National Parks (4)

Plus two additional courses for First Prof. MLA and three for Post Prof. MLA:

- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)

C. Landscape Planning:

The faculty recommends any two of the following courses:

- LA 543 Land and Landscape (4)
- PPPM 540 Land Use Planning and Growth Management (4)
- LA 515 Computers in Landscape Architecture (4)

Plus two additional courses for First Prof. MLA and three for Post Prof. MLA:

- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)

D. Landscape Ecology:

The faculty recommends any two of the following courses

- LA 565 Advanced Landscape Ecology (4)
- LA 510 Climate Change Planning and Design (4)
- BI 510 Theoretical Ecology (4)
- BI 565 Wetland Ecology & Management (4)
- BI 570 Experimental Design (4)
- BI 572 Community Ecology (4)
- BI 573 Quantitative Ecology (4)
- BI 576 Terrestrial Ecosystem Ecology (4)
- BI 610 Quantitative Methods in Ecology and Evolutionary Biology (4)
- GEOG 514 Adv. Geographical Data Analysis (4)
- GEOG 521 Advanced Climatology (4)
- GEOG 523 Advanced Biogeography (4)
- GEOG 525 Hydrology and Water Resources (4)
- GEOG 527 Fluvial geomorphology (4)
- GEOG 533 Fire and Natural Disturbances (4)

Plus two additional courses for First Prof. MLA and three for Post Prof. MLA. These may come from the list above or be comprised of other courses with ecological content such as those listed below:

- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)

Oregon State University offers a wide range of ecology courses in a number of departments. Interested students are encouraged to consider classes at OSU.

E. Urban Design:

The faculty recommends any two of the following courses:

- LA 510 Sustainable Design Principles and Practices (4)
- LA 510 Urban Sustainability (4)
- LA 508 Landscape Urbanism (4)
- PPPM 540 Land Use and Growth Management (4)

Plus two additional courses for First Prof. MLA and three for Post Prof. MLA:

- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)
- Course approved by Master's Project Advisor _____ (4)

Note: to receive graduate credits, the 200-level courses listed above must be taken as a 605 Readings course with approval of instructor and fulfillment of additional requirements or through similar arrangements with the instructor.