

UNIVERSITY OF WISCONSIN–MADISON  
DEPARTMENT OF PLANNING AND LANDSCAPE ARCHITECTURE

# The BLA Handbook

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Landscape Architecture  
Bachelor of Landscape Architecture  
Professional Degree Program

**Academic Year 2019-2020**  
Updated August 28, 2019 (v2.0)



## **Welcome to Landscape Architecture at the University of Wisconsin-Madison!**

We are a group of faculty, staff and students dedicated to creating outdoor spaces that will improve the quality of life for people as well as ensuring the survival of the complex physical, cultural and natural worlds that make up our planet. We accomplish this through an integrated program of research and scholarship, teaching and learning, campus and public service, and professional practice. Our graduates are employed in private firms, public agencies, land conservation and historic preservation offices, and in academia.

Our approach is interdisciplinary, involving ideas and skills from the sciences, arts, and humanities. We were one of the first landscape architecture programs in North America to emphasize research and uncovering new information and understandings, in addition to preparing students to become practitioners. We continue to promote the importance of scholarship and of life-long learning, and of exploring new ideas and developing new skills to address the challenge of the future.

Landscape architecture is a discipline and a profession that features the sensitive and creative design, planning and management of the land while conserving natural and cultural resources for the benefit of present and future generations. It is exciting, challenging, and future oriented. Landscape architects are involved in shaping the design of neighborhoods; cities; historic districts; local, state and national parks; monuments and memorials; nature preserves; zoos; and botanical gardens. We focus on creating designs that are artistic and culturally and environmentally sustainable. We work with other professionals such as engineers, architects, ecologists and health professionals.

Landscape architects in Wisconsin are found in both the private and public sectors. Most positions held by such individuals in the private sector are in design-build firms, nurseries, engineering firms, and architectural offices. Wisconsin has relatively few landscape architecture firms that focus principally on design and planning, but growth in this area of the profession has been occurring in recent years. Many landscape architects find themselves working in interdisciplinary firms alongside civil engineers, architects, and planners. In the public sector, Wisconsin landscape architects also hold positions in city and state park or planning departments, and in other state agencies, such as the Department of Natural Resources.

## Table of Contents

<b>1. PROGRAM OVERVIEW.....</b>	<b>1</b>
1.1 Intention & Role of Handbook.....	1
1.2 Department Mission & Vision .....	1
1.3 Program Mission & Goals .....	1
1.4 Background & History.....	2
1.5 The BLA Degree .....	3
1.6 Learning Outcomes .....	3
1.6.1 Assessment Plan – BLA.....	4
1.6.2 Curriculum Mapping Worksheet.....	8
1.6.3 Assessment Plan Responsibilities.....	10
1.7 Program Statistics.....	10
1.8 Institutional Structure .....	11
1.9 Program Structure .....	11
1.9.1 Committees.....	11
1.9.2 Department/Program Staff .....	12
1.9.3 Faculty/Instructional Staff.....	13
1.10 Landscape Architecture Profession .....	13
<b>2. ADMISSIONS AND ENROLLMENT.....</b>	<b>14</b>
2.1 Admissions Requirements .....	14
2.2 Reentering Landscape Architecture Students .....	14
<b>3. BLA DEGREE REQUIREMENTS .....</b>	<b>15</b>
3.1 Courses .....	15
3.2 University Requirements .....	15
3.3 L&S (College) Requirements.....	15
3.4 Landscape Architecture Degree Requirements.....	15
3.4.1 Introduction and Foundation .....	16
3.4.2 Other Required Foundation Courses .....	16
3.4.3 Intermediate Studio Sequence.....	16
3.4.4 Professional Theory and Practice Core .....	16
3.4.5 Advanced Studio Sequence.....	16
3.4.6 Capstone Sequence.....	16
3.4.7 Quality of Work.....	17

3.5 BLA Professional Degree Sample Four-Year Plan .....	18
<b>4. ADVISING.....</b>	<b>19</b>
4.1 L&S Advising .....	19
4.2 BLA Academic Advising.....	19
4.3 Advising Responsibilities .....	20
4.4 Additional Advising Resources .....	20
<b>5. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS .....</b>	<b>21</b>
5.1 Degree Components and Requirements .....	21
5.2 Major (core) requirements:.....	21
5.3 Degree Audit Reporting System (DARS) .....	21
5.4 Academic Standing: Scholastic Actions, Probation and Dropped.....	21
5.4.1 Scholastic Actions.....	21
5.4.2 Academic Probation .....	21
5.4.3 Dropped Status .....	22
5.4.4 Appeals.....	22
5.5 Graduation .....	22
5.5.1 Applying to Graduate .....	23
5.5.2 Commencements .....	23
5.5.3 DARS and Degree Completion.....	23
<b>6. SATISFACTORY PROGRESS – CONDUCT EXPECTATIONS .....</b>	<b>24</b>
6.1 Professional Conduct.....	24
6.2 Academic Misconduct .....	26
6.3 Non-Academic Misconduct .....	26
<b>7. GRIEVANCE PROCEDURES &amp; REPORTING MISCONDUCT AND CRIME .....</b>	<b>28</b>
7.1 Grievance Procedures .....	28
7.1.1 Student Rights and Responsibilities .....	28
7.1.2 The Grievance Advisors.....	29
7.1.3 Hostile and Intimidating Behavior.....	29
7.1.4 Sexual Harassment.....	30
7.2 Reporting Misconduct and Crime.....	32
7.2.1 Research Misconduct.....	32
7.2.2 Academic Misconduct.....	33

7.2.3 Sexual Assault .....	33
7.2.4 Child Abuse .....	33
7.2.5 Incidents of Bias/Hate .....	33
7.3 Reporting Consensual Relationships .....	33
<b>8. OPPORTUNITIES FOR STUDENT INVOLVEMENT .....</b>	<b>35</b>
8.1 Student Chapter ASLA .....	35
8.2 Student Representation in Governance .....	35
8.3 Registered Student Organizations .....	35
8.4 Outreach and Community Connections .....	36
<b>9. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING .....</b>	<b>37</b>
9.1 Student Engagement in the Profession .....	37
9.1.1 American Society of Landscape Architects (ASLA) .....	37
9.1.2 Wisconsin Chapter of the ASLA (WIASLA) .....	37
9.1.3 The Council of Landscape Architectural Registration Boards (CLARB) .....	38
9.1.4 The Landscape Architecture Foundation (LAF) .....	38
<b>10. STUDENT HEALTH AND WELLNESS .....</b>	<b>39</b>
10.1 University Health Service .....	39
10.2 Supporting Peers in Laidback Listening .....	39
10.3 Disability Information .....	39
10.4 Mental Health Resources .....	40
10.4.1 Mental Health at University Health Services .....	40
10.4.2 Let's Talk .....	40
10.4.3 UWell .....	41
10.5 Dean of Students Office .....	41
<b>11. POLICIES &amp; PROCEDURES FOR INFORMATION TECHNOLOGY (IT), INSTRUCTIONAL LABS, &amp; STUDIO SPACES .....</b>	<b>42</b>
For information about access to Agricultural Hall see 11.2.1 Studio Access below. ....	42
11.1 Studio Policy and Procedures .....	42
11.2 Use & Stewardship of Studios .....	43
11.2.1 Studio Access .....	43
11.2.2 Studio Desk and Lockers .....	43
11.2.3 Quality of Studio Space .....	43

11.3 Safety and Welfare in Studio Spaces .....	45
11.4 End-of-Year Studio Clean Up .....	45
11.5 Additional UW-Madison Facility Policies .....	45
<b>12. AMENDMENTS .....</b>	<b>46</b>

## **1. PROGRAM OVERVIEW**

### **1.1 Intention & Role of Handbook**

This handbook is intended for undergraduate students who are pursuing the Bachelor of Landscape Architecture (BLA) professional design program. The Department of Planning and Landscape Architecture (PLA) is in the College of Letters and Science (L&S). This handbook serves as the Policies & Procedures guide in the BLA program. Degrees and course requirements may change over time. However, students may choose to meet the degree and course requirements in effect when they enter the program or the requirements resulting from subsequent changes, whichever is best for the student. In addition, the program's administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in this handbook, including amendments as applicable. The information in this handbook should also be supplemented by individual consultation with your advisor and the undergraduate program coordinator so that individual needs/interests and all degree requirements are met. Additional information is available via the Department's website (<https://dpla.wisc.edu/bsla-professional-degree>).

### **1.2 Department Mission & Vision**

**Department Mission:** Our scholarship and educational activities will advance sustainable and livable communities, cities, and regions that are vibrant, thriving, and resilient. We do this through integrative teaching, research, and public engagement that seeks solutions to serve human needs and protect the integrity of natural environments. The department, based upon the disciplines of landscape architecture and urban and regional planning, provides opportunities to explore interdisciplinary research, design, planning, and policy analysis at local, regional, and global scales.

**Department Vision:** We are a dynamic network of scholars and stakeholders working to advance healthy, prosperous, equitable and sustainable built and natural environments in the tradition of the Wisconsin Idea and from the local to the global scale.

**Expectations for department inclusion, diversity, and collegiality:** The department is committed to establishing and maintaining a supportive climate of inclusion, diversity, and collegiality among our interactions and through our actions and policies. We envision a department in which all individuals are engaged in a vibrant learning community, where ideas, experiences, and perspectives are supported, nurtured, and developed to their highest levels. Attitudes, behaviors, and standards within our community will demonstrate inclusion and respect for individual needs, abilities, and potential.

### **1.3 Program Mission & Goals**

Students who enjoy art, science, technology, problem-solving, and design should consider a career in landscape architecture. Graduates in landscape architecture influence the design and management of cities, parks, and open spaces. They often advise park managers, citizen groups, landowners, and state

agencies. Landscape architects design public and private outdoor spaces, restore and help preserve natural areas, develop and implement regional planning and public policy, and revitalize urban neighborhoods. The professional BLA degree program focuses on form-giving design, design implementation, and professional practice. Emphasis is placed on principles of design theory and process; problem solving in relationship to human needs and aspirations, and environmental awareness and stewardship; and on the development of technical proficiencies required of professional practice. Students learn site analysis, graphic communication, design synthesis, construction technology, and planting design.

The BLA professional design program's mission is to provide a learning environment that promotes excellence in research, teaching and outreach relevant to the professional practice of landscape architecture. The BLA program encourages discovery, critical examination, and acquisition of the knowledge, skills, values and ethics necessary to foster sustainable natural and built environments, promote economic opportunity and social justice, and improve quality-of-life within communities across Wisconsin and across the globe.

We provide students with a solid base of knowledge and skills in the sciences and humanities that is reflective of the landscape architecture discipline. We emphasize place-making based on an understanding of ecological principles, societal needs, and cultural foundations. In particular, we provide students opportunities to explore their interests in design and planning for healthy living environments, healthy ecosystems, community development, and cultural and natural resource conservation.

The goal of our BLA professional curriculum is to prepare students to become competent, creative, effective and ethical practicing landscape architects. Our research goal—create new knowledge through multidisciplinary research relevant to landscape architecture—helps to ensure a learning environment for BLA students that reflects important emerging areas in the field. Our outreach goal of engaging in the Wisconsin Idea through pre-professional activities and service to communities reinforces our service commitments and helps enable applied learning experiences for students and faculty. We pursue all of these goals throughout the state and beyond in collaboration with University of Wisconsin colleagues and institutional partners (e.g., UW-Extension), a variety of public agencies, landscape architecture consulting firms, and other private and non-profit sector organizations.

#### **1.4 Background & History**

The UW–Madison Department of Planning and Landscape Architecture (PLA), housed in the College of Letters and Science, formed in 2017 when the Departments of Urban and Regional Planning (URPL) and Landscape Architecture (LA) combined. This department strengthens and enhances planning and design for sustainable and resilient communities and environments. PLA supports accredited academic programs in Landscape Architecture (BLA) and Urban and Regional Planning (MS URPL), as well as a PhD degree (PhD URPL), an MSLA degree, and a BA/ BS in Landscape and Urban Studies (LUS).

## **1.5 The BLA Degree**

The BLA degree is accredited by the Landscape Architecture Accreditation Board (LAAB) which reviews the department for accreditation every 6 years. Among 44 accredited undergraduate programs in the United States (there are also 52 accredited graduate programs), the BLA program has a strong national reputation.

Completion of this program is the first step in becoming a licensed landscape architect. The program emphasizes the exploration and understanding of design processes and graphic and verbal communication skills. The program also develops a student's sensitivity to natural, physical, historical, and cultural contexts of landscape design.

Students completing the requirements for this program are granted a Bachelor of Landscape Architecture degree.

## **1.6 Learning Outcomes**

The BLA learning goals translate the values and purpose of our mission statement into measurable performance outcomes. The outcomes emphasize the skills and knowledge needed to practice landscape architecture now and in the future. Our goal is to equip students with a solid foundation on which to build, and the ability to continue to grow and adopt new ideas and perspectives and solve novel problems as they arise in the profession. In this way, our graduates will “advance” the profession as stated in our mission statement. Accordingly, both department and university outcomes stress “critical and creative thinking,” “teamwork and problem-solving,” “civic knowledge and engagement,” and “integrative learning” when describing expectations of student performance. The interdisciplinary perspective (a blend of the arts, humanities, social studies, and natural and physical sciences), the importance of synthesis, and the value of scholarship expressed in our mission statement are reflected in the goals as well.

The following are the BLA essential learning outcomes:

1. Demonstrate competence and critical judgement in applying intellectual and technical skills necessary for site and landscape-scale design, in particular skills of problem-solving using site inventory/analysis; spatial/temporal analysis; programming; synthesis; oral, written, and visual communication; construction implementation; and post-occupancy evaluation.
2. Demonstrate critical thinking and the ability to explore ideas and synthesize information, both independently and in collaboration with interdisciplinary team members to identify and solve complicated landscape design and planning problems.
3. Understand, apply, and evaluate the principles, theories, and recent research findings in the discipline of landscape architecture.

4. Integrate humanistic, scientific, legal, political, economic, social, ecological, and technological dimensions in solving novel design and planning problems concerning the betterment of rural and urban natural and cultural landscapes.
5. Understand, analyze, and apply design and planning theories and principles to urban and rural landscapes to benefit human living conditions.

In addition, we expect students in the BLA program to: demonstrate advanced communication skills, including graphic, verbal, and written presentation skills; work independently and in collaboration with others; and, act professionally as an entry-level landscape architect would in public or private design offices.

#### **1.6.1 Assessment Plan – BLA**

As a professionally accredited program, the BLA undergoes intensive external review every 6 years by LAAB (Landscape Architectural Accreditation Board) and ASLA (American Society of Landscape Architects). The department was last reviewed in 2013. There are seven standards that departments are expected to meet: (1) Program Mission and Objectives, (2) Program Autonomy, Governance, and Administration, (3) Professional Curriculum, (4) Student and Program Outcomes, (5) Faculty, (6) Outreach to the Institution, Communities, Alumni, and Practitioners, and (7) Facilities, Equipment, and Technology. A department can meet each standard fully, with weakness or not at all. In addition to determining whether a department meets the accreditation standards, the visiting review team can make recommendations under each standard. A department must report on any standard that is not met and on recommendations in an annual report to LAAB and ASLA. In 2013, the department met all standards fully and without recommendations. Our next accreditation visit is in fall 2019.

The BLA program has internal review methods for assessing learning outcomes, which are outlined in Table 1. Specifics on our direct and indirect assessment methods can be found in the following table.

**Table 1. Assessment of BLA student learning goals in required coursework.**

Assessment Planning (How)	Method for Assessing Learning (Direct Methods Are <i>Italicized</i> )	Timetable for Assessment Activity
<p><b>LEARNING GOAL #1:</b> Demonstrate competence and critical judgement in applying intellectual and technical skills necessary for site and landscape-scale design, in particular skills of problem-solving using site inventory/analysis; spatial/temporal analysis; programming; synthesis; oral, written, and visual communication; construction implementation; and post-occupancy evaluation.</p>	<ol style="list-style-type: none"> <li>1. New Alumni Survey</li> <li>2. Comprehensive Alumni Survey</li> <li>3. <i>Senior Capstone Thesis Project Completion and Review</i></li> <li>4. Job Placement Data</li> <li>5. Professional Landscape Architecture Licensure Data</li> <li>6. Exit Interviews</li> <li>7. Yearly Accreditation Report</li> <li>8. Six-year Accreditation Review</li> <li>9. <i>Studio Design Projects Evaluations</i></li> <li>10. <i>Design Project Presentations Evaluations</i></li> <li>11. Alumni Board Input</li> </ol>	<ol style="list-style-type: none"> <li>1. Yearly</li> <li>2. Every 3 years</li> <li>3. Yearly</li> <li>4. Yearly</li> <li>5. Yearly</li> <li>6. Yearly</li> <li>7. Yearly</li> <li>8. Every six years</li> <li>9. Every semester by course instructors</li> <li>10. Every semester by course instructors</li> <li>11. Twice a year</li> </ol>
<p><b>LEARNING GOAL #2:</b> Demonstrate critical thinking and the ability to explore ideas and synthesize information, both independently and in collaboration with interdisciplinary team members to identify and solve complicated landscape design and planning problems.</p>	<ol style="list-style-type: none"> <li>1. <i>Senior Capstone Thesis Project Completion and Review</i></li> <li>2. <i>Studio Design Projects Evaluations</i></li> <li>3. <i>Design Project Presentations Evaluations</i></li> <li>4. Job Placement Data</li> <li>5. Professional Landscape Architecture Licensure Data</li> </ol>	<ol style="list-style-type: none"> <li>1. Every semester by course instructors</li> <li>2. Every semester by course instructors</li> <li>3. Every semester by course instructors</li> <li>4. Yearly</li> <li>5. Yearly</li> </ol>
<p><b>LEARNING GOAL #3:</b> Understand, apply, and evaluate the principles, theories, and recent research findings in the discipline of landscape architecture.</p>	<ol style="list-style-type: none"> <li>1. <i>Senior Capstone Thesis Project Completion and Review</i></li> <li>2. <i>Studio Design Projects Evaluations</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Every semester by course instructors</li> <li>2. Every semester by course instructors</li> </ol>

	3. <i>Design Project Presentations Evaluations</i>	3. Every semester by course instructors
LEARNING GOAL #4: Integrate humanistic, scientific, legal, political, economic, social, ecological, and technological dimensions in solving novel design and planning problems concerning the betterment of rural and urban natural and cultural landscapes.	1. <i>Senior Capstone Thesis Project Completion and Review</i> 2. <i>Studio Design Projects Evaluations</i> 3. <i>Design Project Presentations</i>	1. Every Semester by course instructors 2. Every Semester by course instructors 3. Every semester by course instructors
LEARNING GOAL #5: Understand, analyze, and apply design and planning theories and principles to urban and rural landscapes to benefit human living conditions.	1. <i>Senior Capstone Thesis Project Completion and Review</i> 2. <i>Studio Design Projects</i> 3. <i>Studio Project Presentations</i>	1. Every Semester by course instructors 2. Every Semester by course instructors 3. Every semester by course instructors

One of the strongest indicators of learning is the ability of students to perform their course assignments well. We use a variety of assignments throughout the curriculum, each aimed at evaluating different facets of learning. These assess how well students understand course content, how well they can communicate their ideas, how well they can generate creative and successful problem solutions, and how well they can work both independently and as members of a team. Each course is graded on an A-F basis, with the grade reflecting a combination of semester-long evaluations.

Direct assessment methods include:

- Quizzes and Exams
- Research Papers
- Case Studies/Precedent Studies
- Design Projects - varying scales, programs, and contexts
- Written Design Project Explanations
- Class and Public Presentations
- Journals
- Discussions
- Portfolios
- Senior Capstone Thesis Project<sup>1</sup>

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<sup>1</sup> In the senior year, instructors take on the additional role of coaches and mentors. In order to complete the capstone, students must demonstrate their mastery of technical skills as well as their ability to generate design solutions. The completion of the capstone is therefore a good indication that a student has achieved the overall learning objectives of the curriculum.

Indirect assessment methods include the following.

- **NEW AND COMPREHENSIVE ALUMNI SURVEY**
  - Program alumni are surveyed every 6 years. This survey asks a variety of questions covering the department's essential and specific learning outcomes, LAAB knowledge domains, and to assess trends in the profession. The most relevant questions for Program Assessment include *Program Evaluation* questions 1-4. The survey targets alumni that have graduated in the preceding 10 years, so the department collects data from its most recent graduates to those with many years of postgraduate professional practice experience. As a professional degree program, we expect that our alumni are well positioned to assess how well the overall degree program prepared them for professional practice.
- **JOB PLACEMENT AND CAREER SATISFACTION**
  - Another indication that students have achieved the Department's learning objectives is whether or not students are able to find employment in the field. Alumni keep in touch with the department in a variety of ways, including email, surveys, and social media.
- **PROFESSIONAL LANDSCAPE ARCHITECT LICENSURE**
  - Forty nine of the fifty States license landscape architects. Requirements for licensure vary slightly by state. In Wisconsin, students must complete an accredited landscape architecture degree program before they can qualify to take the Landscape Architecture Registration Examination (L.A.R.E.). It should be noted that actual licensure is not required to work in the field and some landscape architects practice while supervised by other licensed landscape architects. The best way to use licensing as an indicator of success is to compare our alumni passing rate against the national average.
- **EXIT INTERVIEWS**
  - The BLA program committee chair invites all graduating seniors to participate in exit interviews to ascertain their perceptions regarding their educational experience and if their educational experiences have met the department's learning objectives.

### 1.6.2 Curriculum Mapping Worksheet

Below are the BLA learning goals mapped to the required courses in the Program.

	LEARNING GOAL #1	LEARNING GOAL #2	LEARNING GOAL #3	LEARNING GOAL #4	LEARNING GOAL #5
LA 250 Intro to Landscape Arch	X	X			
LA 201 Intro Land Arch Design	X	X	X		
LA 262 Site Inventory and Analysis	X	X			
LA 312 Graphics for Designers	X				
LA 260 History of Landscape Architecture		X	X		
LA 261 Site Planning Studio	X	X			
LA 362 Design for Health Studio	X	X	X		X
LA 353 Land Arch Technology 1	X	X			
LA 354 Land Arch Technology 2	X	X			
LA 365 Planting Design Studio	X	X			X
LA 351 Urban Design Studio	X	X			X
LA 451 Open Space Design Studio	X	X			X
LA 462 Regional Design Studio	X	X		X	X
LA 550 Professional Practice	X		X		
LA 610 Capstone 1	X		X		X
LA 551 Capstone 2	X	X	X	X	X

LA 695 Applications of Geographic Information Systems in the Natural Resources or Geog 377 Introduction to GIS	X	X	X		
LA 375 Urban Ecosystems and Landscape Design		X	X	X	
LA 375 Natural Landscaping	X	X		X	
LA 375 Survey of Restoration Ecology	X	X		X	
LA 375 Advanced Graphics	X				
LA 666 Restoration Ecology		X	X	X	
LA 651 Plant Community Restoration and Management Workshop	X	X	X	X	X
Hort 263 Landscape Plants I	X				
ME 160 Architectural Graphics	X				
Geog 127 Physical Systems of the Environment		X			
DS 121 Design Fundamentals I, Art 102 Two-Dimensional Design, or Art 112 Two-Dimensional Design	X				
Botany 130 General Botany or Botany 100 Survey of Botany		X		X	
BSE 201 Land Surveying Fundamentals	X				
Botany 260 Introductory Ecology		X		X	

DS 221 Person and Environment Interactions	X			X	X
Soil Sci 301 General Soil Science or Soil Sci Soil: Ecosystem and Resource	X			X	

### 1.6.3 Assessment Plan Responsibilities

#### *Who is responsible for assessment?*

The BLA curriculum committee chair, in coordination with the department chair and other BLA committee members are responsible for assessment updates. The curriculum committee chair will keep track of timelines, report progress, and remind faculty by email to submit student work for (direct) assessment. The curriculum committee chair in coordination with academic staff will compile and perform the initial analysis, survey, and interview results to be presented to the BLA and faculty committee.

#### *What is the plan for review of the assessment information?*

The curriculum committee will review the assessment information annually and compile a summary report to be reviewed by all faculty during a department summer retreat.

#### *What is the plan for the production of an annual summary report?*

After reviewing the assessment summary, faculty will decide which (if any) items are actionable and provide a report of those plans, along with the initial assessment summary, to the Provost's office by October 1st.

#### *How will recommendations be implemented?*

Any actionable items will be discussed during curriculum committee meetings held in the Fall and Spring semesters. The results of these discussions will be presented and reviewed by all faculty. If approved at that time, any curricular/programmatic/co-curricular changes will be implemented the following Fall semester or thereafter.

### 1.7 Program Statistics

Public information about the program, including measures of student achievement, tuition and fees, student retention and graduation rates, can be found here:

<https://dpla.wisc.edu/academics/BLApubinfo>

## **1.8 Institutional Structure**

The Department of Planning and Landscape Architecture includes six degree programs:

- BA/BS Major in Landscape and Urban Studies (LUS)
- Bachelor of Landscape Architecture (BLA)
- MS Landscape Architecture
- MS URPL
- PhD URPL

Each degree has a program committee within the department. The Department of Planning and Landscape Architecture is housed within the College of Letters & Science at UW–Madison.

## **1.9 Program Structure**

### **1.9.1 Committees**

The following are standing committees established by the department. The Chair may also, as necessary, create special committees to conduct specific business of the department that may arise from time to time. Faculty are appointed to the committees at the beginning of each academic year by the Chair. The members of the committees may (and often do) change year to year.

**BLA PROGRAM COMMITTEE:** responsibilities include admissions, recruitment and retention, ensuring the program meets accreditation standards, student awards, approving substitutions, and other matters for the BLA degree programs. The BLA Program Chair (listed below in Staff Section 1.9.2) serves as the program administrator for accreditation and represents the program at the ASLA Annual Meeting and the CELA Annual Conference. The BLA committee is responsible for annual Landscape Architecture Accreditation Board (LAAB) accreditation reporting.

**CURRICULUM COMMITTEE** will assess curricular needs and requirements for the department's academic programs and ensure coordination and consistency across programs. It will also coordinate the scheduling of when courses are taught and maintain an overall three-year teaching plan. The committee will review appeals of decisions of the program committees. Curriculum Committee Program Chair listed below in Staff Section 1.9.2.

**COMMUNICATION AND OUTREACH COMMITTEE** is responsible for coordinating the department's extension, outreach, and public relations activities. Responsibilities include coordinating social media presence, producing newsletters and alumni communications, helping programs with marketing and recruitment, and promoting department activities and events.

**FACILITIES AND IT COMMITTEE** is responsible for recommending policies and priorities related to maintenance and improvement of the facility and for policy and procedures regarding the use of IT and computer resources within the department. This shall include developing policies regarding usage of the computer labs by students and others and may include periodic recommendations for IT resources to

meet department needs. FAIT Committee also works with other committees to arrange updates to building artwork and displays, display cases, and bulletin boards.

**COMMITTEE ON CLIMATE AND COMMUNITY** This committee is responsible for coordinating discussions, activities, and policies to ensure the department establishes and maintains a diverse, inclusive, vibrant, and excellent learning and work environment for all students, faculty, staff, alumni, and others who partner with it. The scope of committee activities will include: oversee implementation of annual climate surveys for students and for faculty/staff; review of department inclusion and equity issues (such as participation in governance); help to identify professional development opportunities regarding climate; help recognize and quickly respond to emerging concerns about climate and community throughout the year.

### **1.9.2 Department/Program Staff**

Department Chair – Ken Genskow ([kgenskow@wisc.edu](mailto:kgenskow@wisc.edu), 608-890-0673). As Chair, Ken is the head of administrative and academic decision making for the department during his time as Chair. He is available to students who have concerns or comments about the program or courses.

Department Administrator – Shira Hand ([shand2@wisc.edu](mailto:shand2@wisc.edu), 608-265-0509). Shira is the Onboarding Coordinator for new employees, including students; she also oversees human resources functions for the department, and is the contact for personnel and workplace issues and policy questions. Shira also serves as a backup to Pat for financial, payroll and benefit responsibilities.

Graduate Student Services Coordinator – Lauren Szafranski ([lauren.szafranski@wisc.edu](mailto:lauren.szafranski@wisc.edu), 608-890-4697). Lauren manages all aspects of graduate student services, from the time students apply to the program through their transition to PLA alumni. She is responsible for the department's recruitment, admissions, academic and career advising, student graduation, marketing communications (e.g., website and social media), campus leadership and engagement, and alumni relations.

Undergraduate Student Services Coordinator – Debi Griffin ([dagriffin@wisc.edu](mailto:dagriffin@wisc.edu), 608-263-7301). Debi manages all aspects of undergraduate student services. PLA's undergraduate degree programs include an accredited professional design program, the Bachelor of Landscape Architecture (BLA), BS Landscape Architecture, and BA/BS Landscape and Urban Studies. She is responsible for undergraduate recruitment, internships, academic and department policy, as well as alumni outreach for LA.

Financial Specialist – Pat Cunniffe ([cunniffe@wisc.edu](mailto:cunniffe@wisc.edu), 608-262-1005). Pat is responsible for fiscal administration in the department, as well as payroll and benefits. He handles appointment letters, benefits, faculty and student payroll (though individual faculty approve the hours of their student employees), student reimbursements of conference travel, and any other financial questions.

Departmental IT Support – Math Heinzl ([wheinzl@wisc.edu](mailto:wheinzl@wisc.edu), 608-444-9406). Math serves as the primary computing consultant for faculty, staff, and students in the department. He manages the

student computing labs and provide IT support to the digital studios, graphic labs, and faculty and administrative offices.

Landscape Architecture Program Committee (BLAPC) Chair – Sam Dennis ([samuel.dennis@wisc.edu](mailto:samuel.dennis@wisc.edu), 608-890-3102). Sam directs the BLA professional program with the BLA program committee and Debi Griffin, the Undergraduate Student Services Coordinator. He also serves as the faculty advisor to the student chapter of the ASLA.

Curriculum Committee Chair – Eric Schuchardt ([ejschuchardt@wisc.edu](mailto:ejschuchardt@wisc.edu)).

Grievance Advisors – Professor Carey McAndrews and Department Administrator, Shira Hand.

Information about Grievance Procedures can be found in Section 7.

### **1.9.3 Faculty/Instructional Staff**

BLA faculty have their tenure homes in the Department of Planning and Landscape Architecture. Program faculty teach courses relevant to the program and serve as advisors to students. Faculty and instructor profiles can be found on the DPLA website at <https://dpla.wisc.edu/facstaff/faculty>.

### **1.10 Landscape Architecture Profession**

Reference Section 1 Program Overview of the handbook for more information about the profession of landscape architecture. BLA students have the opportunity to join the Student Chapter of the American Society of Landscape Architects (ASLA). For more information about the profession of landscape architecture, see [www.asla.org](http://www.asla.org) (national) and <https://wiasla.com/> (state chapter).

## 2. ADMISSIONS AND ENROLLMENT

### 2.1 Admissions Requirements

1. **Eligibility for Consideration into the Landscape Architecture Accredited Professional Program.** Eligibility for consideration into the Landscape Architecture Accredited Professional Program depends on fulfillment of these requirements: students apply for formal admission to the program during the spring semester of each academic year. Selections are made only once a year for the fall semester. The first round of selections takes place in early summer. All students will be notified of their status at least two weeks before the start of the fall semester. Students who plan to complete their prerequisite courses during the summer session must so indicate on their application. The department will admit up to a maximum of 22 students, as resources permit. Selection will be based on a letter of intent, written by the applicant, which will address their reasons for entering the major, submission of portfolio, and on grades earned in the following three prerequisite courses: [LAND ARC 250](#), [LAND ARC 211](#), and [LAND ARC 210](#).
2. **AND** the applicant must have completed [BOTANY 100](#), or equivalent, as well as a minimum of 24 credit hours. University GPA will be considered.  
For more information on the professional design degree program and the application process please go to [this link](#).
3. **Selection Policies.** On-campus selections for admission will be made as soon as possible after spring semester grades are received.
4. **Notification of Status.** Applicants who have completed their prerequisite courses at the end of spring semester will be notified of their status between June 1 and July 1 of each year for fall semester admission. Decisions on those applicants completing prerequisites during summer session will be made as soon as grades are received.
5. **Appeal Procedures.** An appeal to the department's curriculum committee may be presented to clarify an error of fact or extenuating circumstances.

### 2.2 Reentering Landscape Architecture Students

Those students who are accepted and enroll in LAND ARC 261-Principles of Landscape Architecture Design and Graphics and drop the course during the fall semester must reapply for admission by April 15 if they wish to be considered for the following fall.

### 3. BLA DEGREE REQUIREMENTS

#### 3.1 Courses

Courses for the program fall into three categories: university requirements, college requirements, and major requirements. See the guide: <https://guide.wisc.edu/undergraduate/letters-science/planning-landscape-architecture/landscape-architecture-bla/#requirementstext>

#### 3.2 University Requirements

Courses may not double count within university requirements, but courses counted toward university requirements may also be used to satisfy a college requirement &/or a major requirement.

- Communication Part A (2-3 cr.) Designated “a” in the Course Guide.
- Communication Part B (2-3 cr.) Designated “b” in the Course Guide.
- Quantitative Reasoning Part A (3 cr.) Designated “q” in the Course Guide.
- Quantitative Reasoning Part B (3 cr.) Designated “r” in the Course Guide.
  - LA 551 (required below) fulfils the COMM-B requirement
- Ethnic Studies (3 cr.) Designated “e” in the Course Guide.
  - GEOG 305 (required below) fulfils the Ethnic Studies requirement
- Humanities/Literature/Arts (6 cr.) Designated H, L, X, or Z in the Course Guide.
- Social Sciences (3 cr.) Designated S, W, Y, or Z in the Course Guide.

#### 3.3 L&S (College) Requirements

Courses may not double count within college requirements, but courses counted toward college requirements may also be used to satisfy a university requirement &/or a major requirement.

Mathematics	Fulfilled with completion of university general education requirements Quantitative Reasoning A and Quantitative Reasoning B coursework
Foreign Language	Completion of the 3rd unit of one language
L&S Breadth	Humanities, 12 credits: minimum 3 credits in Literature Social Sciences, 12 credits Natural Sciences, 12 credits: 6 in Biological Sciences and 6 in Physical Sciences
Liberal Arts & Science credits (C)	108 credits

#### 3.4 Landscape Architecture Degree Requirements

Courses may not double count within the degree (unless specifically noted otherwise), but courses counted toward the degree requirements may also be used to satisfy a university requirement &/or a college requirement. A minimum of 15 credits must be completed in the degree that are not used elsewhere.

### 3.4.1 Introduction and Foundation

<a href="#">LAND ARC 210</a>	Introduction to Landscape Architecture Design	4
<a href="#">LAND ARC 211</a>	Landscape Inventory and Evaluation Methods	4
<a href="#">LAND ARC 250</a>	Survey of Landscape Architecture Design	3
<a href="#">LAND ARC 260</a>	History of Landscape Architecture	3

### 3.4.2 Other Required Foundation Courses

<a href="#">BOTANY 100</a>	Survey of Botany	3-5
or <a href="#">BOTANY/BIOLOGY 130</a>	General Botany	
<a href="#">DS 221</a>	Person and Environment Interactions	3
<a href="#">HORT/LAND ARC 263</a>	Landscape Plants I	3
<a href="#">BOTANY/ENVIR ST/ZOOLOGY 260</a>	Introductory Ecology	3
<a href="#">SOIL SCI/ENVIR ST/GEOG 230</a>	Soil: Ecosystem and Resource	3-4
or <a href="#">SOIL SCI 301</a>	General Soil Science	

### 3.4.3 Intermediate Studio Sequence

<a href="#">LAND ARC 261</a>	Principles of Landscape Architecture Design and Graphics	4
<a href="#">LAND ARC 321</a>	Environment and Behavior Studio - Designing Health Promoting Environments	3
<a href="#">LAND ARC 353</a>	Landscape Architectural Technology I	3
<a href="#">LAND ARC 354</a>	Landscape Architectural Technology II	3

### 3.4.4 Professional Theory and Practice Core

<a href="#">LAND ARC 460</a>	Advanced Visual Communication in Landscape Architecture	3
<a href="#">LAND ARC 397</a>	Internship in Landscape Architecture	1
<a href="#">LAND ARC 550</a>	Professional Practice in Landscape Architecture	3
<a href="#">LAND ARC/ENVIR ST/ SOIL SCI 695</a>	Applications of Geographic Information Systems in Natural Resources	3

### 3.4.5 Advanced Studio Sequence

Advanced Studio Sequence

<a href="#">LAND ARC 560</a>	Plants and Ecology in Design	4
<a href="#">LAND ARC 561</a>	Housing and Urban Design	4
<a href="#">LAND ARC 562</a>	Open Space Planning and Design	4
<a href="#">LAND ARC 563</a>	Designing Sustainable and Resilient Regions	4

### 3.4.6 Capstone Sequence

<a href="#">LAND ARC 610</a> & <a href="#">LAND ARC 611</a>	Landscape Architecture Seminar and Senior Capstone in Landscape Architecture	5-6
Total Credits		73-77

### **3.4.7 Quality of Work**

- 2.000 GPA in all LAND ARC courses and courses that count toward the BLA program
- 2.000 GPA on 15 Upper Level credits, taken in Residence <sup>1</sup>
- 15 credits in LAND ARC, taken on the UW–Madison campus

<sup>1</sup> LAND ARC and major courses numbered 500-699 are Upper Level.

### 3.5 BLA Professional Degree Sample Four-Year Plan

This Sample Four-Year Plan is a tool to assist you and your advisor in planning your academic career. Use it along with the Curriculum Sheet for your program, your DARS report, and the Course Guide.

First Year			
Fall	Credits	Spring	Credits
Communication A	3	Quantitative Reasoning A	4
Foreign Language if necessary	4	Ethnic Studies	4
<a href="#">LAND ARC 210</a>	4	<a href="#">LAND ARC 211</a>	4
<a href="#">LAND ARC 250</a>	3	<a href="#">BOTANY 100</a> or <a href="#">130</a>	3
	14		15
Second Year			
Fall	Credits	Spring	Credits
Quantitative Reasoning B	3	<a href="#">LAND ARC 353</a>	3
<a href="#">LAND ARC 261</a>	4	<a href="#">LAND ARC 321</a>	3
<a href="#">LAND ARC 260</a>	3	<a href="#">BOTANY/ENVIR ST/ZOOLOGY 260</a>	3
<a href="#">DS 221</a>	3	<a href="#">SOIL SCI/ENVIR ST/GEOG 230</a> or <a href="#">301</a>	3
<a href="#">HORT/LAND ARC 263</a>	3	<a href="#">INTER-LS 210</a>	1
		Electives	3
	16		16
Third Year			
Fall	Credits	Spring	Credits
<a href="#">LAND ARC 354</a>	3	<a href="#">LAND ARC 561</a>	4
<a href="#">LAND ARC 397</a>	1	<a href="#">LAND ARC 562</a>	4
<a href="#">LAND ARC 460</a>	3	<a href="#">LAND ARC/ENVIR ST/SOIL SCI 695</a>	3
<a href="#">LAND ARC 560</a>	4	Physical Science Breadth	3
Electives	4		
	15		14
Fourth Year			
Fall	Credits	Spring	Credits
<a href="#">LAND ARC 563</a>	4	<a href="#">LAND ARC 611</a> (also meets Communications B)	4
<a href="#">LAND ARC 550</a>	3	Literature Breadth	3
<a href="#">LAND ARC 610</a>	1-2	Electives	9
Literature Breadth	3		
Electives	3		
	15		16
Total Credits 120			

#### 4. ADVISING

Advisors can help students plan an internship, study abroad experience or research experience on campus, all while completing degree requirements and working towards graduation.

Your advisor has a wealth of knowledge about courses on campus, as well as policies and procedures. They are caring staff who want students to succeed. Any student experiencing academic difficulty or personal struggles is encouraged to talk to their advisor about how their individual situation may affect their academic performance.

##### 4.1 L&S Advising

SuccessWorks at the College of Letters & Science helps students leverage the academic skills learned in their major, certificates, and liberal arts degree; explore and try out different career paths; participate in internships; prepare for the job search and/or graduate school applications; and network with professionals in the field (alumni and employers). In short, SuccessWorks helps students in the College of Letters & Science discover themselves, find opportunities, and develop the skills they need for success after graduation.

SuccessWorks can also assist students in career advising, résumé and cover letter writing, networking opportunities, and interview skills, as well as course offerings for undergraduates to begin their career exploration early in their undergraduate career.

Students should set up their profiles in [Handshake](#) to take care of everything they need to explore career events, manage their campus interviews, and **apply to jobs and internships from 200,000+ employers around the country.**

- [SuccessWorks](#)
- [Set up a career advising appointment](#)
- [INTER-LS 210](#) L&S Career Development: Taking Initiative (1 credit, targeted to first- and second-year students)—for more information, see [Inter-LS 210: Career Development, Taking Initiative](#)
- [INTER-LS 215](#) Communicating About Careers (3 credits, fulfills Com B General Education Requirement)
- [Handshake](#)
- Learn how we're transforming career preparation: [L&S Career Initiative](#)

##### 4.2 BLA Academic Advising

Upon admission, you will be assigned a professional academic advisor who will work with you from admission through graduation. In addition, the undergraduate student services coordinator (Debi Griffin 263-3701. She serves as students' first point of contact for questions, concerns, ideas, and issues. Your assigned advisor can help with many aspects of your undergraduate career, including:

- Engagement opportunities (e.g. undergraduate research, leadership, service learning, and student organizations).

- Progressing to upper-division or full-major status.
- Internship information and process.
- International and domestic away advising.
- Referrals to other University resources and services.
- Selecting a certificate or second major.
- Changes in your academic status (e.g. reduced credit load, leave of absence).
- Petition process.
- Academic probation advising and registration hold releases.
- Change of major and undeclared student advising.
- Preparation for graduation.

### **4.3 Advising Responsibilities**

Advisors support you in your attainment of your undergraduate degree as well as the university's Student learning and development outcomes. To that end, it is your responsibility to:

- Read and understand your DARS and your four-year plan. Ask your advisor if you have questions.
- Stay current on collegiate and university policies, deadlines, and resources.
- Make satisfactory academic progress.
- Make and be accountable for your own decisions about your academic life.
- Treat your advisor in a professional manner and with respect.
- Schedule appointments early and be on time for them.

It is your advisor's responsibility to:

- Advise you in a knowledgeable, professional, and respectful manner.
- Keep appropriate information about you confidential.
- Allow you to make your own decisions about your academic life.
- Communicate to you pertinent collegiate and university changes.

Contacting Your Advisor: Students may see their official advisor listed in MyUW.

### **4.4 Additional Advising Resources**

There are many advising resources available to students. The UW Advising Website has a wealth of information: <https://advising.wisc.edu/>.

## 5. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

### 5.1 Degree Components and Requirements

You need to complete a minimum of 120 semester credits to graduate with a bachelor’s degree from the University of Wisconsin-Madison. Your degree will consist primarily of courses in your major and university and college requirements.

### 5.2 Major (core) requirements:

Our curriculum is organized around four sets of courses:

- Design studios that develop rigorous, process-oriented thinking at all scales of design.
- Construction technology and site engineering in which students develop the technological skills necessary for the sustainable implementation of projects.
- Historical and theoretical foundations of landscape architecture that create a social, historical, ethical, and environmental context for design.
- Support courses including graphic communication, geographic information systems, and natural science courses that inform and enable the work of landscape architecture.

### 5.3 Degree Audit Reporting System (DARS)

Your DARS and four-year plan, when used together, are effective tools for keeping track of your progress toward completing your degree. Please see the four-plan and timeline for specific courses. If you have any questions about using the tools or planning your courses, be sure to contact your professional academic advisor.

### 5.4 Academic Standing: Scholastic Actions, Probation and Dropped

The following policy explains good academic standing, probation, and dropped statuses. For details, see <https://kb.wisc.edu/cals/academicaffairs/page.php?id=73880>

#### 5.4.1 Scholastic Actions

A student shall be considered in good standing if that student has:

- a GPA of 2.0 or above in the semester just completed, and
- a cumulative GPA of 2.0 or above.

***A student must be in good standing in order to be eligible for graduation.***

#### 5.4.2 Academic Probation

A student shall be placed on academic probation when, in the semester just completed, that student has:

- attained less than a 2.0 GPA, or
- earned two or more grades of F.

Once on probation, the student is continued on probation until either removed from probation or dropped.

A student shall be removed from probation when that student has:

- attained a cumulative GPA of at least 2.0, and
- earned a GPA of at least 2.0 in the semester just completed, and
- no outstanding Incompletes.

### **5.4.3 Dropped Status**

A student on academic probation shall be dropped (academically dismissed) for at least one semester at the end of any semester in which that student has earned a GPA of less than 2.0.

The first time a student is dropped, they are required to sit out for one semester. Students wishing to reenter after sitting out for one semester will need permission from a dean before they are readmitted. The student should submit a re-entry application to UW-Madison and also meet with an academic dean in the Office of Academic Affairs to provide evidence that time between being dropped and applying for reentry has been used gainfully. Such activity must give evidence of serious desire to gain an education, careful thought about academic goals, and strategies that will improve academic performance. Typically, students use the time in dropped status to take course work at another institution to demonstrate their ability to succeed at UW-Madison. Additional information can be found here. If the student's re-entry application is accepted, the student will be readmitted on probation.

A student who has been readmitted on probation and who fails to earn a semester GPA of 2.0 or above will be dropped again and will not be permitted to re-enroll for at least one year and then only upon appeal to the Scholastic Policies and Actions Committee with good evidence of changed circumstances that would indicate a reasonable probability of success.

A student dropped for a third time will not be readmitted.

### **5.4.4 Appeals**

Students who are dropped may submit an appeal to continue their enrollment at UW-Madison without taking time off. The Office of Academic Affairs will provide information about appealing to students in dropped status.

## **5.5 Graduation**

This document contains important information regarding graduation and commencement. For more details, see <https://kb.wisc.edu/cals/academicaffairs/page.php?id=73901>

### **5.5.1 Applying to Graduate**

Students who expect to graduate must apply to graduate in the Student Center. They will need to indicate their term of completion and, separately, whether they would like to participate in a commencement ceremony. Students must apply by early April (for May) and early November (for December) in order for their names to appear in the commencement program.

### **5.5.2 Commencements**

Students may visit the University Book Store website for information about ordering caps and gowns and the Commencement website for information about the commencement ceremony. Campus-wide ceremonies are offered twice per year (May and December), and students may attend any ceremony regardless of their term of completion.

### **5.5.3 DARS and Degree Completion**

Students should review their degree audit (DARS) report to ensure they have satisfied all degree requirements. If the student perceives an error on the report, the student should contact their advisor and the Office of Academic Affairs. Students' academic records will receive a final evaluation by staff in the Office of Academic Affairs. Students should inform their advisors and report any change in graduation plans to the Office of Academic Affairs. If a student has received permission to complete final coursework while not in residence, the student must notify the Office of Academic Affairs so that records can be reviewed and certified for graduation.

Students are graduated with a bachelor's degree when they have met all the university, college, degree program, and major requirements; have earned at least 120 credits; and have a cumulative grade point average of 2.0 or higher on all courses carried for a grade at UW–Madison. Graduating students should know that the date they finish any outstanding Incompletes (I) will determine their semester of graduation.

## 6. SATISFACTORY PROGRESS – CONDUCT EXPECTATIONS

The Department of Planning and Landscape Architecture is committed to establishing and maintaining a supportive climate of inclusion, diversity, and collegiality among our interactions and through our actions and policies. We envision a department in which all individuals are engaged in a vibrant learning community, where ideas, experiences, and perspectives are supported, nurtured, and developed to their highest levels. Attitudes, behaviors, and standards within our community will demonstrate inclusion and respect for individual needs, abilities, and potential.

The following expectations for conduct are intended to ensure an inclusive and supportive environment consistent with UW–Madison policies and expectations that will help prepare students for successful post-graduation professional and academic pursuits.

Learn about your rights and responsibilities as UW–Madison students at <https://conduct.students.wisc.edu/>.

### 6.1 Professional Conduct

All students in the PLA Department are expected to adhere to the highest standards of individual and community behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while at UW–Madison, in all learning and working settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires.

1. **Ethics:** Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct (<https://conduct.students.wisc.edu/>); represent their profession and the program; and strive to incorporate and practice disciplinary ethics in their daily lives. Resumes/CVs must reflect accurate information.
2. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities and protect participant confidentiality. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or resubmit their own past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a member of the PLA learning community, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are

representatives of the program, department, UW–Madison, and the landscape architecture profession as a whole.

3. **Interpersonal and Learning Community Relationships:** Students shall interact with peers, faculty, staff and others in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to teams, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.
4. **Commitment to Learning:** Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for class and other commitments and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they learn.

The BLA Program, the Department of Planning and Landscape Architecture, and the Division of Student Life all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. Furthermore, inappropriate behavior towards clients/subjects, community partners, faculty, staff, peers and the public are significant issues in the evaluation of students. In turn, we hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions.

From the Preamble to the ASLA Code of Professional Ethics: “The profession of landscape architecture, so named in 1867, was built on the foundation of several principles—dedication to the public health, safety, and welfare and recognition and protection of the land and its resources. These principles form the foundation of the American Society of Landscape Architects (ASLA) Code of Professional Ethics (the Code) as well.” To learn more about the ASLA Code of Professional Ethics, go to:

<https://www.asla.org/ContentDetail.aspx?id=4276>

Students may be disciplined or dismissed from the BLA Program for misconduct or disregard for student conduct expectations regardless of their academic standing in the program.

## 6.2 Academic Misconduct

The Office of Student Conduct and Community Standards upholds every student's right to learn in a community that is safe, and fosters integrity and accountability. Academic misconduct is governed by state law, UWS Chapter 14. Misconduct includes the following, but is not limited to this list:

- Seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism)
- Uses unauthorized materials or fabricated data in any academic exercise (using notes for a closed-book online exam)
- Forges or falsifies academic documents or records (having a friend sign you in for attendance when you're absent)
- Intentionally impedes or damages the academic work of others (tampering with another student's experiment)
- Engages in conduct aimed at making false representation of a student's academic performance (altering test answers and submitting the test for regrading), or
- Assists other students in any of these acts

Additional information regarding Academic Integrity:

<https://conduct.students.wisc.edu/academic-integrity/>

Answers the following questions can be found on the Office of Student Conduct and Community Standards website: How to Avoid Academic Misconduct? What Happens if I engage in Academic Misconduct? What Should I do if I know a Classmate is Cheating? <https://conduct.students.wisc.edu/>

University of Wisconsin System > Chapter UWS 14: Student Academic Disciplinary Procedures:

[https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](https://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)

## 6.3 Non-Academic Misconduct

The university may discipline a student in non-academic matters in the following situations:

1. for conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. for stalking or harassment;
3. for conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. for conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;

5. for unauthorized possession of university property or property of another member of the university community or guest;
6. for acts which violate the provisions of UWS 18, Conduct on University Lands;
7. for knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. for violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of non-academic misconduct include but are not limited to:

1. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. obstructing a university officer or employee engaged in the lawful performance of duties;
9. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
10. knowingly disrupting access to university computing resources or misusing university computing resources.

Additional information regarding Non-Academic Misconduct:

- University of Wisconsin System: Chapter UWS 17 > Student Non-Academic Disciplinary Procedures: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/17.pdf](https://docs.legis.wisconsin.gov/code/admin_code/uws/17.pdf)
- University of Wisconsin System: Chapter UWS 18 > Conduct on University Lands: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/18.pdf](https://docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf)

## 7. GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME

### 7.1 Grievance Procedures

#### 7.1.1 Student Rights and Responsibilities

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first.

Procedures for proper accounting of student grievances against faculty, staff, or other students in the Department of Planning and Landscape Architecture:

1. The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level if they feel safe and comfortable doing so. Students are welcome to seek advice from a Grievance Advisor, Undergraduate Coordinator, Graduate Coordinator or others with whom they have a trusting relationship.
2. Should a satisfactory resolution not be achieved, the student should contact one of the department's Grievance Advisors or the Department Chair to discuss the grievance. At this point in the process, this informal discussion would be considered confidential, unless the issue involves criminal conduct that university employees are required by law to report to University Officials (as specific below in Section 8.2.3 and 8.2.4). The Grievance Advisors or Department Chair will facilitate problem resolution through informal channels and facilitate any complaints or issues of students. The first attempt is to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors regarding concerns or difficulties if necessary. University resources for sexual harassment, discrimination, disability accommodations, and other related concerns can be found on the UW Office of Equity and Diversity website: <http://www.oed.wisc.edu/index.html>.
3. Other campus resources are listed here. A resource providing "confidential" consultation can help people who want support or information, but do not wish to report. Confidential means they will not share information that identifies the person seeking support without that person's permission.
  - o Dean of Students – [doso.students.wisc.edu](http://doso.students.wisc.edu)
  - o McBurney Disability Resource Center – [mcburney.wisc.edu](http://mcburney.wisc.edu)
  - o Employee Assistance Office – [eao.wisc.edu](http://eao.wisc.edu) [This resource provides confidential consultation]
  - o Ombuds Office – [ombuds.wisc.edu](http://ombuds.wisc.edu) [This resource provides confidential consultation]

- University Health Services – [uhs.wisc.edu](https://uhs.wisc.edu) [This resource provides confidential consultation]
  - UW Office of Equity and Diversity – <http://www.oed.wisc.edu/index.html>
4. If the issue is not resolved to the student’s satisfaction the student can submit a formal departmental grievance to the Grievance Advisor in writing within 60 calendar days of the alleged unfair treatment. The formal grievance should provide as much detail as possible about the incident(s) or situation(s) of concern.
  5. On receipt of a written grievance complaint, the Department Chair and Department Administrator will be informed, and a 3-member faculty committee will be convened by a Grievance Advisor to manage the department-level grievance. The program faculty committee will preserve confidentiality if possible and desired and will obtain a written response from the person toward whom the complaint is directed. This response will be shared with the person filing the grievance.
  6. The faculty committee will determine a decision regarding the grievance. The Grievance Advisor will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received. Details shared with the aggrieved student may be limited by university policies regarding personnel matters or student records.
  7. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to that committee through the Grievance Advisor.
  8. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

### **7.1.2 The Grievance Advisors**

The Grievance Advisors for the Department of Planning and Landscape Architecture for Academic Year 2019-20 are Professor Carey McAndrews and Department Administrator, Shira Hand. The Department Chair is Professor Ken Genskow. Please note that the Department Chair, the Department Administrator, and the Graduate and Undergraduate Coordinators (Lauren and Debi) are Title IX responsible employees who are required to report information they receive about sexual harassment and sexual violence; see the section below for more information on what this means.

### **7.1.3 Hostile and Intimidating Behavior**

Hostile and intimidating behavior, sometimes known by the shorthand term “bullying,” is defined in university policy as “unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the University’s academic or operational interests.” Hostile and intimidating behavior can occur both within and across employment sectors – faculty on faculty, faculty on staff, etc. – and power differentials, and in any university setting (the office, the lab, in the halls, at meetings; it can happen in groups or one-on-one). Regardless of when and how it

happens, it must be addressed and corrected. Hostile and intimidating behavior is prohibited by university policy.

UW–Madison policy includes the following expanded definition:

Hostile and intimidating behavior is defined as unwelcome behavior pervasive or severe to the extent that it makes the conditions for work inhospitable and impairs another person’s ability to carry out their responsibilities to the university, and that does not further the University’s academic or operational interests. A person or a group can perpetrate this behavior. The person need not be more senior than or a supervisor to the target. Unacceptable behavior may include, but is not limited to:

1. Abusive expression (including spoken, written, recorded, visual, digital, or nonverbal, etc.) directed at another person in the workplace, such as derogatory remarks or epithets that are outside the range of commonly accepted expressions of disagreement, disapproval, or critique in an academic culture and professional setting that respects free expression;
2. Unwarranted physical contact or intimidating gestures; Conspicuous exclusion or isolation having the effect of harming another person’s reputation in the workplace and hindering another person’s work;
3. Sabotage of another person’s work or impeding another person’s capacity for academic expression, be it oral, written, or other;
4. Abuse of authority, such as using threats or retaliation in the exercise of authority, supervision, or guidance, or impeding another person from exercising shared governance rights, etc.

Repeated acts or a pattern of hostile and/or intimidating behaviors are of particular concern. A single act typically will not be sufficient to warrant discipline or dismissal, but an especially severe or egregious act may warrant either.

For more information: <https://hr.wisc.edu/hib/>

#### **7.1.4 Sexual Harassment**

Sexual harassment is a community concern. When sexual harassment occurs, it degrades the quality of work and education at the University of Wisconsin–Madison. It erodes the dignity and productivity of the individuals involved and diminishes the quality, effectiveness, and stature of the institution. It can occur in any university setting (an office, a classroom, a university program). Each of us has a collective responsibility not to harass others and to act responsibly when confronted by the issue of sexual harassment, thereby promoting an environment that better supports excellence in teaching, research, and service. (Taken from: <http://www.oed.wisc.edu/sexualharassment/index.html>)

What is Sexual Harassment?

Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature (including leering and unwanted personal discussion of sexual activities) constitute sexual harassment when submission to such conduct is a condition of employment, academic progress, or participation in a university program; or submission to or rejection of such conduct influences

employment, academic or university program decisions; or the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

#### Key Points About Sexual Harassment:

- Differences in power or status can be a significant component in sexual harassment. A person who seems to acquiesce to sexual conduct may still experience tangible action harassment or hostile environment harassment if the conduct is unwelcome.
- Harassment can occur between men and women or between members of the same gender.
- Sexual harassment may or may not involve a tangible injury (e.g., economic loss, lowered grades). A sexually harassing environment, in and of itself, may constitute a harm.
- Individuals in positions of authority are responsible for ensuring that employees, students or others do not harass. In an academic or program setting, offenders can be faculty, instructors, lecturers, teaching assistants, coaches, tutors, or fellow students or program participants.
- The person filing a sexual harassment charge does not have to be the person harassed but could be anyone significantly harmed by the harassing conduct.
- Some behavior that is not in violation of university policy may, nonetheless, be unprofessional under the circumstances. Consequences of such unprofessional behavior may include poor performance evaluations or possible discipline.

#### What to do if you feel you've been sexually harassed:

- Seek advice. Consult the Grievance Advisor, department chair, program chair, another divisional resource person, the Office of Equity and Diversity (<http://www.oed.wisc.edu/>), or another campus resource to discuss options for resolution.
- You may choose to seek informal resolution through the Grievance procedures detailed in Section 7.1.1 or file a sexual harassment complaint with the UW–Madison Title IX Coordinator. You may find more information on filing a complaint at <https://compliance.wisc.edu/eo-complaint/>. Complaints filed through the UW–Madison Title IX coordinator may lead to an investigation and disciplinary action against the accused. In order to ensure due process and provide for a defense, prior to any formal disciplinary action against someone accused of sexual harassment, the University must inform that person of the details regarding the formal complaint including the identity of the person initiating the complaint.
- For additional information, please visit: <https://compliance.wisc.edu/titleix/campus-procedures/reporting/sex-discrimination-harrassment/>.
- As listed previously, the following additional resources offer confidential consultation and can help people who want support or information, but do not wish to report. Confidential means they will not share information that identifies the person seeking support without that person's permission.
  - Employee Assistance Office – <https://eao.wisc.edu/> [This resource provides confidential consultation]
  - Ombuds Office – <https://ombuds.wisc.edu/> [This resource provides confidential consultation]

- University Health Services – <https://www.uhs.wisc.edu/> [This resource provides confidential consultation]

For more information on discrimination against students and other resources:

<https://compliance.wisc.edu/eo-complaint/>

Additional information taken directly from the UW–Madison Office of Equity and Diversity website:

What to Do About Sexual Harassment...

We encourage early contact: consultation is not escalation. Timely discussion of people’s concerns may allow resolution before alternatives become limited. The university will protect confidentiality to the extent possible under the law.

If you feel you’ve been sexually harassed:

- Seek advice. Consult your supervisor, manager, HR representative, department chair, director, dean, or any campus resource to discuss options for resolution.
- You may choose to seek informal resolution or file a sexual harassment complaint.
- You may find it helpful to seek support from a trusted colleague. Be aware of your interest in keeping the matter as confidential as possible.
- Keep notes of what happened, when, where, and who was present. Retain copies of any correspondence.
- Consider informing the individual(s) involved that the conduct is unwelcome and that you expect it to stop.

## **7.2 Reporting Misconduct and Crime**

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, Undergraduate Program Coordinator, departmental Grievance Advisors, or other campus resources (such as the [UW Office of Equity and Diversity](#), [Mc Burney Disability Resource Center](#), [Employee Assistance Office](#), [Ombuds Office](#), and [University Health Services](#)).

### **7.2.1 Research Misconduct**

The University of Wisconsin–Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their degree programs and careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the

consequences of reporting wrongdoing and be informed of their rights. Please find full details at <https://research.wisc.edu/respolcomp/resethics/>

### **7.2.2 Academic Misconduct**

If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

### **7.2.3 Sexual Assault**

Faculty, staff, teaching assistants, and others who work directly with students at UW–Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials, specifically the Office for Equity & Diversity or the Division of Student Life. This effort is not the same as filing a criminal report. Disclosing the victim's name is not required as part of this report. Please find full details at <https://compliance.wisc.edu/titleix/campus-procedures/reporting/complainant/> and <https://www.uhs.wisc.edu/prevention/violence-prevention/resources/>

### **7.2.4 Child Abuse**

UW–Madison employees (under [Wisconsin Executive Order #54](#)), are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers working for UW–Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at <http://www.oed.wisc.edu/childabuse/>

### **7.2.5 Incidents of Bias/Hate**

The University of Wisconsin–Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW–Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at <https://doso.students.wisc.edu/services/bias-reporting-process/>

## **7.3 Reporting Consensual Relationships**

A consensual relationship describes when people agree to a romantic, physically intimate, or sexual relationship now or in the past. This includes marriage. UW–Madison consensual relationships policy applies to employee/student relationships and employee/employee relationships.

A consensual relationship between an instructor and a student currently under their instruction or whom the instructor reasonably believes in the future may be under their instruction is prohibited.

If a consensual relationship develops between people who also have another type of reporting or evaluative relationship, the person who is in a position of power must immediately report their consensual relationship to a supervisory authority.

The university presumes that the ability to make objective decisions is compromised if there is a romantic and/or sexual relationship between two individuals who have a reporting or evaluative relationship. There is almost always a power differential between such individuals that not only obscures objectivity but also influences perceptions of consensuality. The individual with the power or status advantage is required by university policy to report the relationship to their supervisor and will be accountable for failing to make this report. The supervisor who learns of the consensual relationship has the responsibility to make appropriate arrangements to eliminate or mitigate a conflict whose consequences might prove detrimental to the university or to either party in the relationship, particularly the person in the subordinate role. Supervisors can consult with any campus resource (<https://oed.wisc.edu/campus-resources.htm>) for assistance in meeting this responsibility.

More information available at <https://oed.wisc.edu/consensual-relationships.htm>.

## **8. OPPORTUNITIES FOR STUDENT INVOLVEMENT**

As a student at UW–Madison, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement enhances your academic, professional, and social development.

### **8.1 Student Chapter ASLA**

The University of Wisconsin-Madison Student Chapter of the American Society of Landscape Architects works to provide Landscape Architect students at University of Wisconsin-Madison with the opportunity to participate in organized activities outside the academic sphere which would improve skills, knowledge, and complement the curriculum.

- To promote supportive educational activities reflecting student interests and visibility of ASLA and the profession by developing workshops, lectures, displays, competitions, field trips, conferences, community projects, and contact with practicing professionals.
- To develop activities conducive to interaction with students and related design disciplines.
- To improve and encourage active communication between other Student Chapters and State/Regional Chapter of ASLA in an effort to strengthen the common goals of each as well as maintain visibility/awareness of the profession and all of the National ASLA programs.

UW-ASLA members participate in multiple professional development activities every semester. These can include the community service in the development of local community gardens, landscape design charrettes, firm visits, LaBash (the annual national student conference), student social events, etc.

### **8.2 Student Representation in Governance**

Associated Students of Madison (ASM) – The Associated Students of Madison (ASM) is the campus-wide student governance organization at UW–Madison. Graduate and undergraduate representatives are elected to the 33-member ASM Student Council based on their respective college or school. The student council has regular biweekly meetings open to all students. Learn more here: <http://www.asm.wisc.edu/>

### **8.3 Registered Student Organizations**

There are more than 750 student organizations on campus. The best way to seek out current organizations is to visit the Center for Leadership and Involvement (CFLI) website at <https://cfl.wisc.edu/> and visit the Registered Student Organization directory. This list will not include unregistered student organizations, and you may find that there are groups in your department that you would like to get involved with as well. If you are interested in officially registering an organization you are involved, you must register at [www.cfl.wisc.edu](http://www.cfl.wisc.edu). Once registered through CFLI, your organization is

eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

#### **8.4 Outreach and Community Connections**

The Wisconsin Idea is the principle that education should influence and improve people's lives beyond the university classroom. For more than 100 years, this idea has guided the university's work. Learn how you can get involved at <http://www.wisc.edu/public-service/>.

The Morgridge Center for Public Service connects campus with community through service, active civic engagement, community-based learning and research, and more. Explore opportunities at <http://www.morgridge.wisc.edu/>.

The PLA Department is built upon a commitment to applied research, service learning and community-based pedagogy in the spirit of the Wisconsin Idea. Department activities include student and faculty engagement with communities through service learning and applied research and service projects.

Learn more about PLA's Outreach Partnerships on the Wisconsin Idea page of the DPLA website: <https://dpla.wisc.edu/researchandoutreach>.

## **9. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING**

UW–Madison offers a wealth of resources intended to enrich your studies and enhance your professional skills. Professional development and career planning should be on students’ minds from the start of their studies. It is expected that you will take full advantage of the resources that best fit your needs and support your career goals. Since our alumni thrive not only in academia but also in industry, corporate, government, and non-profit arenas, we strive to be in-tune, holistic, and innovative our approach to meeting the diverse professional development needs of our students. By actively participating in these professional development opportunities, you will build the skills needed to succeed academically at UW–Madison and to thrive professionally in your chosen career.

### **9.1 Student Engagement in the Profession**

There are many ways for undergraduate students to gain professional development. We encourage students to utilize the following resources, as well as seeking out additional resources through their faculty and network contacts. In addition, undergraduates should research the national licensing/registration organizations which provide continuing education and certification opportunities to learn more about the process to become a professional landscape architect.

#### **9.1.1 American Society of Landscape Architects (ASLA)**

Founded in 1899, the American Society of Landscape Architects is the national professional association representing landscape architects. Beginning with 11 original members, ASLA has grown to over 15,000 members and 49 chapters, representing all 50 states, U.S. territories, and 62 countries around the world, plus 72 student chapters. Membership is open to all landscape architects as well as students and others interested in the profession’s issues, values, and goals. ASLA promotes the profession and advances its practice through advocacy, education, communication, and fellowship. In addition, stewardship of the land has always served a central role in the mission of the ASLA and is an integral element of all outreach.

ASLA works to increase the public’s awareness of and appreciation for the profession of landscape architecture and its contributions to quality of life. ASLA is an active advocate for the profession at the local, state, and national levels on public policy involving licensure, the environment and sustainable design, livable communities, surface transportation, historic preservation, and storm-water management issues, among others. Members of the Society use the “ASLA” suffix after their names to denote membership and their commitment to the highest ethical standards of the profession.

For more information, visit: [www.asla.org](http://www.asla.org)

#### **9.1.2 Wisconsin Chapter of the ASLA (WIASLA)**

The WIASLA mission aligns with the National ASLA. The purpose of the Wisconsin Chapter of the American Society of Landscape Architects “shall be the advancement of education and skill in the art

and science of landscape architecture and the promotion of the profession of landscape architecture as an instrument of service in the public welfare. To this end the Chapter shall seek to effectuate within the Chapter territory the aims and policies of the American Society of Landscape Architects, Inc.” WIASLA offer its members the opportunity to network, build business, and expand their professional knowledge and expertise. The Chapter also promotes the discipline of landscape architecture and advocates policy positions that advance sustainable, appropriate, and environmentally friendly practices.

For more information, visit: [www.wiasla.com](http://www.wiasla.com)

### **9.1.3 The Council of Landscape Architectural Registration Boards (CLARB)**

CLARB works to protect the public’s health, safety and welfare by establishing and promoting professional licensure standards. CLARB members are the licensure boards across the United States, Canada and Puerto Rico.

CLARB prepares, administers and scores the Landscape Architect Registration Examination (L.A.R.E.) which assesses the ability of prospective licensees to protect the public’s health, safety and welfare.

CLARB also manages a professional information system called the CLARB Council Record, through which landscape architects document and verify their education, experience, examination and licensure history. The Record helps reduce barriers to mobility by streamlining the initial and reciprocal licensure processes.

For more information, visit: <http://www.clarb.org/>

### **9.1.4 The Landscape Architecture Foundation (LAF)**

The mission of the Landscape Architecture Foundation is to support the preservation, improvement and enhancement of the environment. LAF invests in research and scholarships to increase our collective capacity to achieve sustainability.

Founded nearly 50 years ago, LAF has been the nexus of inquiry and innovation for the landscape architecture profession. Today, the mission to support the preservation, improvement and enhancement of the environment has never been more resonant. As the world’s population becomes increasingly urban and demands on natural resources more acute, landscape architects play an essential role in solving the complex, interrelated environmental, economic, and social problems we face today.

Through its leadership and philanthropic activities, LAF continues to advance the body of knowledge and support innovative projects and initiatives needed not only for the landscape architecture profession, but for the many professionals and advocates who share LAF’s mission and are critical to its success.

- Research. Advancing our applied research in methods and metrics for landscape performance.
- Scholarships. Supporting outstanding students to cultivate the next generation of sustainability leaders.
- Leadership. Strengthening the profession to meet the challenges of tomorrow.
- For more information, visit: <https://lafoundation.org/>

## **10. STUDENT HEALTH AND WELLNESS**

Maintaining good health is critical to student success, and our campus provides a wealth of resources to support not only physical health but also mental health. Students are encouraged to familiarize themselves with these resources and take advantage of them before poor health affects their well-being and academic performance.

### **10.1 University Health Service**

Students who pay segregated fees are eligible for University Health Services

<https://www.uhs.wisc.edu/medical/>

There is no charge to students for many basic services including counseling sessions, because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

### **10.2 Supporting Peers in Laidback Listening**

SPILL is an anonymous peer-based support system online. We're an organization made up of and for UW-Madison students who are committed to providing one another with a confidential venting outlet for college problems that everyone seems to go through, but few people want to LISTEN to.

UW-Madison students can write in and vent about anything and everything they may be struggling with. We connect them with other UW-Madison students who have dealt with that issue. Both parties are anonymous to one another, and the "Spiller" (person writing in) gets a thread of 4-6 responses from other peers within 24 hours.

For information visit SPILL at [www.badgerspill.com](http://www.badgerspill.com)

### **10.3 Disability Information**

The University of Wisconsin–Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW–Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Students with disabilities have access to disability resources through UW–Madison’s McBurney Disability Resource Center. As an admitted student, you should first go through the steps to “Become a McBurney Client” at <http://www.mcburney.wisc.edu/students/howto.php>

Additional [non-academic] disability campus resources (not found through the McBurney Center) can be found at <http://www.mcburney.wisc.edu/services/nonmcburney/index.php>

The UW–Madison Index for Campus Accessibility Resources can be found at <http://www.wisc.edu/accessibility/index.php>

## **10.4 Mental Health Resources**

### **10.4.1 Mental Health at University Health Services**

University Health Services (UHS) is the primary mental health provider for students on campus. UHS Counseling and Consultation Services offers a wide range of services to the diverse student population of UW–Madison, including individual and group therapy and wellness programs.

They offer immediate crisis counseling, same day appointments and ongoing treatment. Go to [www.uhs.wisc.edu/mental-health](http://www.uhs.wisc.edu/mental-health) or call 608-265-5600 (option 2) or through MyUHS ([myuhs.uhs.wisc.edu](http://myuhs.uhs.wisc.edu)) to schedule an initial “access” consultation. During the access consultation, you’ll have a discussion with one of the Access Specialists who will ask several questions about your symptoms and experiences and connect you with the services you need.

UHS service costs are covered for students through tuition and fees. There are many mental health resources throughout the Madison community, but UHS Counseling and Consultation Services is the best resource for referrals to off-campus providers. Call 608-265-5600 for assistance in finding an off-campus provider.

An on-call counselor can be reached any time, day or night, at 608-265-5600 (option 9). If it is an emergency, dial 911.

UHS offices are located on the 7<sup>th</sup> floor of 333 East Campus Mall.

### **10.4.2 Let’s Talk**

Let’s Talk is a program that provides drop-in consultations at locations around campus for UW–Madison students. It’s free, no appointment is necessary, and students are seen on a first-come, first-served basis. Just drop in for an informal, friendly, and confidential consultation. Speaking with a counselor consultant can help provide insight, solutions, and information about other resources.

Visit: [www.uhs.wisc.edu/mental-health/lets-talk](http://www.uhs.wisc.edu/mental-health/lets-talk)

### **10.4.3 UWell**

UW–Madison has a holistic resource for all things wellness called “UWell”. The website includes information and opportunities for wellness for your work/school, financial, environmental, physical, emotional, spiritual, and community. Although wellness is a broad term that can have a different meaning to each individual, UWell has defined it as an active process of becoming aware and making active choices toward a successful way of being. Go to <http://uwell.wisc.edu/>.

### **10.5 Dean of Students Office**

The Dean of Students (DoS) Office provides resources to students struggling with a variety of issues and seeks to be the “go to” spot for student assistance on campus. Reach them by phone, in-person, or online (Live Chat). Visit [dos.students.wisc.edu/student-assistance](https://dos.students.wisc.edu/student-assistance)

DoS offices are located at 70 Bascom Hall. P: 608-263-5700.

## **11. POLICIES & PROCEDURES FOR INFORMATION TECHNOLOGY (IT), INSTRUCTIONAL LABS, & STUDIO SPACES**

The Music Hall office (Rooms 110 and 112 Music Hall) is open Monday–Friday, 7:30 a.m.–4:45p.m. The computer lab (Room 109 Music Hall), is open Monday–Friday, 8:00a.m.–4:30 p.m., except during some classes when the computer lab is reserved for class use. To use the building or lab outside of these times, you may check out keys for the building and the computer lab. See Access to Music Hall [section 14.7](#).

For information about access to Agricultural Hall see 11.2.1 Studio Access below.

### **11.1 Studio Policy and Procedures**

We assume that all students are individuals who respect each other, each other's work, and our facilities. To this end, the Department of Planning and Landscape Architecture has developed the following policies for all students as a means of maintaining a studio environment of which we can all be proud, which reflects a professional image, and which makes visitors feel welcome. We ask that you work in partnership with faculty and staff to create an ethic of stewardship in relation to our facilities and an environment governed by respect for others while working in the studios.

When students are working in the studio, certain etiquette is necessary to ensure a civil working environment. Students should be considerate of their classmates and of others in the building. Some basic rules:

- ALWAYS ensure that studio doors are locked and shut. Everyone is responsible for protecting the safety of their classmates and their possessions.
- When using common worktables and areas (e.g. printing and plotting areas, light tables, cutting boards/tables, layout tables, and presentation tables) you should clean up after each session. Materials left on or in common worktables and areas may be recycled or thrown away without notice.
- Report any damage of property or thefts to the department as soon as reasonably possible.
- The design studio is provided as a place to study and work; it is to be used in the same manner as a professional office. Open sound systems are not allowed in the studio at any time. You should plan on using headsets. During scheduled classes, the use of headsets should be cleared with the studio professors so that they do not impede class instruction.
- Cell phones and smartphones must be silenced and should not be used or answered at any time during studio hours. At all times, noise of any kind must be kept low enough to prevent disturbance to others in the studios or in adjacent faculty offices.

## **11.2 Use & Stewardship of Studios**

The following guidelines are established to ensure the security, safety and integrity of our educational facilities. There are six categories of policy: studio access, desk and lockers, quality of studio space, technology, safety and welfare, and end of term cleanup. Any damage to the studio will be recorded by the faculty or staff. Student(s) responsible for damage(s) will be assessed a fee to correct said damage.

### **11.2.1 Studio Access**

- Agricultural Hall studio space is open to the public during normal building hour operations. Students, faculty, and staff may access the building and studio spaces during off hours using their WISC ID card.
- Agricultural Bulletin studio space is only open and accessible to students, faculty, and staff with the use of a door code or WISC ID card at all times.
- See Math Heinzel ([wheinzel@wisc.edu](mailto:wheinzel@wisc.edu)) for access issues.

### **11.2.2 Studio Desk and Lockers**

- An assigned/chosen desk will be yours for the entire academic year. If desk relocation is necessary, the department reserves the right to change your location at any time during the year.
- Desks must remain in their present location in order to maintain necessary circulation and fire egress.
- All desktop surfaces are used for drawing only. Absolutely no cutting is permitted on your desktop, unless you use the proper synthetic cutting surface or a 3-ply chipboard cutting mat. Designated cutting tables are provided throughout the studio space for cutting and trimming projects.
- Each student will get a locker. They can be claimed during the first week of classes during the fall semester.
- At the close of the spring semester, you are responsible for leaving your desk, locker, and chair in the same condition as you found them.
- The condition of each desk is assessed at the beginning of the fall semester. Students may be financially liable for any damage to the desk including, but not limited to cut surfaces, missing hardware, destructive modifications, or painted surfaces. Please inspect your desks carefully and report any problems to your instructor.

### **11.2.3 Quality of Studio Space**

Studio space is to be kept neat and well-maintained at all times. Each student is responsible for their desk space as well as for helping to maintain public areas in the studio such as the entrances, corridors,

lounge and communal work areas. Personalizing surroundings (lockers, desks, stools, walls) by writing or drawing upon them is both inappropriate and prohibited.

It is good practice to clean up your desk at the end of each day. This practice will insure the highest level of productivity during each day. If necessary, your faculty will insist upon personal and/or studio clean-up. In that event, compliance is mandatory.

Graphic displays, posters, pictures, etc. are expected to be chosen with professional judgment. While studio will soon feel like “home” to many of you, visitors are brought through on a regular basis.

- Do not post any offensive or derogatory material. Derogatory materials shall include but is not limited to offensive material related to racial, ethnic, gender or sexual slurs. In this case, the student will be asked to remove any offensive material. Noncompliance shall be reported.
- Moving or rearrangement of desks, partitions, lockers, etc. is prohibited unless approved of by studio faculty.
- Common spaces are provided for all students. Please help keep these furnishings well maintained. Additional lounge areas within the studio are not permitted. This includes bringing in unauthorized, outside furnishings such as: sofas, chairs, tables, coffee makers, microwaves, personal refrigerators, etc. Unauthorized additions may be removed immediately.
- Existing refrigerators, sofas, coffee makers, etc. are the responsibility of the students to clean and maintain. If they are not well maintained, they may be removed and not replaced.
- Do not attach anything to the ceilings, floors, or walls in a way that mars the surface (e.g., glue, nail, screw).
- Do not suspend anything from the ceiling, beams, ceiling tiles or light fixtures.
- Do not place any signage in the windows.
- No items may be stored or kept under the stairs. This is a fire hazard. Unauthorized items may be discarded immediately.
- As a pre-professional and steward of the land, you share direct responsibility to practice and promote recycling. Recycle your waste in the appropriate receptacles provided. Faculty will notify you of specific “clean up” times as they occur.
- Damage incurred to the building and furniture will be considered vandalism. Students may be reported to the University Police and held responsible for damages.

### **11.3 Safety and Welfare in Studio Spaces**

- The building walkways, including the spaces between the rows of desks, are considered to be emergency egress paths. As such, all walkways must be kept free of material and projects. Unauthorized items in the walkways may be discarded without notification.
- Each studio area must maintain an appropriate circulation system for open movement. Entrances into student work areas and desks must be kept free of enclosures. Visibility from aisles into work areas must be maintained.
- Studio lighting is important to the studio environment. The ceiling area must be kept free from canopies and other materials that interfere with lighting or visibility, or that otherwise create safety hazards.
- There will be absolutely no use of aerosol products in the studio or anywhere in the building. This includes spray paints, spray adhesives, or spray fixatives. If you must use these materials, use them outside the building and in such a way that doesn't leave marks or residue on sidewalks or other surfaces.
- Activities and behavior within the studio must conform to all rules and regulations of UW-Madison. This includes no alcoholic beverages in the building and no actions or activities that are criminal or endanger the health, safety, or welfare of others. Discovery of such may result in enforcement of University policies.

### **11.4 End-of-Year Studio Clean Up**

The deadline to remove all personal items from studios and lockers is 4:00 PM on the last Friday of the academic year (end of spring semester), unless notices are posted with an earlier deadline. Materials remaining after the deadline may be disposed of immediately, including projects, artwork, models, and personal equipment.

By the last day of the final exam period students should:

- Place all trash in trash bins or dumpsters and all recyclables in the appropriate containers—floors should be free of trash.
- Remove all personal possessions.
- Report any needed repairs to the Landscape Architecture Program Office.

### **11.5 Additional UW-Madison Facility Policies**

University policies can be found at: <http://www.vc.wisc.edu/policies-facilities.htm> .

## **12. AMENDMENTS**

As policies and procedures change, amendments will be distributed to all students enrolled in the program and included in this section of their handbook. Those amendments will be incorporated into subsequent program handbooks.