Welcome to the Landscape Architecture Program at the University of British Columbia. Our program prepares the next generation of landscape architects for careers responding to the urgent human and environmental issues of our times. Our program cultivates enduring professional, environmental, and aesthetic knowledge and values; intellectual, creative, and technical skills; and a lifelong commitment to learning and leadership necessary to design sustainable, beautiful, resilient landscapes with the power to transform society.
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1. People

The Landscape Architecture Student Association (LASA)

The Landscape Architecture Student Association acts as a liaison between its members and the Landscape Architecture Program, the School of Architecture and Landscape Architecture, the Faculty of Graduate and Postdoctoral Studies, and the British Columbia Society of Landscape Architects. LASA endeavors to enhance the university experience of graduate students in the Master of Landscape Architecture and the Master of Advanced Studies in Landscape Architecture Programs by providing support to incoming students, coordinating social activities for all students and acting as a unified voice for issues that affect the day to day life of the community. For more information about LASA please visit www.sala.ubc.ca/students/student-organizations/landscape-architecture-student-association. The president for the 16/17 academic year is Patrick Beech. He can be reached at pjbeech@mymts.net.

Find LASA on Facebook at https://www.facebook.com/groups/ubclarch/

LASA Brown Bag Lunch Lectures

LASA coordinates regular public lectures. These lectures are presented by students, faculty members and/or guests from the Landscape Architecture professional community. These meetings are a great opportunity for students to showcase projects and/or initiatives in which they are involved. Students are encouraged to contact LASA if they wish to make a presentation or propose a speaker. Lectures are advertised through the SALA eblast, posters and Facebook.

MLA HANDBOOK 2016/2017
http://www.sala.ubc.ca/programs/landscape-architecture
Faculty Members

Specific biographic information on faculty members and mentors is available on the SALA website at www.sala.ubc.ca.

Condon, Patrick; Professor & Chair MUD, James Taylor Chair in Landscape & Livable Environments
B.Sc., M.L.A. (Mass.), ASLA
3131-2260 West Mall 604-822-9291 pcondon@sala.ubc.ca

Dahmen, Joseph; Assistant Professor
B.A. (Wesleyan), M.Arch (MIT)
3131-2260 West Mall 604.822.0403 jdahmen@sala.ubc.ca

Girling, Cynthia; Professor
B.E.S. (Manit.), B.L.A., M.L.A. (Oregon), BCSLA, FCSLA, FASLA, FCELA
3131-2260 West Mall 604-822-0438 cgirling@sala.ubc.ca

Herrington, Susan; Professor & Chair Landscape Architecture
MCML 389 604.822-6829 susan.herrington@ubc.ca

Kellett, Ronald; Professor & Director, SALA
B.E.S. (Manit.), M.Arch. (Oregon), Assoc. AIBC
408-6333 Memorial Road 604-827-5144 rkellett@sala.ubc.ca

Lokman, Kees; Assistant Professor
B.Sc (Netherlands), MSc (Netherlands), M.D.S (Harvard)
3131-2260 West Mall 604-827-3142 klokman@sala.ubc.ca

Mooney, Patrick; Associate Professor
B.Mus. (UBC), M.L.A. (Guelph), Ph.D. (Mich.), FCSLA, FCELA, ASLA
MCML 393 604-822-3431 pmooney@sala.ubc.ca

Roehr, Daniel; Associate Professor
H.N.D. Hort. & L.A. Tech. (Askham Bryan), B.A., L.Arch. (Heriot Watt) BCSLA, CSLA, AKB
MCML 385 604-827-4056 droehr@sala.ubc.ca
Visiting Professor

Michele Alborg, Visiting Professor
MCML 387  michelealborg@yahoo.ca

Adjunct Members

Justice, Douglas; Adjunct Professor
B.Sc.Agr., M.Sc. (UBC)  douglas.justice@ubc.ca

Kunigk, Isabel; Adjunct Professor
B.A (Hons), L.A. (Greenwich), R.L.A Berlin
MCML 383  isabel@greenskinslab.sala.ubc.ca

England, Karin; Adjunct Professor
B. Mus. (McGill), M.Teach. (Calgary), M.L.A. (UBC)  karin.england@telus.net

Martin Lewis, Adjunct Professor
MCML 383  mlewis@sala.ubc.ca

Emeritus Faculty

Paterson, Douglas; Emeritus Associate Professor
B.Sc. (Manit.), M.L.A. (Mich.), FCSLA, ASLA
dpaterson@sala.ubc.ca

Faculty Associates

Sheppard, Stephen; Professor, Faculty of Forestry
B.A., M.A. (Oxf.), M.Sc. (UBC), Ph.D. (Calif., Berkeley), ASLA
FSC 2044  604-822-6582  stephen.sheppard@ubc.ca

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The Program Office Staff

The Landscape Architecture Program office is located in Room 379 of the H.R. Macmillan building. The office is open from 9:00am to 4:00pm daily (M-F). On occasion the office may close for lunch or when all staff members are attending meetings. In these situations the expected return time will be posted on the office door.

Nicole McDonald
Student Services Coordinator
MCML 379
604.822.6916
larc@sala.ubc.ca

Tara Deans
Manager, Student Services and Recruitment
MCML 379
604-822-3445
tdeans@sala.ubc.ca
“Landscape architecture is the art and the science of the possible”
-CORNELIA HAHN OBERLANDER

2. Curriculum

Master of Landscape Architecture (MLA) Curriculum

The MLA degree is a 3-year professional program accredited by the Canadian Society of Landscape Architects (CSLA) and the American Society of Landscape Architects (ASLA) to meet the requirements and standards for professional licensure in the field.

The MLA curriculum includes core studio courses supplemented by required and elective sequences in design and planning, landscape architectural history and theory, landscape analysis and landscape technologies. Students finish the program with the completion of a graduate project that integrates all the knowledge, learning experiences and research of the program. The program also offers learning opportunities outside of the classroom through co-op work placements and international study.

Elective courses which fulfill degree requirements may be taken in the MLA program as well as in other related disciplines including but not limited to Architecture, Community and Regional Planning, Forestry, Geography, History, Biology and Computer Science.
### 3 Year MLA Study Plan

<table>
<thead>
<tr>
<th>Pre-Year 1</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>LARC 501</strong> LA Design Studio I</td>
<td><strong>LARC 502</strong> LA Design Studio II</td>
<td><strong>LARC 511</strong> Introductory Workshop</td>
</tr>
<tr>
<td></td>
<td><strong>LARC 316</strong> Trees and Shrubs in Landscape</td>
<td><strong>LARC 541</strong> Landscape Planning + Mgt.</td>
<td>Study abroad &amp;/or electives (option)</td>
</tr>
<tr>
<td></td>
<td><strong>LARC 522</strong> LA History</td>
<td><strong>LARC 531</strong> Landscape Technologies I</td>
<td>Co-op work placement (option)</td>
</tr>
<tr>
<td></td>
<td><strong>ARCH 515</strong> Design Media I</td>
<td><strong>ARCH 517</strong> Design Media II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Term 2</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 504</td>
<td><strong>LARC 503</strong> LA Design Studio III</td>
<td>Study abroad &amp;/or electives (option)</td>
</tr>
<tr>
<td>LARC 532</td>
<td><strong>LARC 523</strong> LA Theory</td>
<td>Co-op work placement (option)</td>
</tr>
<tr>
<td>LARC 525</td>
<td>6 credits of electives</td>
<td></td>
</tr>
<tr>
<td>LARC 540</td>
<td>6 credits of electives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 505</td>
<td><strong>LARC 598</strong> Graduate Project</td>
</tr>
<tr>
<td>LARC 595</td>
<td><strong>LARC 551</strong> Professional Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>LARC 595</strong> Grad. Project Development</td>
</tr>
<tr>
<td></td>
<td><strong>LARC 551</strong> Professional Practice</td>
</tr>
</tbody>
</table>

MLA HANDBOOK 2016/2017  
http://www.sala.ubc.ca/programs/landscape-architecture
## Typical Advanced Placement MLA Study Plan

### Pre-Year 1

**Year 1**
- **LARC 504** LA Design Studio IV (Vertical Studio)
- **LARC 532** Landscape Technologies II or **LARC 522** LA History
- **LARC 525** Research Methods
- elective

**Year 2**
- **LARC 505** LA Design Studio V (Vertical Studio)
- **LARC 595** Grad. Project Development
- **LARC 540** Site Analysis + Planning
- **LARC 316** Trees and Shrubs in Landscape

### Term 1

**Term 2**
- **LARC 503** LA Design Studio III
- **LARC 531** Landscape Technologies I or **LARC 523** LA Theory
- **LARC 541** Landscape Planning + Mgt.
- **ARCH 517** Design Media II

### Summer

**LARC 511** Introductory Workshop
- Study abroad &/or electives (option)
- Co-op work placement (option)

**LARC 598** Graduate Project
- **LARC 551** Professional Practice
- **LARC 523** LA Theory or elective
MLA REQUIRED COURSES

Studio Courses (47 credits)

The studio sequence forms the core of landscape architectural education. This project-based series of classes teach design theory and process and designing skills through the study of design problems associated with specific sites. The sequence builds in complexity of program and scale of sites from small civic sites to consideration of the garden and park designs, to neighborhoods and landscape scales. This studio sequence is intended to introduce students to natural and cultural processes that operate across a variety of scales and sites of regional significance.

Studio courses include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 511</td>
<td>Introductory Workshop</td>
<td>2</td>
</tr>
<tr>
<td>LARC 501</td>
<td>Design Studio I</td>
<td>9</td>
</tr>
<tr>
<td>LARC 502</td>
<td>Design Studio II</td>
<td>9</td>
</tr>
<tr>
<td>LARC 503</td>
<td>Design Studio III</td>
<td>9</td>
</tr>
<tr>
<td>LARC 504</td>
<td>Design Studio IV (Vertical Studio)</td>
<td>9</td>
</tr>
<tr>
<td>LARC 505</td>
<td>Design Studio V (Vertical Studio)</td>
<td>9</td>
</tr>
</tbody>
</table>

Theoretical Courses (9 credits)

These courses provide students with the theoretical basis and orientation to contextualize their design work. This contextualization includes an appreciation of the historical development of the discipline and profession, an understanding of contemporary design issues, the foundations of design thinking, the relationship of design to research strategies and cultural ideas that play a significant role in landscape design. Theory courses may be in lecture or seminar formats.

Theory courses include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 522</td>
<td>Landscape Architectural History</td>
<td>3</td>
</tr>
<tr>
<td>LARC 523</td>
<td>Landscape Architecture Theory</td>
<td>3</td>
</tr>
<tr>
<td>LARC 525</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
Design Media and Representation Courses (6 credits)

These courses cover the theory and skill development in analog and digital methods of graphic communication, processes and representation of design works.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 515</td>
<td>Design Media 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 517</td>
<td>Design Media 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Analytical Courses (6 credits)

These courses introduce students to the ecological processes that form and characterize landscapes and to strategies for managing these landscape processes, particularly at larger scales. Together these courses form a sequence that leads from a comprehensive analysis of landscapes to the planning and management of ecological and visual resources. The intent of these courses is to challenge students to think holistically about landscape change, “natural” and human-induced change and sustainability. These courses are typically offered in a lecture-lab format.

Analytical courses include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 540</td>
<td>Site Analysis and Planning</td>
<td>3</td>
</tr>
<tr>
<td>LARC 541</td>
<td>Landscape Planning and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Technical Courses (12 credits)

These courses focus on the physical material of landscape architectural design (including plants, landforms and constructed materials), the techniques involved in their construction and the conventions for formal documentation of “working drawings.” These courses are tremendously important in ensuring that students gain essential professional skills. These courses are typically offered in a lecture-lab format.

Technical courses include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 316</td>
<td>Trees and Shrubs in Landscape</td>
<td>3</td>
</tr>
<tr>
<td>LARC 531</td>
<td>Landscape Technologies I</td>
<td>3</td>
</tr>
<tr>
<td>LARC 532</td>
<td>Landscape Technologies II</td>
<td>3</td>
</tr>
<tr>
<td>LARC 551</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
THE GRADUATE PROJECT (12 credits)

The studio sequence concludes in the last year of the program with an independent graduate project that synthesizes all the learning that a student has gained throughout the program into a project that responds to their area of particular interest or specialization. Through this project, students independently define, research, generate, resolve and communicate a coherent rigorous, integrated landscape architectural design problem and solution.

Through this project, students will:

- Initiate and sustain a significant and focused inquiry in landscape architecture using design as the primary mode of inquiry
- Define a theoretical perspective, which includes a critical discussion of the state of knowledge and work in the area(s)
- Develop a position or point of view through which to resolve this inquiry
- Independently develop and employ appropriate analysis/design methods, concepts, and program in pursuit of the resolution
- Proficiently engage spatial representation and visual media throughout the design process and in the resolution
- Convincingly communicate the project focus, rationale, key ideas, principles/strategies and resolution

Students have two options for selecting their topics. For Option 1, students decide on a topic based within an identified project site selected by the faculty for LARC 595/598. For Option 2, students may propose a separate and unique project upon approval of their faculty supervisor. Students also need to identify a primary faculty supervisor to serve as the guide and evaluator of their project. For Option 1, the supervisor is selected during the process of taking LARC 595. For Option 2, the supervisor has agreed to serve as such in early summer to guide the student through project definition. Additionally, the program assigns one faculty member to the class in term 1 and term 2.

Graduate Project courses include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 595</td>
<td>Graduate Project Part I</td>
<td>3</td>
</tr>
<tr>
<td>LARC 598</td>
<td>Graduate Project Part II</td>
<td>9</td>
</tr>
</tbody>
</table>

Graduate design project books are housed in the Landscape Architecture office and may be borrowed by SALA students.

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http://www.sala.ubc.ca/programs/landscape-architecture
ELECTIVES (18 credits)

Nine of eighteen elective credits must be Landscape Architecture elective courses.

LARC Electives:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 510A</td>
<td>Studies in the Regional Ecosystem (Mooney)</td>
<td>3</td>
</tr>
<tr>
<td>LARC 515</td>
<td>Planting Design (Mooney)</td>
<td>3</td>
</tr>
<tr>
<td>LARC 542</td>
<td>Aesthetics and Sustainability (Sheppard)</td>
<td>3</td>
</tr>
<tr>
<td>LARC 543</td>
<td>Environment and Urban Form (Kellett) (not offered in 16/17)</td>
<td>3</td>
</tr>
<tr>
<td>LARC 570</td>
<td>Co-op Work Placement (Faculty Advisor)</td>
<td>3/6</td>
</tr>
<tr>
<td>LARC 580/581</td>
<td>Directed Studies</td>
<td>3</td>
</tr>
<tr>
<td>LARC 582A</td>
<td>Advanced Topics Seminar (Lokman)</td>
<td>3</td>
</tr>
<tr>
<td>LARC 582E</td>
<td>Living Roof Seminar (Roehr) (not offered in 16/17)</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may complete a Directed Study (LARC 580 or 581) or Co-op Work Placement (LARC 570) with approval from their Academic Advisor.

Non-Program Electives

Students are encouraged to enrich their program of study with elective courses that support their area of interest and specialization and which prepare them for their Graduate Design project. These courses can be drawn from a myriad of graduate and 300/400 level undergraduate courses. Please consult with your advisor regarding recommended courses for you to take. (Graduate students may take a maximum of 6 credits of 300/400 level courses.)

Below is a listing of some recommended non-program elective courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 504</td>
<td>Architectural History 1A</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 505</td>
<td>Architectural History 1B</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>some Architecture seminars (professor permission)</td>
<td></td>
</tr>
</tbody>
</table>

School of Community and Regional Planning

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 425</td>
<td>Urban Planning Issues and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 504</td>
<td>The Ecological Context of Planning</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 580</td>
<td>Urban Transportation Planning</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PLAN 597</td>
<td>Planning for Water Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Faculty of Forestry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 340</td>
<td>Introduction to GIS systems for Forestry/Conservation</td>
<td>3</td>
</tr>
<tr>
<td>CONS 481</td>
<td>Conservation Planning and Wildland Recreation</td>
<td>3</td>
</tr>
<tr>
<td>CONS 491</td>
<td>Recreation &amp; Tourism Planning</td>
<td>3</td>
</tr>
<tr>
<td>FRST 443</td>
<td>Remote Sensing in Forestry/Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>FRST 504</td>
<td>Landscape Ecology</td>
<td>3</td>
</tr>
<tr>
<td>FRST 519</td>
<td>Forests &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>FRST 523</td>
<td>Forests and Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>FRST 524</td>
<td>Environmental Perception</td>
<td>3</td>
</tr>
<tr>
<td>FRST 529</td>
<td>Ecological Economics (ECON 301 pre-requisite)</td>
<td>3</td>
</tr>
<tr>
<td>FRST 547</td>
<td>Forestry in British Columbia</td>
<td>3</td>
</tr>
<tr>
<td>FRST 558</td>
<td>Landscape Level Forest Land Management</td>
<td>3</td>
</tr>
<tr>
<td>FRST 559</td>
<td>Natural Resources Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**MLA Degree Requirements**

Students should track their progress on the Student Service Centre (SSC) through Degree Navigator. Degree Navigator is an interactive advising tool to help students plan their degree at UBC. It is designed so students may view their program requirements, course information and course list. Degree Navigator will also show students the courses they have completed against their program requirements. If you have any questions please speak with the Student Services Coordinator.
STUDY ABROAD

The program periodically offers international field trips and courses in association with other universities or other UBC programs. In recent years, courses and field trips have taken place in Germany, Italy, Netherlands, and in North America, Portland, Seattle, and San Francisco.

Students also have the option of going on an exchange program to another university. UBC has formal exchange agreements within North America and abroad. Current exchange programs in landscape architecture include:

Arizona State University (USA)  
Edinburgh College of Art (Scotland)  
Norwegian University of Life Sciences (Norway)  
Osaka University (Japan)  
Technical University of Munich (Germany)  
Universidad de las Americas Puebla (Mexico)  
Universiti Sains Malaysia (Malaysia)  
University of Adelaide (Australia)  
University of Auckland (New Zealand)  
University of California (USA)  
University of Copenhagen (Denmark)  
University of Manchester (United Kingdom)  
University of Melbourne (Australia)  
University of New South Wales (Australia)  
University of Tokyo (Japan)  
University of Washington (United States)  
University of Western Australia (Australia)  
Victoria University Wellington (New Zealand)  
Wageningen University (Netherlands)

To be accepted for an exchange, students must apply to the Go Global: International Learning Programs office, and be accepted prior to leaving. The approval process includes an application and interviews. MLA students interested in studying abroad are encouraged to travel during the second year of their program.

For more information please visit the Go Global website at http://www.students.ubc.ca/global/
Master of Advanced Studies in Landscape Architecture (MASLA) Curriculum

The MASLA degree is a two year research degree program. While most MASLA students have first professional degrees in landscape architecture or architecture, the degree welcomes students from a variety of backgrounds who have an interest in researching specific issues relating to landscape, place and environment. Such students might be drawn from a variety of disciplines including environmental psychology, biology, anthropology or art history. The MASLA will normally be completed in 2 years of full-time study. University regulations set a 5-year limit for completion of a master’s program.

The MASLA program is a post professional program that provides students with the knowledge and skills for research and investigation in an area of interest relating to landscape architecture and related fields. Students work in collaboration with faculty members who are currently engaged in or involved with their consulting areas of interest. This program is not intended to fulfill the requirements for landscape architectural licensure as established by the British Columbia Society of Landscape Architects (BCSLA) or similar organizations within Canada and the United States.

The MASLA degree requires the completion of 31 credits. Additional coursework may be required for students with no prior background in landscape architecture and/or to adequately prepare them for their research thesis.

Degree Requirements for Year One:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 523</td>
<td>Landscape Theory</td>
<td>3</td>
</tr>
<tr>
<td>LARC 541</td>
<td>Landscape Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>500 level electives* (LARC 580, 581 or 525)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>300 level and above electives</td>
<td>6</td>
</tr>
</tbody>
</table>

* At least one elective course must be an approved research methods course. LARC 525 Research Methods is recommended. Recommended electives for all MASLA students include: LARC 580, Directed Studies in Design Analysis, Programming, and/or Theory or LARC 581, Directed Studies in Landscape Planning and Sustainability, LARC 542 Aesthetics and Sustainability, seminars in SALA. MASLA students may also choose to take elective courses in affiliated disciplines.
Degree Requirements for Year Two:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 580/581 (if not taken as a first year elective)</td>
<td>Directed Studies in Design Analysis, Programming, and/or Theory (Recommended elective)*</td>
<td>3</td>
</tr>
<tr>
<td>LARC 599</td>
<td>Research Thesis</td>
<td>12</td>
</tr>
<tr>
<td>LARC 593</td>
<td>Landscape Architecture Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

The Studio Protocol

The studio world is a wonderful component of design education. It is the central focus to design learning as well as a place for unbridled experimentation, sharing discussion and debate. A good studio, as such, enriches life, a bad studio, however, can make the whole process of design learning quite unbearable. Some of the following aspects of studio protocol have emerged over the years, by tradition and by necessity, as a way of making the studio an effective, creative and civic place.

1. **GOOD WORKING SPACES**: It is essential that everyone has a good working space. This includes places to hang or layout work, store books, feel comfortable in, etc. Each individual needs to take responsibility for his/her space and if it isn’t to his/her liking to say so and to see how it can be improved. This also means that those around may have to adjust their spaces to assist their neighbors.

2. **PEER LEARNING**: In a smoothly functioning studio, students learn as much or more from their fellow students as they do from their professors. This does, however, mean that students share ideas, criticisms, techniques, and information. In this respect it is important to note that every major piece of research on design process cites peer learning as essential to design education.

3. **WORKING IN THE STUDIO**: Everyone is encouraged to do as much of their work as possible in the studio, including after studio hours. This not only improves time for peer learning, but tends to create a more lived-in and friendly studio environment. At a very minimum, students are expected to be in the studio during assigned studio times. Grades may not be given for projects substantially completed outside of the studio environment.

4. **DESIGN CRITICISM**: Knowledge is about both process and content; design learning is no different. As such, a student can expect serious-constructive criticism about both the nature of their design proposals (content) as well as the manner in which
they are exploring and developing those proposals (process). One should not be afraid of criticism; rather seek it, embrace it and grow from it.

5. **STUDIO GUESTS:** Having guests to the studio is a bit like having guest to one’s own home. Studio visitors include studio critics, guest lecturers, and students from other disciplines. They are welcomed, listened to, enjoyed, and thanked.

6. **STUDIO PROJECTS-DRAWINGS:** Studio projects are effectively and by tradition the property of the university and not the student. While we tend to not hold onto all student drawings, projects should be recorded at the end of each studio and, from time to time, students may be expected to have their drawings used for a variety of public displays.

7. **DESIGN COMMUNITY:** In any professional activity, one is operating in part as an advocate. If a professional sees a problem or an issue they identify it as such to the larger community and immediately seek to solve the problem; they don’t wait to be asked but advocate for its resolution. In the studio world the same is true. In the spirit of community, students are expected to share in the planning for various community activities and in the resolution of a variety of community needs.

8. **DESIGN SUPPORT:** It is a tradition in many design schools for the first and second year students to assist graduating students in the graphic-model and public presentation of their final project work. Laying out plans, rendering, making models, helping in a power point presentation, etc. are great ways to take some of the pressure off the third year students given the volume of drawings they need to produce. It is also a great way for first and second year students to learn about what is expected when it is their turn to undertake their final design project.

The Vertical Studios – LARC 504/505

Students have the opportunity to choose between several distinct studio topics and instructors from both Architecture and Landscape Architecture in the first term of each of their second and third years. Students are sent studio topics/instructors in August and are then asked to attend the SALA Vertical Studio presentations during the first week of school, after which time they submit a ballot ranking their studio choices. Because it is necessary to balance the number of students in each of the Vertical Studio options, the Program Chair coordinates registration in these studios and students are informed of their studio placement during the first week of school.

MLA HANDBOOK 2016/2017
http://www.sala.ubc.ca/programs/landscape-architecture
Studio Reviews

Reviews of studio work are scheduled at the end of each term, normally during the first week of the UBC exam period. Students present their final projects to their fellow students, instructors, and a panel of guest critics that includes faculty members and landscape architecture professionals. The reviews are public and are advertised throughout the School of Architecture and Landscape Architecture (SALA)

3. Grading Practices

Principles for Assessment of Student Work

Principle 1. Set clear learning objectives
- syllabus includes clearly written learning objectives for each class
- each assignment similarly includes learning objectives
- set high, yet reasonable, expectations of students' learning

Principle 2. Actively involve students in learning and evaluation
- teaching practices and evaluation recognizes that learning is a process
- engage students in the process of evaluation
- evaluate and assess learning in a manner consistent with established goals and learning outcomes
- assist students to participate in self-directed learning activities

Principle 3. Communicate effectively with students
- clearly and effectively communicate goals, outcomes and expectations with students in writing and in discussion
- use fair, consistent and transparent methods of evaluating learning
- communicate evaluations of student work in writing

MLA HANDBOOK 2016/2017
http://www.sala.ubc.ca/programs/landscape-architecture
Principle 4. *Attend to intellectual growth of students*
- provide, and discuss with students, explicit criteria for assessing learning
- provide regular and timely reviews of students' progress in achieving learning outcomes

Principle 5. *Respect diverse talents and learning styles of students*
- promote a stimulating learning environment
- recognize and accommodate different learning and working styles
- balance collaborative and individual student learning to reflect the course aims and outcomes and enable individual evaluation

Principle 6: *Evaluation should be fair and equitable*
- students who meet learning objectives should be considered the “middle”
- students who exceed the learning objectives and produce exemplary work should be recognized for high achievement
- students who fall short of the learning objectives should be notified that they are falling behind/weak- ideally by mid-term

* see studio evaluation form at the end of this document

**UBC General Grading Practices**

In most faculties, individual courses are normally graded as follows:

**Percentage (%), Letter Grade, indicators**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>A+</td>
<td>(Clearly excellent engagement, knowledge and performance)</td>
</tr>
<tr>
<td>85–89</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>80–84</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>76–79</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>72–75</td>
<td>B</td>
<td>(Good grasp of material with evidence in work products)</td>
</tr>
<tr>
<td>68–71</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>64–67</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>60–63</td>
<td>C</td>
<td>(Satisfactory comprehension and work products, little initiative)</td>
</tr>
<tr>
<td>55–59</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>50–54</td>
<td>D</td>
<td>(Unsatisfactory comprehension and work products)</td>
</tr>
<tr>
<td>0–49</td>
<td>F</td>
<td>(Fail)</td>
</tr>
</tbody>
</table>

*Indicators added by the Program
Instructors are responsible for providing written guidelines to all students at the start of each course, outlining how the final grade for the course will be calculated, and including any related policies such as arrangements that may be made for students who are unable to complete a test or other graded work because of a short term illness or for other reasons. Guidelines made available on the Web meet this requirement (students who are unable to access the Web should ask their instructor to provide these guidelines in an alternate format).

Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.

A few programs of study make provision for an "Honours Standing", which is explained in the appropriate faculty and school entries. However, in most faculties where "Honours" is used, it is applied to a study program where expectations in terms of achievement and level of study are higher than in other programs.

**UBC Faculty of Graduate and Postdoctoral Studies Academic Regulations**

**Definition of Satisfactory Progress**

A minimum of 60% must be obtained in any course taken by a student enrolled in a master's program for the student to be granted pass standing. However, only 6 credits of pass standing may be counted towards a master's program. For all other courses, a minimum of 68% must be obtained. Because all design studios are 9 credits, a minimum grade of 68% is required to pass studio.

On the recommendation of the graduate program and the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, the student may repeat a course for higher standing or take an alternate course. If the graduate program does not make such a recommendation, or if the recommendation is not approved by the Dean of the Faculty of Graduate and Postdoctoral Studies, the student will be required to withdraw. A student who obtains a grade of less than 68% in an excessive number of courses will normally be required to withdraw. The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.

A minimum mark of 68% must be obtained in all courses taken as part of a qualifying year. When repeating a failed required course, a minimum mark of 74% must be obtained. Higher minimum grades may be required. If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or
withdraw a student from a program. For all other purposes, averages will be calculated using both marks. http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,615

**UBC Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses.

Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

For further information about academic integrity please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0

MLA HANDBOOK 2016/2017
http://www.sala.ubc.ca/programs/landscape-architecture
4. Satisfactory Progress in the Program

At the conclusion of each academic year, the faculty conducts a review of each student's overall progress in the program. If a student, in the opinion of faculty members, is not making satisfactory academic progress, the student will either be invited to an advising session with his/her Advisor or will be advised in writing about the Program’s concerns with regard to the student's work.

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

i) Failing grades: see UBC Faculty of Graduate and Postdoctoral Studies for regulations governing good academic standing.

ii) Failure in any studio course in any given year. A passing grade of 68% is required in all design studio courses (LARC 501, 502, 503, 504 or any substituted classes).

iii) Overall marginal grades over the course of three years, which indicate a lack of general educational attainment.

iv) Failure to take sufficient credits towards their degree.

v) Failure to make satisfactory progress in the Graduate Project.

vi) Students with a valid reason for not completing course requirements may be granted a Deferred Standing (SD) in their course(s) by their Instructor. Students with a SD have until August 23 for the winter session and December 25 for the summer session to complete their outstanding requirements. Students who fail to meet their deadlines will be given a grade/standing to reflect requirements completed in the course. [http://www.grad.ubc.ca/faculty-staff/policies-procedures/deferred-standing]
Also see the “Program of Study and Academic Progress” section of the Faculty of Graduate and Postdoctoral Studies Website at http://www.grad.ubc.ca/current-students/managing-your-program/satisfactory-progress-masters-students

Also see the “Policies and Regulations” section of the UBC online Calendar at http://www.students.ubc.ca/calendar/index.cfm?tree=3,0,0,0

5. Advising

Incoming students are assigned to a faculty member who will act as their academic advisor for the duration of the program. The primary role of the advisor is to provide guidance and counseling on issues of academic progress. Students are encouraged to contact their advisors on a regular basis, at least once every academic year to review their progress. In addition to program planning some common reasons to seek advising include:

Requests for Advanced Placement

Students with a UBC-recognized undergraduate degree in Architecture, Environmental Design, or Landscape Architecture may apply for admission to the Advanced Standing variant of the professional MLA Program. This variant is comprised of approximately two years of MLA design studio courses, as well as courses required for professional degree accreditation by the Canadian Society of Landscape Architects. The particular course requirements will be determined by the Program Chair for each student upon acceptance and entry into the program, based on prior experience and a portfolio review. Students are accepted into the advanced standing as part of the program admissions process. Spaces in the advanced placement are limited to a few students each year.
Requests for Course Waivers or Substitutions

Students who feel they have covered the content of a required course in another context may request a course waiver. Course waiver request forms are available from the program office. A copy of the form can also be found at the end of this handbook. Please note that students who receive a course waiver must still fulfill the overall credit requirements for the degree.

Students who will be unable to take a required class due to scheduling conflicts, study abroad or leaves of absence should discuss acceptable alternative classes with the instructor who regularly teaches that course. Approved substitutions should be recorded in writing in the student’s official file and the student’s advisor should be informed about any substitutions that instructors approve.

Proposals to Participate in Directed Studies

Directed Studies are independent studies typically initiated by students. Proposals may be submitted to any faculty member whose research interests or knowledge areas match the student’s topic of study. The faculty member guides the student on the scope of work, methods and products, and evaluates the work products. Registration for directed studies courses is completed by the program assistant when a signed proposal is submitted to the program office. Students are advised to meet with a faculty member to discuss the proposed study before preparing a proposal.

Directed Study Proposal and Permission forms are available through the program office. A copy of the form can also be found at the end of this handbook.

Permission to Participate in Co-op Work Placement

The Co-op Work Placement (co-op) program provides an avenue for students to earn academic credit for relevant work experience completed outside the university. A co-op is a three-way partnership between the student, the agency and the Landscape Architecture Program and typically involves at least one day of work per week. The Co-op Work Placement Handbook describes this program and is available on the SALA web site under the course number LARC 570. A proposal must be prepared by the student, reviewed with the employer, signed by their faculty advisor and agency supervisor and handed into the Program Office prior to course registration.
6. Appeal Procedures

Students may protest decisions relating to their academic studies. In this event, it is recommended that the student first consult the faculty member directly involved in the decision. At any point in seeking resolution, a student should feel free to seek the advice of the chair of the program. If satisfactory resolution is not forthcoming at this point, the student should submit a review of assigned standing to Enrolment Services.

Reviews of academic standing are governed by the following regulations:

1. Any request for the review of an assigned grade must reach Enrolment Services no later than July 15 for the Winter Session, and not later than October 15 for the Summer Session, and must be accompanied by the necessary fee for each course concerned which will be refunded only if the mark is raised.

2. Each applicant for a review must state clearly why he or she believes the course deserves a grade higher than it received; pleas on compassionate grounds should not form part of this statement. Prospective applicants should remember that under Senate regulations instructors must re-examine all failing grades and indicate in their records that this has been done.

3. Reviews will not be permitted in more than two courses in the work of one academic year, and in one course in a partial program of 18 credits or fewer or in the work of Term 1 or 2 of a Summer Session.

When the protest relates to a decision in a design studio, the program Chair will establish an appeal committee to hear the case. The appeal committee will consist of three full-time design faculty plus the program Chair (ex-officio). Students will be asked to present the full scope of work completed for the studio in question to the appeal committee.

The appeal committee has the authority to interview all persons involved and to recommend to the program Chair that the grade be affirmed or changed. If the matter has not reached satisfactory resolution, the student would then follow the procedures described above and explained http://www.calendar.ubc.ca/vancouver/?tree=3,49,0,0
7. Financial Assistance

The Department has a limited number of awards, scholarships and Teaching Assistant positions. Awards and scholarships are awarded each spring by the faculty for the coming academic year. A complete list of these awards is available on the program website.

Incoming students of the Landscape Architecture Program are considered for entrance scholarships and do not need to submit an application. Prospective students are advised to check the Faculty of Graduate and Postdoctoral Studies website at www.grad.ubc.ca for detailed information and application deadlines for a number of external awards and scholarships.

Teaching Assistants (TA) and Graduate Academic Assistants (GAA) are advertised each spring for the following academic year. They are awarded to students on the basis of their qualifications as teachers in the curricular areas they pertain to. They are usually given out to returning students, with occasional exceptions to an incoming student who is exceptionally qualified by virtue of prior academic and/ or professional experience. TA’s receive a monthly stipend for the term(s).

GRA's (Graduate Research Assistantships) are available from funded faculty research projects. These are advertised on an as needed basis.

Social Sciences and Humanities Research Council (SSHRC) Fellowships support postsecondary-based research, research training and knowledge mobilization activities in the social sciences and humanities. For further information about the application process please see http://www.sshrc-crsh.gc.ca/funding-financement/index-eng.aspx.

8. General Information and Program Resources

Mail

Student mailboxes are located on the third floor of the Macmillan Building directly across from room 394. Please check your mailbox on a regular basis. Student mail, notices and occasional assignments will be distributed there.

Weekly Newsletter (eBlast)

All current students are enrolled in our weekly newsletter, which goes out every Thursday. The newsletter is used to advertise upcoming events, post internship and travel abroad opportunities as well as student job postings. If you are not receiving the newsletter or have events or postings you would like to have included please subscribe at www.sala.ubc.ca/subscribe. Notices should be sent to communications@sala.ubc.ca.

MLA HANDBOOK 2016/2017
http://www.sala.ubc.ca/programs/landscape-architecture
E-Mail List Serves

For all other information, the student listserv is an important tool used to circulate information to students. The types of information circulated through this tool include important broadcast emails, class changes or cancellations, program-specific information. All incoming students are automatically placed on the student listserv. If your email changes or you feel you are not receiving emails from us please contact the program office or email larc@sala.ubc.ca.

Parking Permits/Passes

Parking permits are available from the Parking Services Office located in the UBC Bookstore. More information can be found at http://www.parking.ubc.ca/.

Key Card Access

Your student card will give you access to the Landscape Annex and MacMillan building after hours. This process is automatically initiated by SALA once you have obtained your student card. If you find that your card is not working, please come to the Landscape Architecture office or email larc@sala.ubc.ca.

Campus Wide Login (CWL) and UBC Email Account

All students must obtain a CWL to function at UBC. Detailed information about setting up a CWL can be found at https://it.ubc.ca/services/accounts-passwords/campus-wide-login-cwl. UBC email account information can be found at https://it.ubc.ca/services/email-voice-internet/student-alumni-email-service.

Output Devices

PRINTING: There is a plotter, a large format scanner, small format printers and one laser cutter located in the LARC Annex. User fees are published at the beginning of each year. Payment for printing (black & white and color) and plotting is online and requires a SALA account.

LASER CUTTER: A Trotec “Speedy 300” laser cutter is located in the Landscape Architecture Studio. This device can quickly and accurately engrave or 2D cut material using energy from a CO2 laser.
- Materials: any paper or card stock, acrylic, plywood, solid basswood, jelutong etc.,
- Maximum horizontal dimensions of materials: 16” x 28” (400mm x 710mm).
- Maximum thickness: 1/4” (6mm).
The laser cutter should only be used during scheduled time slots with a Laser Cutter Assistant. Sign-up for a time slot is done online at http://www.arch.ubc.ca/output/login.asp. For more detailed information including pricing, please go to: http://www.it.sala.ubc.ca/Main_Page

The LARC Library

A small library of Landscape Architecture specific books, including LARC faculty authored books is located in the LARC Program Office. A collection of Student Thesis and Graduate Projects is also available. Students may sign out these items for up to two weeks. To sign out a book please fill out the library card on the inside cover of each book and give it to the Program Assistant. Books can be returned back to the Program Assistant.

The landscape architecture collection is located in the Art + Architecture + Planning Library located in the Irving K. Barber Learning Centre. Some relevant references are also located in the Woodward Library.

Digital Devices

The program office has a LARC projector, laptop, digital camera and video camcorder that are available to faculty and teaching assistants to use in their classes. LARC students may book this equipment for class purposes by arrangement with LARC faculty or program staff.

Survey Instruments

There are measuring tapes (30M & 100M), hand levels, and a GPS that are available to faculty and teaching assistants. LARC students may book these survey instruments for class purposes by arrangement with faculty or program staff.
### Studio Evaluation for the Landscape Architecture Program, UBC

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
</tr>
<tr>
<td>Student's Name:</td>
</tr>
<tr>
<td>Studio:</td>
</tr>
<tr>
<td>Completeness - ability to complete projects fully/ on time</td>
</tr>
<tr>
<td>Design Process - ability to initiate and sustain an effective, creative/productive design process throughout project.</td>
</tr>
<tr>
<td>Ability to apply appropriate process tools and techniques</td>
</tr>
<tr>
<td>Ability to generate thoughtful design concepts</td>
</tr>
<tr>
<td>Design Content - awareness and knowledge of core subject areas in landscape architecture and ability to apply that knowledge in design.</td>
</tr>
<tr>
<td>Selection and use of materials</td>
</tr>
<tr>
<td>Visual and spatial fluency, spatial sequencing</td>
</tr>
<tr>
<td>Knowledge of discipline-related subjects and concepts</td>
</tr>
<tr>
<td>Design Media - knowledge of, and fluency with, visual media and representation as a means of design investigation and communication.</td>
</tr>
<tr>
<td>Ability to determine and apply appropriate media to process</td>
</tr>
<tr>
<td>Scholarship - ability to initiate and sustain significant intellectual inquiry through design.</td>
</tr>
<tr>
<td>Ability to sustain significant inquiry throughout process</td>
</tr>
<tr>
<td>Engagement - ongoing participation in, and contribution to, studio.</td>
</tr>
<tr>
<td>Effectively engages faculty and peers</td>
</tr>
<tr>
<td>Supplements design process with effective reading/research</td>
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</tbody>
</table>

DATE 05.09.08
THE UBC LANDSCAPE ARCHITECTURE PROGRAM

REQUEST FOR WAIVER OF A REQUIRED COURSE

Student Name: __________________________________________________________

I would like to apply for a waiver of:

_____________________________________
(Course Number and Name)

List the name and a short description of the course(s) which you wish to submit as evidence of having completed course requirements:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Students should provide the instructor with a course syllabus and examples of work from previous courses before a waiver will be granted. Please attach the syllabus to this form. The instructor may request a copy of the transcript which lists the above course(s).

______________________________________________
(Instructor’s Signature) (Date of Waiver)

Instructor’s Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Self-Directed Study Permission Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Number:</th>
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<table>
<thead>
<tr>
<th>Course Code:</th>
<th>No. of Credits:</th>
<th>Year:</th>
<th>Term:</th>
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<tr>
<th>Start Date:</th>
<th>Expected Date of Completion:</th>
</tr>
</thead>
</table>

Is this DS intended as a substitution for a required class?

____YES      ____NO

If yes, indicate course name and number and attach a completed class waiver form.

**Name of Project or Study:**

**Description of Study (75 – 100 words):**

Complete Full Project Description on Page 2 (or attach a description)

Most commonly used course codes:

- LARC 580B (3) **Directed Studies in Design Analysis, Programming and Theory**
- LARC 581B (3) **Directed Studies in Landscape Planning and Sustainability**

**Signatures:**

<table>
<thead>
<tr>
<th>Faculty Supervisor/Instructor</th>
<th>Student</th>
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</table>
Project Description

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
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<table>
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<tr>
<th>Major (Project Related) Research or Areas of Inquiry:</th>
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</table>

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<tr>
<th>Task List (Work Plan):</th>
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<tr>
<td></td>
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<tr>
<td>Reading List:</td>
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<tr>
<td>--------------</td>
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<tr>
<td></td>
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<tr>
<td>Final Product:</td>
</tr>
<tr>
<td>(Describe or summarize the final product that will be handed in or presented)</td>
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</tbody>
</table>