

**Robert Reich School of Landscape Architecture
Undergraduate Handbook**

Landscape Architecture at LSU

The Robert Reich School of Landscape Architecture, offers professional degree programs at both the undergraduate and graduate levels. The Bachelor and Master of Landscape Architecture are accredited degree programs.

Preparation for the profession of landscape architecture requires both formal education and practical experience, followed by a professional examination and registration. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. ASLA, which is the sole agency authorized to accredit U.S. professional degree programs in landscape architecture, recognizes two types of degrees: the Bachelor of Landscape Architecture and the Master of Landscape Architecture.

MISSION STATEMENT

Preamble

The Robert Reich School of Landscape Architecture at Louisiana State University believes that the rich cultural heritage and physical setting of Louisiana and the Lower Mississippi Delta region provide an invaluable resource for the study of landscape architecture. Our location on the Gulf of Mexico places us centrally in a region encompassing the Southern United States, Central and South America and the Caribbean. This geographical orientation informs our perspective and we believe that the investigation of this shifting and fluid context will result in the construction of frameworks useful for the study of landscape architectural issues that can have both local and global import.

Vision

To be an eminent school of landscape architecture, contributing to the understanding, creation, and discussion of the built environment.

Mission

To generate, preserve, disseminate, and apply the knowledge of our profession through education, research, creative work, and service.

To generate knowledge: The Robert Reich School of Landscape Architecture believes knowledge is a value-laden commodity. Our mission dictates that the production of knowledge be an activity for the entire community – faculty and students, graduates and undergraduates.

Our goal is to continually redefine the potential of landscape architecture and address the problems that beset its contemporary practice. We will accomplish this goal by establishing new relationships with practitioners and the public. We will use this partnership to inform our understanding of landscape architecture and, as a consequence, expand our definition of landscape architecture. This goal involves the discovery, integration, application, and teaching of landscape architecture ideas and knowledge to a wide and diverse audience.

To preserve knowledge: If inquiry is to be advanced, the Robert Reich School of Landscape Architecture has a responsibility to preserve the knowledge within the profession. To meet its responsibility, the School should preserve and make available reference materials for students and the profession, significant documents of research interest for scholars, and landscape architecture materials for public exhibition.

To disseminate knowledge: The primary function of the Robert Reich School of Landscape Architecture is the education of students to assume leadership roles in the profession of landscape architecture. In the broadest sense, this requires the development of abilities to research the issues facing a changing profession and the formulation of future directions.

Within the context of a curriculum, learning about landscape architecture is best accomplished through an exploration of design. Design thinking prepares one to participate in an increasingly complex world, one that requires interdisciplinary and collaborative team relationships. Through a thorough understanding of the process of design, a graduate of the Robert Reich School of Landscape Architecture will be prepared to conduct inquiry into a multitude of issues, both inside and outside the profession, and to contribute to an expanded vision of landscape architecture. Teaching how to think is more important than teaching what to think.

This challenge requires the school to expand the definition of landscape architecture education and the audiences to be served.

Within the context of contemporary higher education, studio-based landscape architectural education can serve as a model for those interested in hands-on, active learning. To fulfill this role, the school must be a leader in educational innovation and academic outreach.

To apply knowledge: The Robert Reich School of Landscape Architecture intends to build upon its long-standing tradition of community service as a means to explore and expand the contributions made by landscape architects to society. As academics and professionals, we embrace our societal responsibility and welcome leadership roles in maintaining ethical and just behavior as it relates to the environment.

LAAB LEARNING OUTCOMES

Preparation of the profession of landscape architecture requires both a formal education and practical experience (post-graduate internship) followed by a professional examination (LARE – Landscape Architectural Registration Examination) and registration.

In the United States, state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The Landscape Architectural Accreditation Board (LAAB), which is the sole agency authorized to accredit U.S. professional degree programs in landscape architecture, recognizes three types of first professional degrees, Bachelor of Landscape Architecture (B.L.A.), Bachelor of Science in Landscape Architecture (B.S.L.A.), and Masters in Landscape Architecture (M.L.A.). The Robert Reich School of Landscape Architecture at LSU offers B.L.A. and M.L.A. Both degrees have been accredited for a five-year term of accreditation in 2005 because of its conformance to educational standards. Both degrees will have re-accreditation visits in the Spring 2011.

A first professional degree program encompasses the body of knowledge common to the profession and promotes acquisition of the knowledge and skills necessary to enter the professional practice of landscape architecture. At the bachelor's level in a context enriched by the liberal arts and natural and social sciences, at the master's level in a context that provides opportunities for study in one or more areas advancing the knowledge or capability of the profession. All programs must meet twelve standards, which are qualitative statements of the essential conditions to be accredited:

1. Program Mission and Objectives: The program shall have a clearly defined mission supported by educational objectives appropriate to the profession of landscape architecture.
2. Governance/Administration: The program shall have the authority and resources to achieve its educational objectives.
3. Professional Curriculum: The minimum professional program context shall include: Landscape Architecture History and Theory, Professional Practice, Landscape Planning, Design, and Management, Design Implementation
4. Bachelor's Level: A professional program at the Bachelor's level shall provide, in addition to the Professional Curriculum (Standard 3), and educational context enriched by the liberal arts and natural and social sciences.
5. Master's Level: A first professional program at the master's level shall provide, in addition to the Professional Curriculum (Standard 3), study in one or more areas advancing the knowledge or capability of the profession.
6. Faculty and Other Instructional Personnel: The qualifications, academic position and professional activities of faculty and other instructional personnel shall promote and enhance the academic mission of the program.
7. Students: Program shall demonstrate that students are adequately prepared to pursue a career in landscape architecture.
8. Alumni: Program shall provide evidence of professional accomplishments of alumni and their involvement in regular program evaluation.
9. Practitioners: Program shall provide for interaction with practitioners.
10. Relation to the University, the Community, and the Profession: Program shall promote positive relationships with the university, community, and profession.
11. Facilities and Equipment: Facilities and equipment necessary for conducting professional studies shall be provided for all faculty, students, and staff.
12. Library: An accessible library collection and information resource shall be provided to support the program.

For the purposes of accreditation, different course objectives list areas of professional knowledge, skills and abilities that all students must develop awareness and understanding. The appropriate areas for each course are listed in the course syllabi and distributed on the first day of classes.

UNDERGRADUATE REQUIREMENTS

Students are admitted to the first two years of the LAAB-accredited Bachelor of Landscape Architecture program (BLA) from the undergraduate admissions at LSU subject to space availability in courses.

Students must have a 2.50 GPA on all courses completed to be admitted to the Robert Reich School of Landscape Architecture and must maintain a 2.50 on all landscape architecture courses completed and on all courses completed. Students are required to have a laptop computer.

Landscape Architecture majors must pass all required courses, all approved electives, and English 2000 with a grade of "C" or better. A student who earns less than a "C" in one of these courses must repeat the course in the next regular semester in which the course is offered.

If you are a transfer student, you will be considered for admission to the landscape architecture program and the beginning design courses on a space-available basis. Admission is competitive. You are expected to have earned a minimum of 2.50 GPA. The review of transfer students will include a select number of students already enrolled at LSU who have applied to transfer into the landscape architecture program.

Transfer credit for landscape architecture courses as substitutions for required courses in the school's curriculum will be considered only if these courses have been taken as part of a landscape architecture program accredited by LAAB. As a transfer student, if you desire credit for design studio courses, you will also be required to submit a portfolio for faculty evaluation.

Prior to admission to the third year of study (upper division) there will be a scholastic and portfolio review. Applications will be evaluated in terms of academic achievement, a portfolio of work and design potential. No more than 36 students will be admitted to the upper level of the program. The Robert Reich School of Landscape Architecture reserves the right to deny admission to the third year of study based on this review.

Students who have completed the introductory courses outlined below are eligible to apply for admission to the upper level of the undergraduate degree.

LA 1101, LA 1102, LA 2001, LA 2002, LA 2101, LA 2201, LA 2301, LA 2401, MATH 1021, MATH 1022, ENGL 1001, ENGL 2000, RNR 1001, GEOG 2050, GEOG 2051, ARCH 3006

You will be granted entrance to the fifth year only if you have successfully completed all required course work in years one through four. Admission to the fifth year will be in the fall semester only.

In this curriculum, sequential course progress is imperative. Failing to complete any required course more than one year later than the time designated in the curriculum prohibits advancement in the design studio sequence until the deficiency is corrected. All required courses listed in the 4th year must be completed before advancing to the designated 5000-level courses.

The Recommended Degree Path for a Bachelors of Landscape Architecture degree (BLA) shows how one may complete the curriculum in 5 years. Critical Requirements must be met by the indicated semester to be considered "on track" and making progress in the degree.

All landscape architecture students are required to meet with their designated advisor prior to course scheduling.

Louisiana State University School of Landscape Architecture Undergraduate Program Academic Plan (159 hours)

Student name: _____ Current GPA: _____ Date: _____

Year/Semester	Design	Representation	History/Theory	Technology	Natural Systems	Gen Ed* (39 credits)	Approved Electives (27 credits)*	Cr
1 Fall Spring		LA 1101	LA 1203*H	Math 1021*	GEOG 2050*NS	ENGL 1001		15
		LA 1102		Math 1022*	GEOG 2051*NS	Social Science Humanities		15
2 Fall Spring	LA 2001	LA 2101	LA 2201	LA 2301	RNR 1001*NS	Social Science		18
	LA 2002		ARCH 3006*A		LA 2401	ENGL 2003		18
Before entering 3 rd year, student must have completed all of the above courses, all Gen Ed courses, and have a minimum 2.50 GPA both in LA courses and cumulative.								
3 Fall Spring	LA 3001		LA 3201	LA 3301	LA 3401	Humanities	ENGL/ Foreign Language elective (3)	15
	LA 3002			LA 3302	LA 3402			18
4 Fall Spring	LA 4001		LA 4201	LA 4301			Approved electives (3)	15
	LA 4002						Approved electives (9)	15
Before entering 5 th year, student must have completed all 1000-4000 level courses and have a minimum 2.50 GPA both in LA courses and cumulative.								
5 Fall Spring	LA 5001		LA 5201	LA 5301	NS Elective (3)		Approved elective (3)	15
	LA 5002						Approved electives (6)	15

*One elective must be a Natural Systems elective and one elective must be an advanced English writing course or a foreign language. The remainder may be selected from the approved/suggested electives list. The student is advised to take the following courses:

Summer:

Spring:

Advisor Name

Fall:

Advisor Signature

Admission to the Third Year

The purpose of the review is to select the most qualified students to continue into the third-year studio. If you fail to gain acceptance to the third year of study, you may repeat the introductory courses and reapply to the third year, you may change to another major at LSU, or you may transfer to another university's landscape architecture program.

To meet required academic standards, you must complete all introductory courses of the landscape architecture curriculum with an appropriate grade-point average. If you use the summer session between the second and third year to complete the pre-gate course work you may be granted a provisional acceptance into third year, contingent on the successful completion of summer courses.

Design potential is assessed through an evaluation of design work completed in the first and second years. The following format is used for the evaluation of the design work:

I. Portfolio

The portfolio is used to show your ability to graphically and verbally communicate. You must submit a bound 8.5" x 11" portfolio containing reproductions of your design work. The portfolio must contain photographs of models, manual drawings, and a writing example taken from LA 2141. Computer drawings may be included but are not required.

The portfolio review committee is composed of the Robert Reich School of Landscape Architecture Curriculum Committee and the second-year studio faculty. The review of the design work will examine graphic and model building skills, creativity and technical proficiency in solving programmatic and construction problems, and the ability to develop conceptual frameworks that inform and extend design decisions. The evaluation rubric describing criteria for judgment is given below.

The display, review, and bound portfolio due dates will be announced at the beginning of the spring semester. Review of the portfolios will take place and students are informed by mail of the results of the review.

Portfolio Assessment

The intent of the portfolio review is to present a body of work that represents the abilities of each student applying for admission to the third year. The work presented in the portfolio, and the quality of the portfolio itself, are assessed to determine whether the applicant meets the minimum performance standard required for continued matriculation in the program.

The portfolio is assessed for evidence of student achievement in five areas: knowledge, skills, and abilities; organization; craft; voice; and aesthetic values. The assessment of an applicant's performance in the category of *knowledge, skills, and abilities* involves examining the content of the work presented for evidence of the application of these factors in the studio work presented. The assessment of an applicant's performance in the category of *organization* involves examining the portfolio for evidence of the creation of a theme that systematically arranges and unites the independent projects into a coordinated whole. The assessment of an applicant's performance in the category of *craft* involves examining the portfolio for evidence of the depiction of the individual's skill, ingenuity, and dexterity in applying the presentation techniques taught in the first two years to the making of the portfolio. The assessment of an applicant's performance in the category of *voice* involves examining the portfolio for evidence that the personal expression of the individual is depicted in the overall presentation of the portfolio. The voice articulates the personality and opinions of the author. The assessment of an applicant's performance in the category of *aesthetic values* involves examining both the portfolio and the work presented in the portfolio for a sense of beauty.

This method of assessment involves a panel of reviewers examining each portfolio and determining the level of performance for each of the five categories using the following rubrics. Each category is evaluated using a four-point scale where:

4 = Exemplary performance

3 = Meets the performance standard

2 = Emerging performance

1 = Attempt was made; however, the result is unsatisfactory

Rubrics for Portfolio Assessment

Knowledge, Skills, and Abilities: Evidence of the application of these factors in the studio work presented.

- 4 The portfolio is engaging and clear. The work shown clearly indicated superior development of the fundamental knowledge necessary to become an architect. The portfolio contains multiple examples indicating superior graphics and modeling skills.
- 3 The portfolio is reasonably clear. The work shown clearly indicated acceptable development of the fundamental knowledge necessary to become an architect. The portfolio contains adequate examples indicating acceptable graphic and modeling skills.
- 2 The portfolio generally lacks clarity. Some of the work shown does not indicate acceptable development of the fundamental knowledge necessary to become an architect. The portfolio contains some examples indicating acceptable graphic and modeling skills.
- 1 The portfolio is not clear. Little or none of the work shown indicates acceptable development of the fundamental knowledge necessary to become an architect. The portfolio contains few examples indicating acceptable graphic and modeling skills.

Organization: Evidence of the creation of a theme that systematically arranges and unites the independent projects into a coordinated whole.

- 4 The organization and form of the portfolio are superior and enhances the quality of the work shown. The organization leaves the reader feeling that the portfolio represents a body of work.
- 3 The organization and form of the portfolio are acceptable. The organization leaves the reader feeling that the portfolio presented the work coherently.
- 2 The organization and form of the portfolio are unacceptable. The organization leaves the reader feeling that the portfolio is confusing and without coherence.
- 1 There is little discernible organization. The portfolio leaves the reader feeling that no attempt was made to organize the work.

Craft: Evidence of the depiction of the individual's skill, ingenuity, and dexterity in applying the presentation techniques taught in the first two years to the making of the portfolio.

- 4 Skillful use of graphic and modeling skills in the creation of the portfolio result in a polished effect and enhance the reader's perception of the portfolio.
- 3 Surface features do not distract or interfere with the reader's understanding of the work shown in the portfolio.
- 2 Surface features distract and interfere with the reader's understanding of the work shown in the portfolio.
- 1 Limited control of surface features make the portfolio difficult to read.

Voice: evidence that the personal expression of the individual is depicted in the overall presentation of the portfolio.

- 4 The portfolio clearly conveys the voice of the student. The quality of the work shown is compelling and clearly conveys design intent.
- 3 The portfolio generally conveys the voice of the student. The quality of the work shown is adequate and usually conveys design intent.
- 2 The voice of the student is generally absent in the portfolio. The quality of the work shown is weak and without design intent.
- 1 The portfolio indicates no student voice. The work shown indicates no attempt at design.

Aesthetic Values: Evidence that both the portfolio and the work presented in the portfolio achieve a sense of beauty.

- 4 The portfolio clearly conveys an understanding of the role of aesthetics in design. The quality of the design work shown is compelling and clearly conveys the development of a design aesthetic.
- 3 The portfolio generally conveys an understanding of the role of aesthetics in design. The quality of the design work shown is adequate and indicated an understanding of a design aesthetic, although not always evident.
- 2 An understanding of the role of aesthetics in design is generally absent in the portfolio. The quality of the design work shown is weak and indicates a limited understanding of a design aesthetic.
- 1 The portfolio indicates no understanding of the role of aesthetics in design. There is no evidence of a design aesthetic in the work shown.

Selective Admissions Application to Third Year

Required overall GPA is 2.50. Overall GPA is of COMPLETED course work, including required courses in-progress. Students who are provisionally admitted, based on satisfactorily completing and passing courses in progress, but do not meet requirements at the completion of current semester will not be admitted and will need to re-apply in the following spring.

The APPLICATION PACKET must include:

1. **Admission Review Application** - printed neatly and legibly
2. **Portfolio** – 8 1/2 x 11

Name: _____ **Student Number:** _____

Email: _____

	Have you previously applied to 3 rd Year?		Yes	No
Required Courses	Course Taken	Grade	Substitute Course	Taken When/Where
LA 1101				
LA 1102				
LA 1203				
LA 2001				
LA 2002				
LA 2101				
LA 2201				
LA 2301				
LA 2401				
Arch 3006				
RNR 1001				
ENGL 1001				
ENGL 2000				
MATH 1021				
MATH 1022				
GEOG 2050				
GEOG 2051				
SOCL 2001				
CMST 2060				
GEOG 1001/1003				

Signature: _____ Date: _____

For School Use Only

Overall GPA: _____ LA Courses GPA: _____

Approved _____ Rejected _____ Probational _____ Explanation _____

ACADEMIC POLICIES

Students are governed by LSU scholastic standards and requirements. Students should consult the [LSU General Catalog](#) to read these policies. The more frequently consulted policies are provided below for your convenience.

Academic Advisors

Academic Advisors in the Robert Reich School of Landscape Architecture are the faculty. They have considerable knowledge concerning classes, degree requirements, and other issues regarding registration and graduation. If you have a question regarding your adviser, please see the School Administrator in 302 Design Building.

Academic Integrity

“Academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility.

Examples of academic misconduct violations are: copying, using or referring to unauthorized materials during a quiz, or exam, using material from the Internet without proper referencing, failing to appropriately follow the instructor’s instructions, submitting work of another individual or providing work to another student, misrepresentation of identity during an exam, unauthorized collaboration, complicity in academic dishonesty, falsifying grade reports. To report academic misconduct, contact Office of Judicial Affairs, 115 Johnston Hall, 578-4307.

Academic Warning

At the end of the fall or spring semester, intersession, or summer term, students will be placed on academic warning status if their grade-point averages are one to nine quality points below a 2.00 on all work attempted or on all work attempted in the LSU System. A notation to that effect will be entered on their transcripts. Students will remain on academic warning until they bring their grade-point averages up to 2.00, or are placed on scholastic probation.

Adding or Dropping Courses

To avoid schedule changes after the official registration period, students are encouraged to plan each semester’s course work in consultation with academic advisers. Any schedule changes should be made as soon as possible after the beginning of classes.

Students may drop courses through the sixth class day without receiving a grade of “W.” Students may add courses through the eighth class day. A grade of “W” will be entered on a student’s record for any course dropped between the sixth class day and the final date for resigning from the University and/or dropping courses. The latter is specified in the academic calendar.

Courses may be added, dropped, or sections changed using the telephone registration system (REGGIE) or PAWS. After the sixth class day, students may continue to use PAWS or REGGIE to add courses. Students should consult the current Registration Schedule of Classes to determine if they can drop courses using REGGIE or PAWS. Students not permitted to do so must initiate course drops using a form available in the college dean’s office.

Cancellation of Registration

Students who drop all of their classes prior to the first day of class will have their registration canceled. These students will receive a 100 percent refund (less the \$10 nonrefundable registration fee), but they must apply to reenter the University before they can register for a subsequent semester or summer term.

Class Attendance (PS-22)

Students are expected to attend all classes. It is particularly important for freshmen to maintain regular class attendance. In some colleges/schools, the absence of a student who has been placed on academic probation or attendance probation should be reported to the dean. Faculty members should be familiar with specific attendance requirements of the colleges/schools. See **PS-22, Student Absence from Class**.

Concentrated Study Period

The five-day period immediately preceding the week of final examinations is set aside as concentrated study period. During this time, no extracurricular student activities, social or athletic, will be held on or off campus. There should be no major exams in academic courses other than those considered lab courses.

Course Substitutions

Students wishing to propose a course substitution in their curriculum of study must prepare a course substitution form, available in 302 Design Building, and consult with Professor Van Cox, Undergraduate Program Coordinator, prior to taking the proposed course. Failure to do so may result in having the course not approved for substitution. Students should be prepared with an explanation for the substitution as well as a course description for the proposed course. Substitutions must be approved before enrolling in a substitute course.

Credit for Repeated Courses

A student may not repeat a course in which a grade of “C” or better has been earned unless the catalog description indicates that the course may be repeated for credit or the student’s dean approves the repetition form some special reason. If a student registers for a course in violation of the above policy, the student’s dean may deny degree credit for the course.

Unless otherwise stated in the course description, credit will be awarded only once for a course that is repeated. When students are permitted to repeat for credit a course previously taken in the LSU System, only the last grade determines acceptability of the course for degree credit. If a student receives a failing grade when repeating a course for which a passing grade had been previously earned, the student will lose the credit previously earned for the course. All instances of repeated courses are included in grade-point average calculations; however, degree credit may be awarded only for the last repetition.

Students who receive an “F” in a course must repeat the course in the LSU System in order to receive credit and quality points for it. With prior concurrence of the chair of the department in which the course is offered and the dean of the college in which the student is enrolled, credit and quality points may be approved in individual cases for courses repeated outside the LSU System.

Courses and Curricula

A course syllabus for each course taught must be given to the School Administrator at the beginning of each semester for accreditation purposes.

Design Recruitment Day

Design Recruitment Day is held annually in March which enables architecture, interior design and landscape architecture firms from across the country to recruit for interns and employees here on the campus. Interested firms can contact Career Services for registration.

Field Trips

With certain exceptions, such as Hilltop Arboretum (which is considered part of the LSU campus), when you take your students off campus or ask students to be off campus during scheduled class times, it’s a field trip, and you must submit the Request for Trip Travel/Activity Insurance Coverage form at least one day prior to the trip. If students are using their own vehicles the Certificate of Privately Owned Automobiles must be filled out. Examples of all required forms are included at the back of the handbook. Forms can be found near the Copier or online at Public Safety/Risk Management website. Regulations governing these trips and insurance are contained in PM-4, Trips Covered by Student Travel Accident Insurance, and PS-22, Student Absence from Class.

First Class Meeting

Students who fail to attend the first class meeting without prior arrangement with the department may be required to drop the course to make space available to other students.

Students are responsible for ensuring that they have been dropped from the course; otherwise, they are liable for a grade of “F.”

Full-Time Student

Undergraduates must carry 12 or more hours of resident credit in a regular semester or six or more hours in a summer term.

Grade Appeals

Appeals of final grades must be initiated by the student within 30 calendar days after the first day of classes in the next regular semester. The procedure is as follows:

- I. The student should meet with the faculty member concerned to discuss the situation and attempt to arrive at a solution. Although each may have a counselor present, it is believed that under most circumstances, the meeting will be

more productive if only the student and the faculty member are present. If an administrative officer (department chair, dean, Executive Vice Chancellor & Provost) is the faculty member who assigned the grade that is appealed, that officer should excuse himself or herself from the appellate process; his or her place in the procedure will be taken by a faculty member appointed ad hoc by the Executive Vice Chancellor & Provost or the Chancellor, as appropriate.

If the faculty member is on sabbatical leave or is otherwise unavailable, his/her place will be taken by a faculty member appointed by the department chair or his/her designee. The faculty member must inform the student of his/her decision within seven calendar days. If the decision reached requires change in all official University regulations and procedures necessary to accomplish the change.

A change of grade is accomplished by filing a "Grade Correction Report." A satisfactory reason for the change is "academic appeal." The department chair and/or the student's dean (dean of the college in which the student is enrolled) may request documentation of the facts of the matter to facilitate any decision with respect to approval of the grade change.

2. If the matter is not resolved between the student and the faculty member, and the student wishes to pursue the appeal, he or she shall make a written request to the chair of the department in which the course was taught asking for a meeting of the department chair, the faculty member, and himself or herself. The faculty member will provide the name of the appropriate department chair. The written request should clearly state the purpose of the meeting and should indicate the faculty member's name; however, it should not go into detail as to justification for the appeal. This request must be submitted within 45 calendar days after the first day of classes of the next regular semester.

The department chair shall arrange a meeting within 14 calendar days from the date of receipt of the request. At this meeting, both the student and the faculty member may be accompanied by a counselor. At the close of the meeting, or within seven calendar days thereafter, the department chair shall make a decision. If a decision is made at the close of the meeting, it is to be given orally to all present. If the matter is taken under advisement, the department chair shall inform all parties, including the student's dean, of his or her decision in writing. If the decision reached requires change in an official University record, the faculty member must comply with all University regulations and procedures necessary to accomplish the change.

3. If the student is not satisfied with the decision reached, he or she may appeal to the dean of the college in which the department offering the course is located. The dean's name will be furnished by the department chair. Appeals concerning courses numbered 8000 or above should be directed to the dean of the Graduate School.

The student's appeal must be in writing on a Student Appeal Form available in department and college offices and must be submitted within 14 calendar days after notification of the department chair's decision. The form must contain the following information: (1) a statement of the action(s) complained of; (2) the relief requested; and (3) a specific statement of the reasons supporting the relief sought.

Upon receipt of the completed Student Appeal Form, the dean must promptly forward copies to the department chair and faculty member concerned, who must promptly reply with individual written statements supporting their previous actions. Either may request that a hearing panel be convened. Copies of the written replies must be forwarded to the student.

When the department chair's and faculty member's replies have been received, the student may choose one-and only one-of the following options: (1) The dean may decide the question on the basis of the written appeal and the faculty member's and department chair's written requests. (2) The dean may meet with all parties concerned, who may be accompanied by counselors if desired, and, after discussion, reach a decision. (3) The dean may refer the appeal to a hearing panel for its recommendation.

If a hearing panel has been requested by the student, the faculty member, or the department chair, the dean must convene such a panel. Hearing panels to consider grade appeals will be appointed by the dean and shall be composed of three faculty members selected by the dean, with no more than two from the same department, and two students appointed by the president of the college's student governing body. The dean should designate the chair of the panel.

The panel shall hold a hearing with department chair, the faculty member, and the student, each of whom may be accompanied by a counselor. After deliberation, the panel will make its recommendation in writing to the dean. Copies of the recommendation, and the dean's final decision, must be given to all parties, including the student's dean.

Regardless of the method used, the dean must make his or her decision within 30 calendar days from the date of receipt of the student's appeal. The decision must be written, listing the reasons supporting the decision; copies must be given to all parties, including the student's dean. If the decision requires change in an official University record, the faculty member must comply with all University regulations and procedures necessary to accomplish the change.

4. If any party to the appeal believes that a serious procedural error occurred or that there was an abuse of discretionary authority in reaching the decision, he or she may file with the Executive Vice Chancellor & Provost a written petition for review. This petition, which must be filed within seven calendar days after receipt of the decision in step 3, must contain a complete statement of the alleged serious procedural error, or examples of abuses of discretionary authority complained of, and also must contain reasons for the relief sought. The petition must be accompanied by all documents produced in the appeal. Copies should be sent to all parties to the student's dean.

The Executive Vice Chancellor & Provost shall decide within 14 calendar days after receipt of the petition whether further action should be taken. In reaching this decision, he or she may ask other parties to the appeal to make written reply to the request for a review, or these parties, on their own, may make a written reply. If the decision is reached that a review is not justified, the student and all other parties, including the student's dean, will be so notified. If the Executive Vice Chancellor & Provost decides to respond favorably to the petition for review, he or she will hold a formal meeting with all parties and their counselors, if desired, and reach a decision based on discussions at this meeting, as well as on all written materials furnished.

Once a decision is reached, the Executive Vice Chancellor & Provost will notify all parties, including the student's dean, of his or her decision. The decision of the Executive Vice Chancellor & Provost shall conclude the matter, subject to the right of the Chancellor to review the case. The Chancellor will consider the case only on the basis of a petition for review following the procedure outlined above.

Incomplete Grade

Work which is of passing quality but which, because of circumstances beyond the student's control, is incomplete, may be marked "I" (incomplete). An "I" grade may be assigned for undergraduates only if the instructor receives appropriate authorization from the dean of the college in which the student is enrolled. If authorization is not received, the instructor is to consider the delinquent work to be of failing quality, and an "I" grade may not be assigned. **It is the responsibility of the student to initiate the request for the academic dean's authorization.** An "I" grade will be converted to "F" unless it is removed during the next regular semester in which the student is in residence in the LSU System prior to the deadline for adding courses for credit, as specified in the "Academic Calendar." In extraordinary cases, the dean of the student's college may authorize that the "I" grade become permanent, or that an extension of time for removing the grade be allowed.

Independent Study

Credit hours earned through independent study need to be formally arranged with the faculty member supervising the work prior to registration for those credit hours. This is accomplished through completion of an independent study contract available in 302 Design Building. *The form must have the signature of the faculty sponsor and the director of the school. It must be filed with the school in order to be valid.*

Ownership of Class Work

All student work is the property of the Robert Reich School of Landscape Architecture and LSU. Some student work may be retained by the Robert Reich School of Landscape Architecture for record and accrediting purposes. Retained work may also be used by the School for promotional purposes and public display. All other student work must be retrieved by the student no later than seven days following the end of finals week or it will be discarded. The Robert Reich School of Landscape Architecture does not provide storage for student work or materials.

Scholastic Probation

At the end of the fall or spring semester, students will be placed on scholastic probation if their grade-point averages are 10 or more quality points below a 2.00 on all work attempted or on all work attempted in the LSU System. Students may also be placed on probation on the basis of unsatisfactory progress toward meeting the specific requirements of their academic program. Such students will be informed in writing of the conditions required to continue in their academic program.

Students will remain on scholastic probation until they have overall averages of 2.00 or higher on all college work attempted and on all work attempted in the LSU System.

Students who have been removed from scholastic probation will be placed on probation again at the end of any fall or spring semester in which their LSU or overall averages are less than 2.00.

Scholastic Drop

Students on probation will be dropped from the University at the end of any fall or spring semester if their averages are less than 2.00 either on all work attempted or on all work attempted in the LSU System that semester.

Students dropped for scholastic deficiency may enroll, with permission of their dean, in the summer term at LSU. If their quality-point deficits are totally removed during the summer term, they may petition their dean to allow them to enroll for the fall semester. Students who remove their quality point deficiency and complete all degree requirements may not graduate at the end of the summer term. They must register for degree only during the subsequent fall semester and receive their degrees at the December Commencement.

Students in scholastic drop status may register on a noncredit basis for correspondence courses; they may not, however, enroll as auditors. They also may not apply toward LSU degree requirements credit earned at any institution during the period of their ineligibility to enroll at LSU.

Sexual Harassment (PS-73, PS-95)

The University reaffirms and emphasizes its commitment to provide a professional working and learning that is free of discriminatory, inappropriate, and disrespectful conduct or communication.

LSU has a responsibility to protect all members of the University community from sexual harassment and to provide the means to remedy such harassment when it occurs. Students who believe they are being or have been harassed by an employee may report the behavior to any administrator responsible for the unit or directly to the Office of Human Resource Management in compliance with PS-73, Sexual Harassment.

For information about sexual harassment of students by other students, refer to PS-95, Sexual Harassment of Students, or contact the Dean of Students.

Resignation from the University

A student may voluntarily resign from the University beginning with the first day of class through the final day for resigning shown in the "Academic Calendar." Resignation is initiated in the office of the student's academic dean. The student must obtain a resignation form and file the form with the Office of the University Registrar within 10 days after it has been endorsed by each administration office indicated on the form. Resignation is not complete until the form is submitted to the Office of the University Registrar. Students who absent themselves from the University without leave and without official resignation will not be assigned "W" grades and, at the end of the semester, normally will receive grades of "F" in courses for which they are registered.

Students who withdraw from the University (including all campuses of the LSU System) without approval, or who are dropped from the University for any reason may be ineligible for readmission for a semester or longer.

"W" Grades

Although "W" grades do not affect the grade-point average, an excessive number reflects negatively on a student's record and could have a bearing on the student's academic standing. Therefore, it is recommended (although not required) that students keep the number of "W" grades within the limits shown in the following table.

Hrs. Earned	Withdrawals Allowed Since August 2006
0-29	
30-59	
60-89	
90-119	
over 120	

Students may drop all courses by withdrawing from the University according to the guidelines in the section, "Resignation from the University." A resignation will not count toward the number of drops permitted.

LANDSCAPE ARCHITECTURE COURSES

Please note that courses are not offered every semester. Some courses are not offered every year. Course schedules for the fall and spring semesters follow this course list as an example of recent course offerings. General education courses are marked with an asterisk.

1101 Landscape Representation I (3) *6 hrs. studio.* Freehand and mechanical representation and observational skills used in design conceptualization; emphasis on the development of a vocabulary, basic skills, and techniques of landscape architecture representation.

1102 Landscape Representation II (3) *Prereq. LA 1101. 6 hrs. studio.* Developing skills in computer-aided visualization and illustrative documentation of landscapes; introduction to digital imaging, drafting, and photo manipulation.

1201* Introduction to Landscape Architecture (3) Introduction to the profession of landscape architecture for non-majors; overview of professional concerns and responsibilities; awareness of natural and planned landscapes, as well as, the importance of using land in an efficient and attractive manner.

1202 World Landscape Architecture (3) Exploration of contemporary landscape design from around the world, including historic landscapes and gardens; urban plazas, and pedestrian areas; parks and infrastructure.

1203* Views of the American Landscape (3) Concepts, patterns, and themes that shape human attitudes and activities concerning the American landscape; natural systems as links between managed landscapes and built environments; environmental and conservation ethics.

1204 Cities of the World (3) Exploration of cities around the world, including their history and development, urban systems, and how they influence city form and design.

2001 Landscape Design I (6) *Prereq. LA 1102. Consent of school director. 12 hrs. studio.* Introduction to two- and three-dimensional design; spatial sequence, meaning, and dynamic change; application to a simple design.

2002 Landscape Design II: Site Design (6) *Prereq. LA 2001 or equivalent. 12 hrs. studio.* Development of landscape design processes as applied to small-scale projects; introduction of earth structures, construction materials, and plants.

2101 Landscape Representation III (3) *Prereq. LA 1101 and 1102. 6 hrs. studio.* Advanced representation techniques developing skills of visualization and representation using freehand, mechanical, and digital imaging in design projects.

2201 Landscape History I (3) Development of earliest landscape traditions; relationship of humans to landscape in major cultural areas of the ancient world; development of landscape traditions in western Europe and America from the 15th to 19th centuries.

2301 Landscape Technology I: Land Design (3) *Prereq. MATH 1021 and 1022 or equivalent; and LA 1102 or equivalent; consent of instructor. 2 hrs. lecture; 2 hrs. studio.* Introduction to basic surveying for landscape architects; surveying systems and legal land descriptions; introduction to landscape architectural construction systems and the relationship among landform/earth, plants, and structures, topographic mapping conventions, grading design, drainage and water management, roadway design and alignment.

2401 Landscape Ecology (3) *Prereq. GEOG 2051 and RNR 1001 or equivalent. Class includes field trips.* Application of ecological principles and relationships to resource, recreation, and landscape planning, with attention to conservation ethics and legal regulations leading to sustainability of the landscape.

3001 Landscape Design III: Site Planning and Design (6) *Prereq. LA 2002 and 2101 and 2201 or equivalent. 12 hrs. studio.* Arrangement of buildings, circulation, and other landscape design elements; emphasis on earthwork and drainage.

3002 Landscape Design IV: Community Design (6) *Prereq. LA 2101 and 3001. 12 hrs. studio.* Landscape planning and design at the community and neighborhood scale; emphasis on relationships of uses, transportation infrastructure, green infrastructure, public services, and a mix of housing and commercial types.

3201 Landscape History II (3) Prereq. LA 2201. Major landscape movements in the 19th and 20th centuries; theory and aspects of contemporary practice of landscape architecture.

3301 Landscape Technology II: Grading, Drainage, and Roads (3) Prereq. LA 2301 or equivalent; consent of instructor. 2 hrs. lecture; 2 hrs. studio. Advanced grading and drainage with emphasis on aesthetic aspects of grading and best management practices and sustainability, landscape architectural systems and infrastructures including advanced roadway design and alignment.

3302 Landscape Technology III: Design Detailing (3) Prereq. LA 3301 or equivalent; consent of instructor. 2 hrs. lecture; 2 hrs. studio. Relationship between design and implementation through construction processes, detailing as an extension of design, landscape architectural materials, basic structural theory, detailing and structures, technical specifications as a means of ensuring design intent.

3401 Plant Materials I (3) Prereq. LA 2401 for undergraduate students. 1 hr. lecture; 4 hrs. lab. Identification and study of plant materials with specific recognition of the visual and ecological characteristics of plants used in landscape design.

3402 Plant Materials II (3) Prereq. LA 3401. 1 hr. lecture; 4 hrs. lab. Continuation of LA 3401 with the inclusion of basic principles of planting design.

4001 Landscape Design: Landscape Planning and Development V (6) Prereq. LA 3002 and 3302. 12 hrs. studio. Landscape planning and design from the regional to the site development scale; emphasis on generating planning and design strategies for urbanization and development that are informed by an understanding of the ecology and culture of the region, and based on principles of sustainability.

4002 Landscape Design: Specialization VI (6) Prereq. LA 4001. 12 hrs. studio. Studio projects addressing various aspects of landscape architecture.

4101 Advanced Digital Representation (3) Prereq. LA 1102, 2101, or equivalent. Advanced techniques in digital representation, such as 3-D modeling, terrain modeling, animation, advanced imaging, and rendering.

4201 Theory and Methods of Landscape Planning (3) 2hrs. lecture; 2 hrs. lab. principal theoretical literature in landscape analysis and planning; application of theories and methods; basic skills in the use of GIS, global positioning systems (GPS), and remote sensing/image processing technology.

4203 Reading the Louisiana Landscape (3) Advanced seminar exploring the use of diverse sources to research and understand regional landscapes and applies these findings to project-based work.

4204 Planning Disaster Resilient Communities (3) Theory and methods of planning disaster resilient communities considering hurricanes, earthquakes, cyclones, tsunamis, and landslides chiefly in regions located near low-lying coastal areas and countries bordering the Pacific Rim.

4301 Landscape Technology IV: Specialization (3) Prereq. LA 3302 or equivalent. 2 hrs. lecture; 2 hrs. studio. Specialty topics in landscape architecture construction and design implementation.

4501 Field Studies in Landscape Architecture (1-3) May be taken for a max. of 6 hrs. of credit. Field trip to landscape architectural office, projects, historic sites, and schools throughout the U.S. and abroad.

4502 Independent Study in Landscape Architecture (3) Prereq. Consent of School director. Independent study proposals must be pre-approved by the supervising faculty member. Program of individual study under faculty guidance, including auditing lectures, reading, and exercises as needed to develop skills in methods of inquiry related to the area of specialty.

4503 Advanced Projects in Landscape Architecture (3) Prereq. Consent of instructor. Faculty directed projects for small groups of students investigating specific areas of research and practice.

4504 Advanced Elective in Landscape Architecture (3) Prereq. Permission of instructor. Research practice and application in landscape architecture; small groups will use lectures, discussions, presentations, and other formats to explore advanced topics.

4505 Special Studies in Landscape Architecture (1-2) Prereq. Consent of School director. Program of study under faculty guidance. Independent study proposals must be pre-approved by supervising faculty member and the School director.

5001 Landscape Design: Urban Landscape Design VII (6) Prereq. LA 4002, 4201, 4301. 12 hrs. studio. Investigation of urban structures and systems and design of urban landscapes and elements.

5002 Landscape Design VIII: Capstone Project (6) Prereq. LA 5001, 5201. 12 hrs. studio. Intensive development of a comprehensive landscape design and/or independent design project.

5201 Research Seminar (3) Prereq. LA 3201, 4201. Intensive and critical review of major landscape theories and issues; identification and preparation for a comprehensive final project.

5301 The Practice of Landscape Architecture (3) Prereq. LA 3302, or consent of instructor. Professional practice for landscape architects including issues associated with licensure, practice types, professional services, business developments, contracts, and project management.

COMPUTER SPECIFICATIONS

The Robert Reich School of Landscape Architecture requires all students to obtain a notebook computer and specific software, including modeling and drafting software, all of which are integral tools in your design education.

The most current computer specifications is found on the School website at landscape.lsu.edu

Students can purchase software at academicssuperstore.com and journeyed.com. You can also check tigerware.lsu.edu for licenses available to everyone at LSU.

FIELD TRIPS, STUDY ABROAD AND INTERNSHIPS

The Robert Reich School of Landscape Architecture offers many opportunities for students to combine travel and study. This takes place through a number of different alternatives.

Field Trips

As part of the curriculum in the undergraduate program, field trips are incorporated into studio courses in the fall of 3rd, 4th, and 5th years.

The famous East and West Coast Field Trips continue to improve, taking students to visit the best of twentieth century landscape design as well as meeting many leading practitioners and visiting a number of professional offices. On occasion other courses offer regional field trips in Louisiana and adjoining states such as Texas.

Study Abroad / Semester Away

Students who meet academic requirements are eligible to undertake a semester's study abroad or at other institutions within the US. The Robert Reich School of Landscape Architecture has a number of exchange agreements with other schools in Europe, Australia, Asia, and the US.

The University also offers study programs abroad over the Summer such as LSU Design in Mexico and the recently offered LSU Design in Spain.

International Internships and International Projects

The Robert Reich School of Landscape Architecture has an extensive program of international internships focused mainly in the Asia Pacific region. Students are placed with consulting firms and undertake a program of work experience, study and travel in China, Japan, Thailand and Australia. Studio projects are often undertaken within the school's geographic region of the southern states of the US, Central and South America and the Caribbean. Most recently students have been involved in an ongoing series of studio projects in Mexico.

STUDENT ORGANIZATIONS

The student organizations in the Robert Reich School of Landscape Architecture provide you with an opportunity to participate in the formation of policies for the School, participate in the processes of University governance, and interact with the profession.

ASLA Student Chapter of the American Society of Landscape Architects (SC/ASLA)

The SC/ASLA is the official student body organization in the Robert Reich School of Landscape Architecture. The LSU Chapter of the SC/ASLA is an officially recognized entity of both the national American Society of Landscape Architects (ASLA) and the Louisiana State Chapter of ASLA. Elected officers of the student chapter sit on the executive committee of the state chapter. Moreover, one national student representative who is elected by students has a seat on the national Board of Trustees. As a liaison between students and practicing professionals, this organization provides close contact with the American Society of Landscape Architects (ASLA) and its members as well as the student organizations from other universities. In addition, the SC/ASLA represents student body on various school committees, makes recommendations to the director, hosts visiting speakers and scholars, organizes various scholarly and social activities, and has a web site through the local state chapter's web site. All students in the Robert Reich School of Landscape Architecture are encouraged to participate in this organization. The national membership dues are \$43.00 per year, which includes free subscription to the Landscape Architecture Magazine (LAM). In addition to having access to the free ASLA web page and services, student members of the ASLA are given discounts to all ASLA fee-based services such as annual meetings, and one-year free associate membership upon their graduation. Check with the School for current officers.

LABash

LABash is an annual conference hosted by Landscape Architecture students at various universities throughout the country. The Robert Reich School of Landscape Architecture was proud to host the 37th annual LABASH conference in February of 2007. Over 500 students, teachers, and design professionals came together to hear speakers, learn about products and tour the city and campus. We hope that students will keep the enthusiasm going by attending the annual Labash conference wherever it is located.

Student Forum

The Student forum consists of elected representatives from each of the studio sections within the Robert Reich School of Landscape Architecture. The forum recommends students to serve on School committees, meets regularly with the Director to discuss areas of concern and the needs of students; and serves as a link between the School Committees and the student body.

FACILITIES, STUDIO, AND BUILDING POLICY

The Robert Reich School of Landscape Architecture is located in the Design Building. It also shares facilities with the other schools and departments in the College of Art & Design located in the Design Building and the Art Building.

Because of the amount of work required in landscape architecture and the space needed to complete your studio work, it will be necessary for you to gain access to the Design Building after hours and on weekends when the building is locked. Once admitted into the landscape architecture program, you will be given after-hour access to the building through your student ID. Please note that exterior doors to the Design Building are to remain tightly closed at all times. This procedure will help maintain a secure and safe environment for all. **Do NOT prop doors open!**

The Design Building is a special place at the University. Most of the building is composed of studio spaces where students may work according to their own schedules. The studio is a different educational environment from the normal University lecture or seminar room. The studio has different learning strategies than those commonly found at the University. It is an environment that emphasizes active learning and inquiry into contemporary societal issues.

This section outlines the policies regarding the use and maintenance of the studios in the Design Building. The spirit behind this document seeks to ensure the health and safety of all occupants, to build respect for all people in the Design Building, to state priorities the University believes to be important, and to ensure that the educational process remains vital and foremost in the minds of us all.

1. University policy prohibits smoking in all studios and classrooms.
2. Studio security is the responsibility of the students. If you are the last person to leave the studio, you should close windows, turn off lights, and lock the door.

3. The Robert Reich School of Landscape Architecture is not responsible for any personal items or student projects left in the studios. After FINAL project presentations of the semester, all personal belongings should be removed from the studios. Any items remaining after the posted deadline date will be discarded.
4. University regulations prohibit bringing bicycles, pets, or alcoholic beverages into the building.
5. The use of stereos, radios, or individual sound systems is permitted only with the use of headphones.
6. The design Building is locked at night, on weekends, and holidays. Doors should not be propped open or tampered with to prevent locking after regular building hours.
7. Please report lighting, heating/cooling, door lock/key problems to the office (Room 302). Also report any damage to the building (broken windows, etc.).
8. Please keep the windows closed. The heating and cooling system is scheduled to be in operation on weekdays and most weekends. If there is a problem with the system after office hours or over the weekend, you should report the problem by dialing 578-2327.
9. No power tools or large-scale construction projects are permitted in studios. These activities must be scheduled in the shop.
10. Studio critics have the authority to establish guidelines for the use of their assigned studio spaces and the conduct of their classes.

Housekeeping

In order to maintain a safe and effective work-space, the design studio should be kept clean and uncluttered. All persons are responsible for keeping their workplaces clean. Custodians are specifically required to undertake certain activities to ensure that the building is clean. Since the custodians are evaluated on how well they do this cleaning work, it is your responsibility to make sure that they can do their work effectively and efficiently. The following policies regarding studio housekeeping are to be followed:

- Each studio is to be kept clean and uncluttered by the students who work in it. Large trash cans are provided for the disposal of trash. These cans must be located at places in the studios that can easily be accessed by the custodian. The trash cans will be emptied on a regular basis. The custodians will periodically dust mop the floor of each studio, but this will only take place if the floor is not cluttered with trash.
- X-acto blades and razor blades are to be disposed of properly. There is a receptacle available for blade disposal in each studio. Under no circumstances are blades to be stuck into tack surfaces.
- No spray paint or spray adhesive is permitted in the Design Building or outside the building.
- No sofas or overstuffed chairs are permitted in any studio.

Safety

The educational mission in the Design Building cannot be carried out in unsafe conditions. State, Parish and city laws do not permit such conditions and neither does common sense. It is, therefore, the responsibility of everyone to ensure that such conditions do not develop, or, if they do, that immediate corrective action is initiated.

The following policies should be observed in order to maintain a safe environment:

Highly flammable materials should be avoided as much as possible and should never go unattended. Flammable objects or materials should not be configured in the studio in any way that increases their flammability. Flammable materials should be cleaned up immediately after use and appropriately cared for.

- Quick egress from the studio must always be possible. Nothing should obstruct egress which, in an accident, could well mean the difference between life and death in any building. There should be at least one wide circulation aisle in every studio that is easily accessible to everyone.
- Appliances should be kept to a minimum and always in good electrical condition. When possible, there should not be duplicate appliances. Rather, the studios should work together as a team and limit the number to as few appliances as possible.
- No structures may be erected inside the Design Building.

Damage

All students, faculty, administrators, and staff must prevent damage to state and personal property. Damage prevention is usually possible when common sense is used. Here are a few examples:

- Objects should not be taped, tacked, or nailed to plastered or painted surfaces.
- Nothing should be burned in the Design Building.

- Protective surfaces must be used when the desk tops are used as cutting boards.
- All graffiti is strictly prohibited. Defacing the Design Building or its furnishings will be considered vandalism and will be handled according to appropriate University rules and regulations.

The Robert Reich School of Landscape Architecture and LSU will hold students and faculty responsible for damage to studio and furnishings. This includes, but is not limited to, re-painting, replacing furnishings, and disposal of excessive amounts of material (i.e. timber, metal). Consequences may include financial restitution and ultimately dismissal from the School and University.

Design Shop

The Design Shop, located in 110 Art Building, provides equipment, suitable work space, and appropriate technical assistance if you are working on projects required by any course within the College of Art & Design. Practical experience in workshop operations is provided to those students who need specialized equipment to complete their projects. Contact Hunter Roth, Design Workshop at 578-3770 for information.

All persons using the Design Shop must follow all posted safety rules while working in the shop. Repeated or significant failure to do so can result in the loss of shop access. You must receive instruction in the use of tools and equipment before being allowed to use them. Prior experience is a valuable asset but may not be substituted for this instruction.

CADGIS

The Computer-Aided Design and Geographic Information Systems (CADGIS) research laboratory, located at 216 Design Building, is dedicated to teaching and research in the areas of computer-aided design, image processing, and other computer applications in art, architecture, design, geography, anthropology, interior design, and landscape architecture. The CADGIS lab offers printing, scanning, and other computer services geared toward design. The lab has Auto-Cad, Adobe Photoshop, 3-D Studio Viz, and other programs to assist in presentations. Workshops are held on how to use equipment and software. You must register in advance for all workshops. If you wish to use the CADGIS lab, you will need to have a student account with the lab. For more information and a complete list of software and hours of operation, see their web site at www.cadgis.lsu.edu.

FACULTY

Dennis G. Abbey

Rank: Associate Professor

Education: BSLA (Michigan State University), MLA (Harvard).

Interests: Site design, graphics, microcomputer applications.

Phone: (225) 578-1475

Email: lsugreenlaws@aol.com

Abbey has been conducting research activities for the last twelve years in the area of municipal planning law. Specifically, he has undertaken studies and has written on the subjects of community landscape ordinances, tree ordinances, tree preservation ordinances and land alteration ordinances. He is the author of U.S. Landscape Ordinances, John Wiley & Sons and numerous papers on the subject. He has written landscape ordinances for several communities and has spoken on this subject across the United States. He maintains a research web site which that provides information on this topic to cities across Louisiana as well as communities throughout the United States. The web site is funded by the Louisiana Department of Agriculture & Forestry. He is an experienced and registered Landscape Architect and provides consulting services through out the region. In the last several years, he has lectured in Mississippi, Nebraska, Ohio and South Carolina.

Bradley S. Cantrell

Rank: Assistant Professor

Education: BS (University of Kentucky), MLA (Harvard)

Interests: Digital Representation, Interactive Landscapes

Phone: (225) 578-1474

Email: cantrell@lsu.edu

Research and teaching focus on the using digital film and effects techniques to represent landscape form and phenomenology. Representation techniques range from improving the workflow of digital media in the design process as well as providing a baseline methodology for deconstructing landscape through techniques of compositing and film editing. The creation of interactive, malleable landscape through the development of devices which express site characteristics through ambient cues is another line of research. The exploration of landscape interactivity and malleable space is a continuation of work started while at Harvard Design School and aims to strengthen a designer's analysis and understanding of landscape as well as provide additional layers of understanding to the everyday use of space.

V. Frank Chaffin

Rank: Associate Professor

Education: MFA and MLA (University of Georgia)

Interests: Landscape design, landscape history, planting design.

Phone: (225) 578-1444

Email: fchaff@lsu.edu

I teach courses in landscape site design, in landscape history and in planting design. My interests follow my teaching. I am interested in the creative design process: how designers conceive future form; the experience of landscapes: how people respond to designed landscapes of the past and the meanings that attach to these places; and the use of plants in design: how plants are an expression the wild and how they connect us literally and metaphorically to place.

Max Z. Conrad

Rank: Professor
Education: BSLA (LSU), MLA (Harvard)
Interests: Urban design, regional planning, planting design, travel.
Phone: (225) 578-1474
Email: mconrad@lsu.edu

Major interests are in the area of Urban Design and Regional Planning. He also is responsible for the West and East Coasts of the United States and in Eastern Canada and other shorter visits to nearby states including Texas, Arkansas, Tennessee and Florida. He arranges student internships in Japan, Thailand and China as well as extensive field trips to Japan, Thailand, Cambodia, India and China.

Van L. Cox, FASLA

Rank: Professor and Undergraduate Coordinator
Education: BLA (LSU), MFA (LSU)
Interests: Site design, graphics, professional practice and legal aspects
Phone: (225)578-1478
Email: vcox1@lsu.edu

Native of Louisiana, He has taught graduate and undergraduate design, graphics and professional practice courses in the School since 1977. He is also the Louisiana landscape architects' representative on the Horticulture Commission (licensure agency), active in the American Society of Landscape Architects, and serves on the University Facilities Design and Development committee. In addition to teaching, Professor Cox practices as a licensed landscape architect, and has additional experience in art and illustrative design.

William Lake Douglas

Rank: Associate Professor
Education: BLA (LSU); MLA (Harvard); PhD (University of New Orleans)
Interests: Cultural landscapes, garden and landscape history, urban studies, public art; written and oral communications
Phone: (225) 578-1470
Email: wdougl1@lsu.edu

Professional work and research directions reflect a diversity of interests, confirming landscape architecture as a profession that accommodates multiple disciplines and opportunities. Dissertation research involved horticultural commerce as an agency of community growth; current research involves documenting 18th and 19th century urban life in New Orleans through the development of public and private open spaces. Other areas of interest include community enhancement through cultural development; using research skills to inform design strategies; and the development of communication skills through effective writing.

Kristi Dykema

Rank: Assistant Professor
Education: BARCH (University of Virginia), MARCH (University of California at Berkeley)
Interests: Visual communication, landscape growth theory
Phone: (225) 578-1472
Email: kdykema@lsu.edu

Research looks at the simultaneity of growth and decay in landscapes. Working methods and pedagogy involve visually describing the evolution of place, the factors contributing to change, and speculative projections about future growth patterns. Currently assembling six case studies collected from Australia, Europe, and the US. Studies provide the foundation material for a larger examination of the impact of impermanence on the design process. Work is explored primarily through drawing and at scales ranging from miniature curios to site-scale installations.

Charles Fryling, Jr.

Rank: Associate Professor

Education: BS (State University of New York), MLA (Harvard), Prix de Rome

Interests: Environmental planning, ecology

Phone: (225) 578-1473

Email: lafry@lsu.edu

My interest extends through ecology, regional planning, visual resource management, environmental impact assessment, political action, and good practical design. Coming to Louisiana, I found the landscape particularly unique and the protection of the Atchafalaya Basin became my top environmental priority. I have worked with a variety of governmental agencies including the Army Corps of Engineers, the Environmental Protection Agency, the Bureau of Land Management and many state agencies and commissions. I have also worked closely with environmental organizations, as the Sierra Club, Audubon Society, American Lung Association, and others in an effort to protect some of the natural landscapes in Louisiana including scenic rivers, coastal wetlands, and special bird habitats. The promotion of ecotourism is yet another way in which I have tried to protect natural environments.

Cathy Soergel Marshall

Rank: Assistant Professor

Education: MLA (Harvard University Graduate School of Design)

Interests: Examinations of landscapes at various scales: landscapes as infrastructure; and site specific interventions through bodily experience

Phone: (225) 578-0112

Email: cmarshall@lsu.edu

Research and teaching focus on the issues of representing a landscape's cultural context; the manipulation of terrains through land uses and the implications of a space's human geography. Research involves a historical mapping study of 16th, 17th and 18th century Covent Garden and Outdoor Performance Arts "The Market" at Harvard Design School 2001-2003. Interests range from examinations of landscapes at various scales: landscapes as infrastructure; and site specific interventions through bodily experience. A background in fine arts and theatrical production and design has fostered a strong desire to produce thoroughly researched visuals that explore the landscapes *ephemeral* qualities graphically.

Wes Michaels

Rank: Assistant Professor

Education: BLA (University of Georgia), MLA (Harvard)

Interests: Dynamic landscape modeling, landscape urbanism, digital media

Phone: (225) 578-1474

Email: michaels@lsu.edu

Wes Michaels received his graduate degree in landscape architecture from Harvard University and an undergraduate degree in landscape architecture from the University of Georgia. He is a licensed landscape architect and has work in firms around the country including Martha Schwartz, Inc. and Hargreaves Associates. Wes was a visiting professor at Auburn University before coming to LSU. His research interests include the use of digital media in the design process focusing particularly on developing a workflow method using AutoCAD, Illustrator and Photoshop. He is also interested in large scale riverfront projects and his most recent studio at LSU addressed the Baton Rouge riverfront.

Elizabeth Mossop

Rank: Director and Professor

Education: BLA (University of NSW), MUP (Macquarie University Sydney)

Interests: Urban design

Phone: (225) 578-1493

Email: emossop@lsu.edu

Her teaching and research focus on issues in contemporary landscape design and urbanism. Her writings include articles on urban landscape design issues as well as an edited book of essays, 'City Spaces: Art and Design' and 'Contemporary Australian Landscape Design' forthcoming in 2005. Her practice, Spackman and Mossop Landscape Architects, specializes in the design of the public landscape, parks, urban spaces and infrastructure.

Robert S. Reich, FASLA

Rank: Alumni Professor and Director Emeritus
Education: BS (Cornell University), PhD (Cornell University)
Interests: Detail design, planting design
Phone: (225) 578-1479

Dr. Reich established one of the very few Landscape Architecture programs in the United States in 1941. For over 50 years he actively ran the program and developed it to its present state. Although officially retired, Dr. Reich continues to strongly support the program and organizes an enrichment seminar that introduces the students to professionals with varied practices. Dr. Reich also has a strong interest in Planting Design and imparts his expertise and love of plants to the students.

Kevin Risk

Rank: Associate Professor and Graduate Coordinator
Education: MLA (University of Georgia)
Interests: Cultural Landscapes, history and site design
Phone: (225) 578-1471
Email: jrisk1@lsu.edu

He teaches coursework in contemporary and western landscape history, cultural landscape studies, and conceptual design. For several years, he has been conducting research on the transmission of garden forms and ideology from France to Louisiana, using the Valcour Aime Plantation Garden, "Le Petit Versailles," located in St. James Parish, as a case study. In August 2002, he completed a Cultural Landscape Report for the Aime Garden with a grant from the State of Louisiana Division of Historic Preservation. This report included archival research on the land-use history of the site and the development of the garden. In 2003, Risk received a Council on Research Junior Faculty Summer Stipend to visit and document precedent garden types in France

Bruce G. Sharky, FASLA

Rank: Professor
Education: BLA and MLA (University of California at Berkeley)
Interests: Professional practice, site grading and design, Latin American design studies
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Professor Sharky has had traveled, lectured, and conducted field research in Latin America since 1965. His early travels in Central and South America included professional employment in Costa Rica. There, he worked with a consulting firm in the design of community water and sewer plans throughout the country. During the past eight years, he has been engaged in scholarly work involving community designs of cultural and environmental resources along the Texas-Mexican border as well as Monterrey, Mexico. He has also conducted fieldwork at other locations in Mexico including the Mexico City, the Yucatan, and Northern States of Mexico.

ADMINISTRATION

The Robert Reich School of Landscape Architecture is located in 302 Design Building, 578-1434. The Dean's office is located in 102 Design Building, 578-5400. Questions regarding College activities should be directed to the Dean's office, while questions regarding curriculum, classes, faculty office hours, etc., should be directed to the School office.

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INFORMATION

Campus Police, 578-3231

Center for Academic Success, B31 Coates Hall, 578-2872

The Center for Academic Success offers workshops and lectures on study aids, test-taking strategies, and other topics aimed at helping you to be a successful student. The center also offers tutorial classes for certain subjects. Check with the center for information by calling 578-2872 or visit their web site at www.lac.lsu.edu.

Communication Across the Curriculum (CxC)

The Communication Across the Curriculum studios are designed to support students and faculty members who need state-of-the-art workspaces and technology for written, oral, visual, and technological communication projects. It will include: instructor-guided workshops and seminars; individual assistance with written and oral communication skills; instructional support for creating digital portfolios. The Art and Design Studio features amenities and state-of-the-art learning tools including a conference room, 3D printer, SMART Board, computer workstations, large-format printer for posters, and an informal lounge area.

The Writing Center, 578-4439

The Writing Center, B31 Coates Hall, offers personalized instruction in writing and offers the opportunity to have papers collaboratively proofread.

Career Services, 1502 CEBA Bldg., 578-2162

Design Recruitment Day is scheduled through Career Services. Check their website for information regarding firms and dates.

NOTE: This document is offered as an aid for planning a course of study. The LSU General Catalog contains the official requirements for graduation.