CURRICULUM MAP (REQUIRED CORE ONLY) BSLA PRELIMINARY VERSION July 19, 2010

LEGEND:	
Red=design studios	I = Introduce
Orange=technical courses	D = Develop
Green=ecology/plants	M = Master
Blue=history/theory	

		FIRS	T YEAI	R			SE	CON	D YEA	AR						THI	IRD YI	EAR							FOU	RTH Y	'EAR			
	ENV 101	LA 102	LA 103	LA121	LA 201	LA 202	LA 203	LA 251	LA 252	LA 241	LA 242	LA 243	LA 301	LA 302	LA 303	LA 322	LA 331	LA 332	LA 333	LA 341	LA 342	LA 401	LA 402	LA 403	LA 423	LA 424	LA 425	LA 463	LA 464	LA 465
1a. Students will develop an understanding of the Local Context through immersion in the place of Southern California.	l	I	I		I	I	I				I	_	D	D	D	I				D	D	D	D	D						M
1b. Students will understand the ecological, social and physical complexity of the local context.	I	I	I		I	I	I				I		D	D	D	I				D	D	D	D	D						М
1c. Students will appreciate	I	I	I		I	I					I	I	D	D	D	I				D	D	D	D	D						М

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the ecological, social and physical complexity of the local context.																														
1d. Students will be able to solve ecological, social, and formal problems using design.	[I	I			I	I			I	I	[D	D	D					D	D	D	D	D						М
1e. Students will be able to discern patterns and systems at all scales.	I	I	I		1	I	I			l	I	[D	D	D	I				D	D	D	D	D						М
1f. Students will recognize physical, social and cultural resources.	I	I	I		1	I	I			l	I	[D	D	D	I				D	D	D	D	D						М
1g. Students will be sensitive to inequities and use design as a tool to attempt to minimize or eliminate them.	-	I	I		-	ı	I						D	D	D							D	D	D						M
2a. Students will demonstrate professional values and ethics and be able to critically assess the actions of themselves and others.	_	I	I		I	I	I			I	I		-	I	I					D	D	D	D	D						D
2b. Students will recognize	I		I		I	I					I	1	1	1	1					D	D	D	D	D					_ 	D

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the ethical implications of their behavior and design solutions.																														
2c. Students will develop an ethical system that demonstrates sensitivity to the implications of environmental alteration and management.	I	I	I	I	I	I	I			I	I	I	1	I	I	1	I	I	1	D	D	D	D	D	D					D
2d. Students will refine their ethical system to respond to their own priorities regarding environmental and social issues.													1	I	I	I	1	I	I	I		D	D	D						D
2e. Students will develop an understanding of the ethical implications of short- and long-term decision-making concerning the environment.	I	I	I	I	1	I	I			I	I	I	D	D	D		I	1	1	D	D	D	D	D	D	D	D	D		D
2f. Students will develop a process to assess their values and their effect on environmental and landscape quality.																							I	I	I					D

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3a. Students will demonstrate critical thinking skills in support of creative and balanced design judgments.	I	I	I	I	Ι	I	Ι			I	Ι	I	D	D	D		I	I	I	D	D	D	D	D	D	D	D	D		M
3b. Students will adopt investigative processes that are inclusive of both the sciences and the arts.	I	I	I		I	I	I						D	D	D							D	D	D						М
3c. Students will be able to judge the appropriate application of a given technology or approach, and be able to justify its choice.					I	I	I			I		I	D	D	D		D	D	D	D	D	D	D	D						M
3d. Students will adoptive reflective critical practices as a tool for creative problem solving.	_	I	-			I	_						D	D	D							D	D	D						M
4a. Students will recognize the dynamic relationships and long-term consequences					I	I	I						D	D	D							D	D	D						М

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of complex systems that produce emergent visions of landscape.																														
4b. Students will use multiple forms of the arts (including but not limited to painting, sculpture, installation, photography, collage, poetry, literature and film) to engage and problem solve in the landscape.	Ι	I	I		_	I	I	I	I				D	D	D							D	D	D						M
4c. Students will be able to identify the appropriate form of communication and representation for a particular idea.	I		I		I	I	1	1	I				D	D	D							D	D	D						Μ
4d. Students will employ relevant methods of communication that draw from both the arts and sciences.	I	I	I		I	I	I	I	I				D	D	D							D	D	D						M
4e. Students will be able to use innovative professional					I	I	I	I	I	I	I	I	D	D	D		I	I	I	D	D	D	D	D						D

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tools and materials.																														
4f. Students will demonstrate a comprehensive understanding of history, and be able to apply it to relevant projects.				I	I	I	I						I	I	I	I				I	I	D	D	D	D	D	D	D	D	M
4g. Students will demonstrate a comprehensive understanding of relevant theory, and be able to apply it to relevant projects.	I	I	1			I	I						I	I	I	I				I	I	D	D	D	D	D	D	D	D	M
4h. Students will recognize that visionary results stem from persistence and hard work.	İ	I	I	I	I	I	I						D	D	D							D	D	D						M
4i. Students will recognize that visionary results stem from recognizing and leveraging opportunities.	_	I	I	_		I	I						D	D	D							D	D	D						M
5a. Students will act as agents for change.	I	I	I	I	I	I	I			I	I	Ι	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	М

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5b. Students will be able to balance opportunity and ethical concern.	l	I	I	I	I	I	I			I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	M
5c. Students will comprehend the issue of risk in enterprise, as both a necessity and a management responsibility.	Ι	I	I	I	I	I	I			I	Ι	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	M
5d. Students will understand that creative enterprise must be inclusive in the distribution of gains.	_	I	I	I	_	ı	1						D	D	D	D	D	D	D			D	D	D	D	D	D	D	D	M
6a. Students will recognize that landscape problems extend across multiple geographical, cultural, and disciplinary boundaries.	I	I	I	I	I	ı	ı						D	D	D	D						D	D	D	D	D	D	D	D	D
6b. Students will be able to work with individuals and groups to solve problems.	I	I	I	I	I	1	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
6c. Students will adopt appropriate values related to working with and for diverse			I			1	I						D	D	D							D	D	D						D

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groups.																														
6d. Students will demonstrate the ability to see different viewpoints, to engage interfaces, and to exchange ideas.	I	I	I	I	I	I	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
6e. Students will have participated in cross-cultural experiences.																														I
6f. Students will have been involved in inter-disciplinary collaboration.													I	I	I															
6g. Students will have experience working in teams of different sizes.	Ι	I	I		I	I	I						D	D	D							D	D	D						D
6h. Students will be able to communicate with different design disciplines as well as other professionals.	I	I	I		I	I	I	I	I	I	I	I	D	D	D		D	D	D	D	D	D	D	D					D	D
6i. Students will have open minds that are willing to recognize variety, diversity, and breadth in perspectives	I	I	I	I	1	I	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

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and approaches.																														
7a. Students will demonstrate minimum competency in the skill areas required for practice in landscape architecture.	I	I	I		1	I	I	I	I	I	I	I	I	1	I		I	I	I	1	I	D	D	D					D	M
7b. Students will be able to																	I	I	I			D	D	D						D
manipulate landform to collect, distribute, direct, and filter water.																														
7c. Students will be able to grade hard and soft surfaces for the safe and accessible movement of people, automobiles, and other forms of transportation.																	I	I	I			D	D	D						D
7d. Students will recognize and accommodate for persons with all types of disabilities.	I	1	I		1	I	1						1	I	I		1	1	I			D	D	D						D
7e. Students will be able to communicate orally, in	1	I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

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written form, and with																														
numbers as necessary.											ļ	l .									_									<u> </u>
7f. Students will have										I	I	I								D	D	D	D	D						D
knowledge of native, non-																														
native, xeric and other plants, and be able to identify																														
preferred plant palettes for																														
given situations.																														
7g. Students will understand																	1	1	ı			D	D	D						D
the principles of design																	ļ ·		ļ ·											
development, including																														
construction document																														
preparation.																														
7h. Students will understand																	I	I				D	D	D						D
the strengths, weaknesses																														
and applications of common																														
materials in landscape																														
architecture.						<u> </u>																								
7i. Students will address safety		1	1		I							I	D	D	D		D	D	D	D	D	D	D	D						M
and crime prevention																														
through design.																														