

**CURRICULUM MAP (REQUIRED CORE ONLY)**

**BSLA**

**PRELIMINARY VERSION**

**July 19, 2010**

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

	FIRST YEAR				SECOND YEAR						THIRD YEAR						FOURTH YEAR													
	ENV 101	LA 102	LA 103	LA 121	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.	I	I	I		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	I	I	D	D	D	I				D	D	D	D	D						M
1c. Students will appreciate	I	I	I		I	I	I			I	I	I	D	D	D	I				D	D	D	D	D						M

	FIRST YEAR				SECOND YEAR						THIRD YEAR						FOURTH YEAR													
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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.													D	D	D						D	D	D							M
1e. Students will be able to discern patterns and systems at all scales.													D	D	D						D	D	D							M
1f. Students will recognize physical, social and cultural resources.													D	D	D						D	D	D							M
1g. Students will be sensitive to inequities and use design as a tool to attempt to minimize or eliminate them.													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.																					D	D	D	D	D	D				D
2b. Students will recognize																					D	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.																					D	D	D	D						D
2d. Students will refine their ethical system to respond to their own priorities regarding environmental and social issues.																						D	D	D						D
2e. Students will develop an understanding of the ethical implications of short- and long-term decision-making concerning the environment.													D	D	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.																														D

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3a. Students will demonstrate critical thinking skills in support of creative and balanced design judgments.													D	D	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.													D	D	D										D	D	D				M
3c. Students will be able to judge the appropriate application of a given technology or approach, and be able to justify its choice.													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.													D	D	D										D	D	D				M
4a. Students will recognize the dynamic relationships and long-term consequences													D	D	D										D	D	D				M

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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.													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.													D	D	D								D	D	D							M
4d. Students will employ relevant methods of communication that draw from both the arts and sciences.													D	D	D								D	D	D							M
4e. Students will be able to use innovative professional													D	D	D					D	D	D	D	D							D	



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5b. Students will be able to balance opportunity and ethical concern.													D	D	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.													D	D	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.													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.													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.													D	D	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													D	D	D									D	D	D						D







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